

Complaints Handling Procedure FE Annual Report – 2025/26

This is the UHI Argyll Complaints Handling Procedure Annual Report for the 2025/26 Academic Year. The report examines collated data relating to **FE** complaints received within the period 1st August 2025 – 31st July 2026.

Complaints are received year-round through a range of channels and cover a range of different categories and departments within UHI Argyll. Submission methods can include email, telephone, face-to-face contact, complaint forms, and the Red Button.

Each complaint provides an opportunity to learn and improve. Feedback received through the complaints process is used to review practices, strengthen procedures, and identify staff development needs. The Quality team records and analyses learning points from every complaint to identify recurring themes and areas for improvement and this is filtered to relevant programme and professional Services teams to support self-evaluation and enhancement activities aimed at continually improving the student experience.

Complaint Outcome Summary	Numbers
Total number of FE complaints received	10
Number of complaints considered at the frontline resolution stage (stage 1)	6
Number of complaints closed at the frontline resolution stage within 5 working days	2
Number of complaints where an extension to the 5 working day timeline was authorised	4
Number of complaints with a resolved outcome at the frontline resolution stage	4
Number of complaints upheld at the frontline resolution stage	4
Number of complaints partially upheld at the frontline resolution stage	1
Number of complaints not upheld at the frontline resolution stage	1
Number of complaints considered at the investigation stage (stage 2)	4
Average time in working days to confirm the complaint outcome at the frontline resolution stage	7.5

Number of complaints escalated from stage 1 to the investigation stage (stage 2) Escalated complaints are those that have been considered at Stage 1 and moved to Stage 2 at the customer's request or because they have exceeded the maximum of ten working days at Stage 1	n/a
Number of escalated complaints with a confirmed outcome at the investigation stage within 20 working days	n/a
Number of escalated complaints where an extension to the 20 working day timeline has been authorised	n/a
Number of escalated complaints with a resolved outcome at the investigation stage	n/a
Number of escalated complaints fully upheld at the investigation stage	n/a
Number of escalated complaints partially upheld at the investigation stage	n/a
Number of escalated complaints not upheld at the investigation stage	n/a
Number of escalated complaints that were withdrawn	n/a
Average time in working days to confirm the outcome of an escalated complaint	n/a
Number of complaints entered directly at the investigation stage (stage 2)	4
Number of complaints with a confirmed outcome at the investigation stage within 20 working days	3
Number of complaints where an extension to the 20 working day timeline has been authorised	1
Number of complaints with a resolved outcome at the investigation stage	4
Number of complaints fully upheld at the investigation stage	2
Number of complaints partially upheld at the investigation stage	1
Number of complaints not upheld at the investigation stage	1
Average time in working days to confirm the outcome at the investigation stage	11.5

Learning from Complaints in 2025/26

Below are examples of the actions, in progress or completed, as a result of complaints received during the year:

- Curriculum staff reviewed course delivery and course materials to ensure it meets the needs of the whole student cohort.
- Reinforcement of Health and Safety and Equality and Diversity practices were implemented with teaching staff.
- Review of the process for final course selection and any impacts it may have on progression options.
- Review of communication techniques and requirements for timely and accurate passing of information.
- Reinforcement of the Importance of meeting complainants to ensure each party has a correct understanding of the situation and ensure outcomes meet all their requirements.
- Re-iterating the Importance of Compassionate Communication requirements and the impacts it can have on students with support requirements.