

# Complaints and Appeals Procedure

## Contents

|   |   |
|---|---|
| 1. Introduction to the complaints and appeals procedure ..... | 1 |
| 2. The procedure to raise a complaint.....                    | 2 |
| 3. The procedure for academic appeals.....                    | 2 |

## 1. Introduction to the complaints and appeals procedure

1.1 Marshall Centre is committed to delivering world-class training to apprentices and professionals. However, Marshall Centre recognises that, although rare, problems can arise and thus welcomes the opportunity to correct any mistakes and learn from critical feedback to maintain the high-standards that our learners and customers value. If you believe that your learning experience fell short of what is reasonably expected, the Complaints and Appeals Procedure outlines the process to raise concerns, make a complaint or lodge an appeal. If your complaint is upheld, Marshall Centre will do everything possible to put things right and if a complaint is not upheld we will justify our decision to you in writing within a reasonable timeframe.

1.2 All complaints made will be treated confidentially, sensitively and professionally ensuring the learner's wellbeing is a top priority throughout. Marshall Centre are committed to inclusion and make provision for learners with disabilities, so if you have a disability that you have not previously disclosed and it is relevant to the complaint, please make this known so that Marshall Centre can take this into consideration and make appropriate adjustments where needed.

1.3 If a complaint is raised it will be dealt with without recrimination. Any learner who raises a complaint in good faith and in line with this Procedure, will not suffer any disadvantage or reproach and their learning will continue without prejudiced due to making a complaint.

1.4 This Procedure is not a legal process and only serves as a formal mechanism to ensure reasonable steps are taken to receive, track and resolve issues amicably allowing learners to raise issues formally and Marshall Centre to continue upholding its high standards of education delivery.

## 2. The procedure to raise a complaint

- 2.1 In the first instance the most effective way to find an acceptable resolution is to speak to a trusted member of staff who could help you deal with the complaint. Many issues can be resolved informally with a discussion or mediated discussion with the person immediately responsible for the cause of the complaint. Unless there is an immediate risk of harm or injury, it is expected that learners pursue appropriate informal resolutions before raising a formal complaint or appeal.
- 2.2 If informal discussions fail to bring the matter to an amicable resolution, the learner can raise a formal complaint in writing to Marshall Centre. This is a two-stage process, whereby if the learner is not satisfied that their complaint has been satisfactorily addressed in stage one, they can request a stage two review of that decision from a senior member of staff.
- 2.3 Stage 1 – The learner must draft a formal letter of complaint outlining the reasons for raising a formal complaint, all parties involved and the steps taken to resolve the issue informally. Email your letter and any other supporting evidence to the Quality & Compliance Manager, Elizabeth Tillett [Elizabeth.Tillett@marshallcentre.com](mailto:Elizabeth.Tillett@marshallcentre.com) who will investigate the complaint and inform you of the outcome, in writing, within a reasonable timeframe. If the learner is unsatisfied with the outcome they may activate stage two of the process.
- 2.4 Stage 2 – The learner must respond to the written outcome no later than 72 hours after receipt to express their dissatisfaction and request a stage two review of this decision. The complaint and initial outcome will be investigated and a decision will be delivered in writing within a reasonable timeframe dependant on the complexity of the complaint.
- 2.5 If the learner is still dissatisfied with the outcome, Marshall Centre will arrange for the complaint to be assessed externally by an impartial external assessor who will investigate the complaint and the steps taken to resolve it. They will decide on an outcome based on the evidence and their decision will be final.

## 3. The procedure for academic appeals

- 3.1 The appeal process comprises of three stages and learners must follow these stages to correctly appeal or contest an assessment outcome.

- 3.2 Stage 1 - An informal discussion between the learner and the assessor. The learner should raise the concern or issue with their Assessor directly, discuss how they feel about the assessment decision and, where possible, the Assessor and the learner should come to a mutually agreeable course of action. If the learner still feels dissatisfied after raising this at Stage 1 with their assessor, they can activate Stage 2, which is a formal written appeal.
- 3.3 Stage 2 - The learner must set out in writing the specific reasons as to why they disagree with their Assessors decision. The Assessor will notify the Lead IQA who will then review the work and the learner's reasons then decide and report back to them on the outcome in writing, within a reasonable timeframe. If the learner continues to feel dissatisfied, this will be reviewed by the Quality and Compliance Manager.
- 3.4 Stage 3 - If the learner does not agree with the Quality and Compliance Manager's decision, arrangements will be made for their appeal to be assessed externally by the relevant awarding body. They will review the learner's case for appeal, the assessor's, lead IQA and Quality and Compliance Managers' decision before making their final judgement, which will be final.