

Complaint

There is a system of complaint for all learners and staff. Osymar International College of Education encourages staff and learners to make their displeasure known to the organisation in the name of complaint. Should any learner and or any staff member of the organisation feels unfairly treated, he or she has the right to make an informal or formal complaint as follows:

Informal

Any staff and indeed, any learner who feels not satisfied with any decision concerning him or her and or feels that another staff or learner has been given undue advantage over other can lodge an informal complaint to the lecturer and or the administrative staff. In the case of a staff, informal complaint should be made to the superior line manager. The line manager and or the lecturer must listen to the complaint and if possible, resolve it to the satisfaction of the complainant. Whereby the complainant is not satisfied with the outcomes of the informal complaint, he or she has the right to lodge a formal complaint.

Formal Complaint

Formal complaint is a form of seeking for redress should any learner and indeed, any staff feels aggrieved on any issue, he or she is advised to follow the formal procedure to lodge in a complaint. Complaint should be treated with confidentiality and addressed to the Head of Administration or Head of Centre. Whereby the head administration and or the head of centre are the subject of the complaint, the complaint should be lodge with the Programme Manager. The programme manager must maintain strict confidentiality and must assure the complainant of his or her assured confidence and trust. There should be no favouritism and or discrimination. The head of administration of administration must explain the complaint procedure to the complainant.

Complaint Procedures

The complainant must fill the complaint form or whereby the complainant has not got the strength or confidence to fill in the complaint form, the administrator shall write down verbatim all the complaints in the complainant's own words without adding or subtracting any words, good or bad. The administrator must read the complaint and request the complainant to sign and date it. The complainant can still submit his or her own complaint in writing. The administrator must sign an acknowledgement to state that a complaint has been received. A photocopy of the complaint must be given to the complainant and the original copy retained in complaint file.

Within twenty-four (24) hours, the administrator must inform the management and arrange to appoint one or two members of staff (in the case of learner complaint), the programme leader and or the module/unit leader will make up the number. The staff member at the centre of the complaint must be invited to join the complainant at the hearing table. The procedure and the outcome of the investigation and or meeting shall be strictly confidential. The complainant must be assured of protection of victimisation and discrimination and or favouritism.

After the hearing, the outcome and process and system of decision making must be made known to the complainant and the staff involved. All decisions shall be in writing. The criteria for decision making are based on the policy, the rules and regulations guiding the issue in question to the satisfaction of the complainant. In the case of the complaint not being in favour of the complainant, he or she shall be given the opportunity to appeal against the decision. The system and procedures of the appeal shall be explained in writing or complainant is directed on how to appeal.

The Complaint Policy and Academic Appeal Procedure

This academic appeal is a system of request for learners to use if they have any grievances or reservations regarding the Formal Academic Assessment Decisions (FAAD) recorded for or against them. This is different from academic complaints on the quality of teaching and learning provision. The Appeal policy provides clarifications for learners and staff on academic issues, such as assessment decisions and grading. Students at all levels have the right to appeal against any assessment decision on their academic work (examination and or assignments) to ensure that they achieve a meritorious grade. This is an inalienable right of all learners to request the review of any formal assessment decisions and grading that may have impact on the overall results of their course programme. procedures. It recognises that students seeking qualifications have a right to seek a review of

assessment decisions that affect them. However, this appeal policy works in parallel to the policy of the awarding body on such issues hence in doubt or conflict, the policy of the awarding body takes precedence over this policy.

Assessment Statement

The Assessment Process will ensure that the assessment practice and procedure recognise the equality and inclusion of our diverse learners, and must meet the National and the Awarding Body validation and requirements that must be:

- Evidenced
- Consistent
- Sufficient
- Current
- Objective

Office Independent Adjudicator

Osymar International College of Education developed our complaint procedures policy in accordance with the Office of the Independent Adjudicator's (OIA) guidance document entitled "The good practice framework for handling complaints and academic appeals" published December 2022, and in line with Quality Code on Expectations that requires the Awarding Bodies to take ultimate responsibility for academic standards and the quality of learning opportunities, irrespective of where these are delivered or who provides them. The College follows the "overlapping" Principles of Good Practice Frameworks:

- Accessible and Clear
- Fair, Independent and Confidential
- Inclusive
- Flexible, Proportionate and Timely
- Improve the students' experience.

Academic Appeal Procedures

The Osymar International College of Education adapts and adopts the OIA complaint and appeal procedures of "Handling complaint and Academic Appeal Procedures. All learners are encouraged to follow the complaint procedures to appeal wherever they have doubts, concerns, and reservations regarding any assessment decisions that they feel impacts upon their final results and grades. The processes must be no more than three stages:

1. Early resolution at the local level, where this is possible.
 - Informal Stage
 - Formal Stage 1
 - Formal Stage 2
2. Easy to find the process, and any accompanying guidance or forms.
3. Decision-making staff are properly trained, resourced and supported, and come to each decision afresh.
4. Information used by decision-makers is usually shared with the student. Where information cannot be shared, this is explained to the student.
5. Decisions are taken by people who are seen to be free of bias and without a conflict of interests at every stage of the process.
6. The process is designed to be supportive, and barriers are identified and reduced or removed.
7. Students are not disadvantaged because they have made a complaint or challenged a decision made by the provider.
8. The issue can be resolved as early as possible, and informally when appropriate.
9. There are clear time limits for beginning the process.
10. There is an open and positive culture of listening to feedback and sharing learning that encourages students to have confidence that they will be treated fairly.
11. Information gathered is used to improve services for students and the student experience.

Academic Appeal Time Limit

On release of academic result (assessment decision), a learner or group of learners has seven (7) days from the date of release, declare their intension to challenge the decision.

First Sage (Informal Resolution):

The declaration of intension maybe oral or written to the specific (responsible person) teacher (assessor) about their reservations, disagreement, and/or grievances. A learner(s) may decide to approach the Head of Centre or the Health of the Admin Staff if he/she does not feel comfortable raising concerns through the teacher. The teacher shall be asked to review the assessment or grading decision. If the review satisfies the complainant, the case is closed. In the situation whereby the teacher (assessor) refused to change their decision

and/or the decision of the teacher (assessor) does not satisfy the intension of the learner(s), the appeal would enter the second stage.

Second Stage (Formal Resolution 1):

The complaining or appealing learner is required to complete the complaint or appeal form. A file shall be opened, and the complaint or appeal procedure is followed and a panel of not more three (3) staff is set, excluding the teacher (assessor). The panel shall meet once to appoint a neutral teacher (assessor) to reassess the assignment (activity) in question according to the national standards and the stipulated standards of the Awarding Body. This shall be supervised by the programme or module/unit leader. The panel shall meet the second time with the complaining or the appealing learner, and the assessment decision or grading of the 2nd assessor shall be made known to the learner. Should the decision satisfy the intension of the learner, the case is closed. Should the learner disagree with the 2nd assessor's decision, the appeal would enter the third stage.

Third Stage (Formal Resolution 2):

The decisions of the first and the second assessors shall be passed on to the Lead Internal Quality Assurer (LIQA) for final decision. At this stage, the decision of the Lead Internal Quality Assurer shall be final. The criteria of the decision making shall be focused solely on the National Standards and the Awarding Body's requirements. The assessment or grading decision shall be put into writing, signed by the three members of Appeal Panel. The case would be closed. For fairness, the assignment or examination or the activity in question shall form part of the documents presented to the External Quality Assurer (EQA) at the end of the course programme and should the EQA disagreed with the decisions of the Lead Internal Quality Assurance, the appeal shall be reopened in line with the prescribed actions as recommended by the External Quality Assurer (EQA). This process would be term "The Summative Resolution" and will form the final decision and should be entered on the grade-list. This should be approved by the Academic Board as the final result. The IOA Framework on appeal supersedes the College appeal process and procedures, and where there is conflict, the procedural appeal framework of the "Office of Independent Adjudicator" takes precedence as stipulates hereunder:

The OIA Framework Link to Annex 2: Glossary of Complaint and Appeal:

<https://www.oiahe.org.uk/resources-and-publications/good-practice-framework/handling-complaints-and-academic-appeals/annexes/#acap>

General Complaint Procedures on Quality of Teaching and Learning Provision

According to the Office of the Independent Adjudicator (OIA), learners can complain on any of the following:

1. The provider not meeting obligations including those outlined in course/student handbooks or a student charter.
2. Misleading or incorrect information in prospectuses or promotional material and other information provided by the provider.
3. Concerns about the delivery of a programme, teaching or administration including, where applicable, delivery by a partner provider
4. Poor quality of learning resources or facilities
5. Poor quality services
6. Events causing significant disruption to the normal delivery of a course, service or other aspect of the [student experience](#), such as industrial action or a public health emergency
7. Bullying or harassment by another student or a staff member (if the provider does not have a separate procedure for students to raise these kinds of concerns).
8. Concerns about policies or procedures relating to financial support, immigration processes or welfare support.
9. Concerns about a service delivered by other organisations or contractors on behalf of the provider that the student feels have affected their learning experience.

Osymar International College of Education adopts the above issues as part of the issues that learners may raise concerns above to enable the college to adapt to quality teaching and learning environment. Should any of the above occurs, the college advises the learners who may feel aggrieved to raise a complaint through the formal channel as below:

1. Complete the complaint form and submit it to the admin office.
2. The admin shall respond to the complainant(s) within seven (7) days of learner(s) officially raising the concern.
3. The admin shall constitute a three (3) man panel to hear the grievances.
4. The grievances shall be resolved to the satisfaction of the complainant(s)
5. The summary of the outcome and the issues that formed the bases of the final decision shall be in writing and both parties shall sign to form final agreement and/or agreement.
6. Whereby the complainant is not satisfied with the decision, the complaint shall be escalated to the office of the Head of Centre and/or the office of the Programme Manager.
7. The office of the Head of centre and/or the office of the Programme Manager shall form a three (3) man panel to resolve the complaint on a fixed date agreeable to both parties.

8. The complainant(s) shall be allowed to bring in not more than two (2) advocates. (Advocator could be anyone that may speak on behalf of the complainant or offer emotional support to the complainant).
9. The composition of the three (3) man panel shall be senior member members of the college. The complainant(s) and his/her advocates shall be made to feel relax without any forms of pressure and intimidation.
10. The resolution shall lean on the side of the complainant to satisfy their leaning and to ensure that all the topics or concerns raised shall be addressed, recorded, and agreed upon by all concerns. Final resolution shall be made on the floor of the meeting and MUST not linger for a second meeting. The agreed resolution shall be communicated in writing.
11. However, based on the above, should the allegation be proven against the teacher or assessor, the panel may recommend the removal of the teacher/assessor from the particular course programme and/or recommend for the teacher/assessor to be retrained, and in the worst case, the teacher/assessor's services may be terminated due to incompetence.

Appeal On the Decision

Based on the above complaint procedures and the outcome of the three-man panel, the complainant has the right of appeal as stated above, and the OIA Appeal Framework takes precedence. However, it is the solely responsibility of the three-man appeal panel to ensure that the issue is resolved locally to the satisfaction of the complaint.