

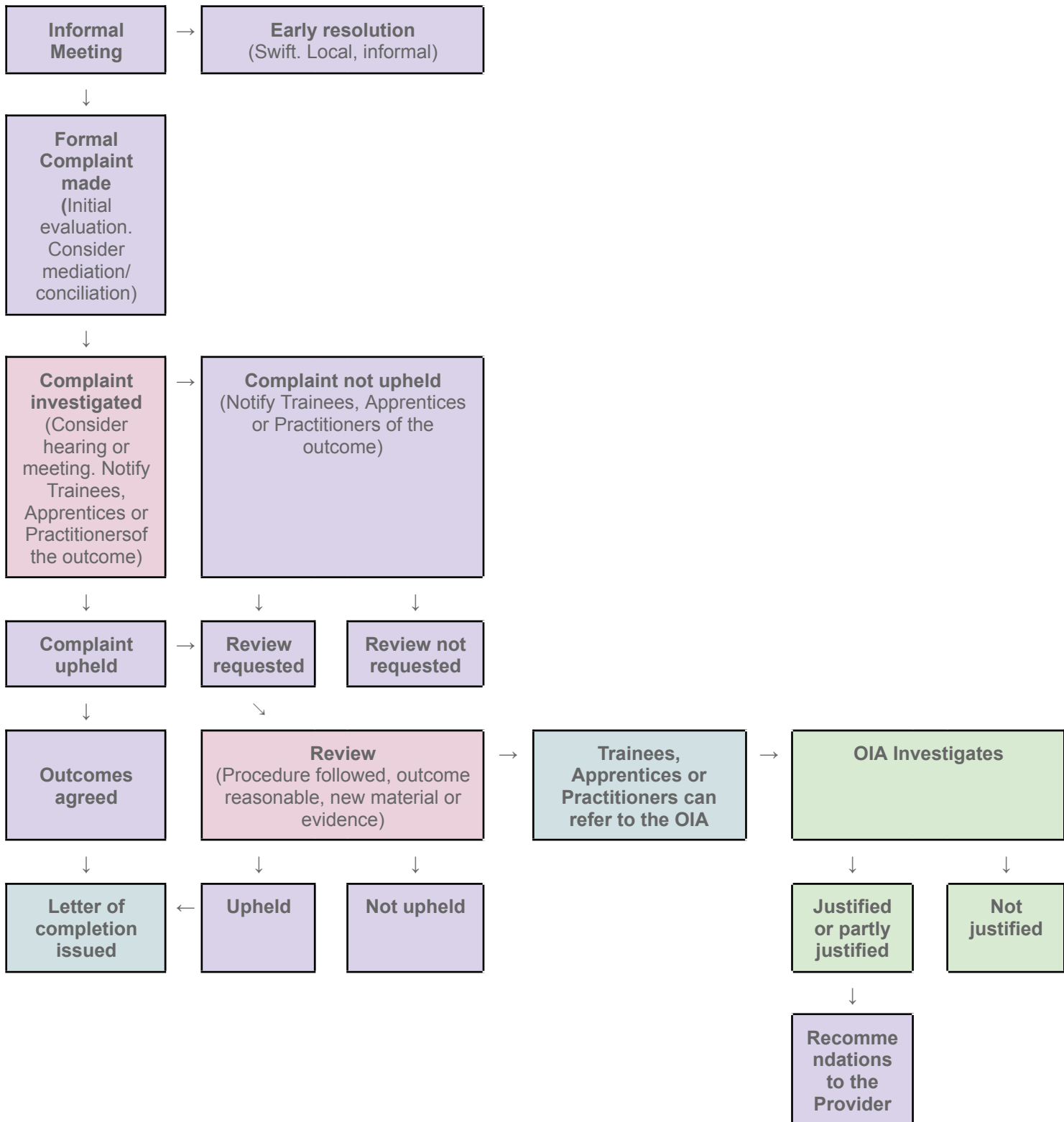
Trainees, Apprentices or Practitioners Concerns and Complaints Policy and Associated Processes.

Approved on	20th July 2026
Approved by	Board of Trustees
Next Review Date	16th July 2029

Change Record

Date of Change:	Changed By:	Comments:
10.07.25	JPT	No change
15/07/26	JPT	Terminology changes.

Date of next review: 15/07/29



90 calendar days

SCOPE

1. Trainees, Apprentices or Practitioners complaints are defined as:

“an expression of dissatisfaction by one or more Trainees, Apprentices or Practitioners about the SCITT’s action or lack of action, or about the standard of service provided by or on behalf of the SCITT.”*

** Group complaints can be submitted, but a group representative must be identified with whom the SCITT will correspond and who will be responsible for liaising with the other Complainants. In such cases, references in this procedure to the ‘Complainant’ or to ‘Trainees, Apprentices or Practitioners’ shall be construed as referring to more than one person. The SCITT may separate group complaints where it considers that the issues raised impact Complainants differently or where Complainants are seeking different remedies.*

2. Examples of complaints might include, but is not limited to:
 - 2.1. Failure by the SCITT to meet obligations including those outlined in course handbooks or Trainees, Apprentices or Practitioners’ contracts
 - 2.2. Misleading or incorrect information in prospectuses or promotional materials
 - 2.3. Concerns about the delivery of a programme, teaching or administration including, where applicable, that provided by a partner provider
 - 2.4. Poor quality of facilities, learning resources or services provided directly by the SCITT
 - 2.5. Complaints involving other organisations or contractors providing a service on behalf of the SCITT.
3. At the SCITT’s discretion, some issues may more appropriately be considered under another organization’s procedures or alternative processes of the SCITT, rather than under this complaints procedure. For example, the following are not normally dealt with as complaints:
 - 3.1. A concern about a decision made by an academic body regarding Trainees, Apprentices or Practitioners’ progression, academic assessment and awards
 - 3.2. Dissatisfaction about the outcome of an academic misconduct or disciplinary process
 - 3.3. A concern about a decision made under other specific regulations, such as fitness to practice
 - 3.4. Matters relating to the Student Loans Company, which has its own complaints procedures
 - 3.5. Complaints relating exclusively to matters experienced by Trainees, Apprentices or Practitioners whilst on school placements which may more appropriately be dealt with under the school’s own procedures

4. Complaints about SCITT staff

Complaints by Trainees, Apprentices or Practitioners about SCITT staff can be difficult to handle as there may be a conflict of interest for the staff investigating the complaint. When complaints are raised against SCITT staff, it is essential that the investigation is conducted by an individual who is independent of the situation. Appropriate support will be put in place by the SCITT to help Trainees, Apprentices or Practitioners and staff members through the process, and the SCITT will ensure that there are robust governance arrangements in place that set out clear procedures for handling such complaints.

5. Timescales

Since it is difficult to investigate complaints after a lapse of time, the procedures require that the Trainees, Apprentices or Practitioners must raise the matter within a given period of time, varying according to the type of complaint but not normally exceeding 90 days. These time limits are intended to allow a sufficient period for matters to be resolved informally wherever possible. A formal complaint must be brought within one month of the failure of an attempt to resolve the matter informally. No complaint may be made in any circumstances later than two months after the last day of enrolment on the programme. This may be waived at the SCITT's discretion if there is good reason, supported by evidence, for late submission of a complaint, for example if not to hear a complaint meant that the SCITT would not be meeting its obligations under the Equality Act

Timescale summary

Response by the SCITT to an initial concern or complaint raised	2 working days
Offer of an informal meeting	5 working days from receipt of complaint
Following an informal meeting: Time for the CEO or complaint manager to write to the Complainant with the outcome if a resolution is reached.	2 working days
Following an informal meeting: Time for the Complainant to write to the CEO or complaint manager requesting a formal complaint be raised.	10 working days from receipt of letter from the CEO or complaint manager
Time for the commencement of an investigation following the move to a formal complaint	10 working days from receipt of request for investigation
Time between the completion of an investigation and a panel being convened.	10 working days from receipt of the report
Time for the Chair of the panel or complaint manager to write to the Complainant with an outcome	2 working days
Time for SCITT to Issue a COP letter from the outcome decision if the complaint is upheld	10 working days
Time for the Complainant to submit a request for a review	10 working days from receipt of letter from the CEO or complaint manager
Time for completion of a review	15 working days, unless strong reasons such as witness unavailability pertain in which case a progress report and explanation for delay will be issued within the 15 working day time limit
Time for the Chair of the panel or complaint manager to write to the Complainant with an outcome	5 working days
Time for SCITT to issue a COP letter from the outcome	10 working days

decision	
Time for Complainant to submit a request for a review to the OIA	Within 12 months, or later at the sole discretion of the OIA
Time for graduates to raise a complaint after graduation	1 month

6. Complaints will normally be completed within 90 calendar days of the start of the formal stage.
7. At whatever stage of the Complaints Procedures Trainees, Apprentices or Practitioners lodge the complaint, they must declare themselves not satisfied within 10 working days of the date of the written response and request that the complaint be taken forward to the next stage. The absence of a response will be deemed to confirm the complainant has been satisfied.
8. The SCITT will respond to complaints and, if substantiated, will take appropriate action to remedy the complaint.
9. Anonymous or third party complaints may be investigated at the discretion of the CEO.
10. Where it is deemed Trainees, Apprentices or Practitioners are abusing the procedures through making repetitive or vexatious complaints which are insubstantial or unsupported by a sufficient level of evidence, the complaint will be rejected at the earliest possible time with reasons given.
11. It is an expectation that the complaints process is treated with respect by all parties. Where apparently false and/or malicious complaints are made, the CEO may instigate the necessary investigations to initiate professional suitability concerns in relation to professional conduct.
12. The CEO will log all formal Trainee, Apprentice or Practitioners' complaints, and make an annual return to the Board of Trustees
13. Informal comments and suggestions for the improvement of the SCITT are welcomed and should be addressed to the CEO or Chief Operating Officer via the Trainees, Apprentices or Practitioners reps.
14. The complaints process is designed so that it is accessible, clear, proportionate, timely, fair, impartial, confidential and allows for learning.
 - 14.1. **Accessibility** The process:
 - Is open to anyone who is or was recently registered as a Trainees, Apprentices or Practitioners with the Charity
 - Aspires to give Trainees, Apprentices or Practitioners clear information about how to access advice and support.
 - Allows Trainees, Apprentices or Practitioners to appoint a representative.
 - Is responsive to the needs of individuals.

14.2. **Clarity** The process:

- Is well signposted, so that Trainees, Apprentices or Practitioners know which process to follow.
- Is easy to understand and gives clear information about time limits.
- Includes clear definitions of what constitutes a complaint.
- Includes effective record keeping.

14.3. **Proportionality** The process:

- Is flexible where Trainees, Apprentices or Practitioners raise issues which fall under more than one process.
- Expects all parties to treat the processes with respect and act reasonably and fairly towards each other.
- Allows for the complaint to be resolved informally and as early as possible, including by mediation or conciliation where possible and appropriate.
- Consists of three stages:
 - Early resolution at the local level
 - Formal stage
 - Review stage.

14.4. **Timeliness** The process:

- Includes time limits within which Trainees, Apprentices or Practitioners are normally expected to submit complaints or the SCITT is expected to respond.
- Allows for the identification of complaints which require particularly swift action.
- Will normally be completed within 90 calendar days of the start of the formal stage.

14.5. **Fairness** The process:

Ensures that decision-making staff are properly trained, resourced and supported, and able to approach each decision afresh.

- Allows each party an equal opportunity to present their case.
- Requires clear reasons to be given for decisions reached.
- Ensures that Trainees, Apprentices or Practitioners are not disadvantaged as a result of bringing a complaint, regardless of the outcome (but see paragraph 10).

14.6. **Impartial** The process:

Ensures that decisions are taken by people without actual or perceived conflicts of interest at all stages of the process.

14.7. **Confidentiality** The process:

Ensures an appropriate level of confidentiality without disadvantage.

14.8. **Improving the Trainees, Apprentices or Practitioners' Experience** The process captures learning to ensure that:

- Decisions are made consistently.
- Decisions are made at the appropriate level.
- Appropriate action is taken on issues identified.
- Information gathered is used to improve services for Trainees, Apprentices or Practitioners and the Trainees, Apprentices or Practitioners' experience.

OUTLINE OF THE COMPLAINTS PROCESS

Making a complaint

- 1.1. Trainees, Apprentices or Practitioners are expected to follow the procedures as set out. However, discretion will be exercised, as appropriate, to ensure that complaints are not automatically discounted because of minor procedural deficiencies in the application.
- 1.2. Trainees, Apprentices or Practitioners must submit a complaint or academic appeal by e-mail or in hard copy in which Trainees, Apprentices or Practitioners must:
 - 1.2.1. Set out their concerns clearly and succinctly
 - 1.2.2. Provide evidence to substantiate the issues raised where possible*.
 - 1.2.3. Trainees, Apprentices or Practitioners should indicate if they wish their complaint to remain confidential.**
 - 1.2.4. Indicate the outcome sought. However, Trainees, Apprentices or Practitioners should note that the outcome may be different from the one sought.

**This may include but is not limited to; independent medical evidence, reports by professionals, financial information, original communications or verifiable copies of communications, or witness statements.*

*** All complaints and academic appeals will be managed in a confidential and sensitive way. However, it may be necessary to ask staff involved in the complaint to comment on or respond to the statements made. An example of when a complaint might be considered confidential is where Trainees, Apprentices or Practitioners provide a corroborating statement in support of a complaint about a member of staff and wish their name to be removed from the statement when it is shown to that member of staff.*

- 1.3 On receipt of a formal complaint the SCITT will undertake an initial evaluation to check that the complaint is submitted under the right procedures, within any deadline, and in the required format. This might result in:
 - Trainees, Apprentices or Practitioners being referred to a different procedure
 - the complaint being rejected, for example because it is submitted late
 - the complaint proceeding to formal consideration
 - referral to conciliation or mediation, with a trained facilitator, as part of the Informal Resolution Stage.
- 1.4 If the complaint is accepted for consideration, the SCITT will allocate it for management to a member of staff who has had no previous involvement in the matter.

2. The Informal Resolution Stage

- 2.1. Wherever possible, the SCITT seeks to resolve complaints **informally**, with complaints procedures operating, in the first instance, at the level at which the matter arose.

- 2.2. The informal stage is designed to address straightforward concerns swiftly and locally, before Trainees, Apprentices or Practitioners escalate them into a formal complaint. This might include, for example, face to face discussion with Trainees, Apprentices or Practitioners, or asking an appropriate member of staff, or mediator or conciliator, to lead in finding a resolution to the matter.
- 2.3 Minutes will be taken and circulated at all meetings
- 2.4 Trainees, Apprentices or Practitioners may be accompanied at meetings during this stage by a representative; this may not be legal representation.
- 2.5 For informal complaints relating to the course, Trainees, Apprentices or Practitioners should discuss the matter with their Personal Tutor in the first instance..
- 2.6 For complaints relating to SCITT staff or schools, if possible Trainees, Apprentices or Practitioners should discuss the matter with the person providing the service in the first instance, and then with their Personal Tutor.
- 2.7 In all cases concerns or complaints raised will be recorded on a Blue Form (Appendix A) at this stage, and will be passed to the CEO for information.
- 2.8 If Trainees, Apprentices or Practitioners withdraws a complaint at this stage, the CEO will write to them to formally close the process.
- 2.9 If the complaint is resolved at this stage, the CEO will write to Trainees, Apprentices or Practitioners setting out the outcome.
- 2.10 If the complaint is not resolved at this stage, the CEO will write to Trainees, Apprentices or Practitioners, referring them to the appropriate documentation should they wish to escalate their complaint.
- 2.11 If Trainees, Apprentices or Practitioners wish to escalate the complaint to the next stage they must write to the CEO with this request within twenty working days of the date of the CEO's written response.

3. The Formal Stage

- 3.1 The formal stage is adopted where Trainees, Apprentices or Practitioners are dissatisfied with the outcome of an attempt at early resolution, or where informal resolution is not possible or suitable due to the character, complexity or seriousness of the case.
- 3.2 The formal stage should always be dealt with by people who have not been involved previously.
- 3.3 The formal complaints process is triggered when:
 - ❖ Trainees, Apprentices or Practitioners decline to engage with early resolution and

- ❖ initiates the formal process from the outset, in line with the SCITT's procedures
 - ❖ Early resolution was attempted through the informal process, but Trainees, Apprentices or Practitioners remain dissatisfied and initiates the formal process in line with SCITT procedures
 - ❖ The issues raised are complex and will require detailed investigation, for example where a complaint relates to the conduct of staff members or covers a number of different incidents.
- 3.4 On receipt of a formal complaint, or request for escalation to the formal complaint stage, the SCITT will undertake an initial evaluation to check basic facts. At the discretion of the SCITT, this may result in:
- ❖ Trainees, Apprentices or Practitioners being referred to a different procedure
 - ❖ the complaint being rejected, for example because it is submitted late
 - ❖ the complaint proceeding to formal consideration
 - ❖ referral to conciliation or mediation.
- 3.5 If the complaint is accepted for consideration, the SCITT will allocate it to a member of staff who has had no previous involvement in the matter. It will not normally be appropriate to keep the name of the staff member investigating the complaint confidential as this might confound the requirement for transparency and may undermine the Trainees, Apprentices or Practitioners' confidence in the Process.
- 3.6 The manager of the complaint will communicate to Trainees, Apprentices or Practitioners and others involved in the investigation exactly what is being investigated to ensure that both the staff members, Trainees, Apprentices or Practitioners and other stakeholders understand the purpose and scope of the investigation.
- 3.7 The investigator should consider meeting with the Trainees, Apprentices or Practitioners (with or without their representative) to support the investigator's understanding of what needs to be investigated. If Trainees, Apprentices or Practitioners' expectations appear to go beyond what the SCITT can reasonably deliver or what is in its power to deliver, the manager of the complaint should be alerted and they should explain this to Trainees, Apprentices or Practitioners (or their representative) as soon as possible, in writing, in order to manage expectations about possible outcomes.
- 3.8 The procedures followed should be proportionate to the nature of the complaint and the complexity of the issues raised. The member of staff investigating the complaint may talk to key staff, other Trainees, Apprentices or Practitioners or stakeholders and consider documents and other evidence.
- 3.9 The investigator will produce a report, based solely on his or her investigations, outlining the process followed, the information gathered, the conclusions drawn and any recommendations.
- 3.10 Trainees, Apprentices or Practitioners (or their representative) should receive copies of the information considered and a copy of the investigation report. The investigator will also consider whether mediation or conciliation might be effective at this stage (i.e. after the investigation report has been circulated to all parties).

- 3.11 The Investigator will refer his or her report to a more senior member of SCITT staff for the recommendations to be agreed, or to the manager of the complaint who will either;
- A. Seek a second opinion internally before making a recommendation that the complaint has been upheld
 - or
 - B. Refer the report on to a Complaint Panel, nominated by the senior member of SCITT staff, for a complaint hearing to be convened.
- 3.12 The SCITT will arrange for the Complaint Panel to receive appropriate HR advice. The Complaint Panel will comprise:
- ❖ Two head teachers from schools who are not involved with the complaint
 - ❖ A member of the senior leadership team from another provider, or similarly qualified and experienced person
- 3.13. The complaint hearing will be held within 10 working days of the complaint manager receiving the Investigator's report
- 3.14 The complaint manager will send Trainees, Apprentices or Practitioners a letter detailing:
- ❖ the date of the complaint hearing
 - ❖ An explanation of what Trainees, Apprentices or Practitioners need to do if they cannot attend on that date, or does not wish to do so, or wishes to be represented at the complaint hearing in their absence
 - ❖ the names of the panel members and their job titles
 - ❖ the names of anyone else attending the complaint hearing and what their role will be
 - ❖ that Trainees, Apprentices or Practitioners may be represented by a member of the University Trainees, Apprentices or Practitioners' Union Advice Centre, their Union Representative or may bring a friend (sometimes called a McKenzie Friend) to support Trainees, Apprentices or Practitioners
 - ❖ an outline of how the meeting will proceed
 - ❖ copies of relevant documents.
- 3.15 The complaint hearing will be minuted and the minutes circulated to all attendees.
- 3.16 Following the complaint hearing, the chair of the panel will write to Trainees, Apprentices or Practitioners (the Decision Letter) setting out the outcome of the formal stage, including any decision to reject the complaint at initial evaluation, giving a clear explanation of and outlining the reasons for each decision in straightforward language.
- 3.17 The decision letter will also give information about:
- ❖ Trainees, Apprentices or Practitioners' right to take the complaint to the review stage
 - ❖ the grounds on which they can do so, and any limitations or exclusions that apply
 - ❖ the time limit for escalating to the review stage (10 working days)
 - ❖ the appropriate procedure
 - ❖ where and how to access support.
- 3.18 If the complaint has been rejected, for example because it has been submitted late, the SCITT will issue a Completion of Procedures letter.

- 3.19 If Trainees, Apprentices or Practitioners do not take the complaint to the review stage within the time limit for doing so, the SCITT will close the matter and notify the Trainees, Apprentices or Practitioners in writing. The SCITT may also issue a Completion of Procedures letter at this stage, if the Trainees, Apprentices or Practitioners ask them to do so. The letter will explain that the Trainees, Apprentices or Practitioners have not completed the SCITT's internal processes, which might affect whether the Trainees, Apprentices or Practitioners can apply to the OIA for resolution of their complaint.
- 3.20 Where a complaint is upheld, the SCITT will explain in writing how and when it will implement any remedy, whether that includes an apology, and what the Trainees, Apprentices or Practitioners is able to do if they remain dissatisfied.
- 3.21 The SCITT will keep records of all formal complaints and their outcomes

4. The Review Stage

- 4.1 A request for a review may be made on the following grounds:
- ❖ a review of the procedures followed at the formal stage
 - ❖ a consideration of whether the outcome was reasonable
 - ❖ new material evidence which Trainees, Apprentices or Practitioners was unable, for valid reasons, to provide earlier in the process.
- 4.2 The review stage will not consider the issues afresh or involve a further investigation. A complaint must have been considered at the formal stage before it can be escalated to the review stage.
- 4.3 Trainees, Apprentices or Practitioners must submit a request for a review in writing or by email.
- 4.4 The provider will allocate the request for review to a more senior member of staff not involved at any previous stage.
- 4.5 The SCITT will write to Trainees, Apprentices or Practitioners to clarify exactly what is being reviewed, and to ensure that both the reviewer and Trainees, Apprentices or Practitioners understand the purpose and scope of the review. If the Trainees, Apprentices or Practitioners' expectations appear to exceed the scope of the review stage, the SCITT will explain this to the Trainees, Apprentices or Practitioners as soon as possible, in writing, in order to manage expectations about possible outcomes.
- 4.6 The reviewer cannot overturn the outcome of the formal stage, but may refer it back for reconsideration.
- 4.7 Key questions explored by the reviewer are likely to include:
- ❖ Were the relevant procedures followed during the formal stage?
 - ❖ Was the outcome reasonable in all the circumstances?
 - ❖ Have Trainees, Apprentices or Practitioners received clear reasons why the complaint was rejected at the formal stage?
 - ❖ If new material evidence has been provided, have Trainees, Apprentices or Practitioners

given valid reasons for not supplying this earlier?

- 4.8 If the complaint is not upheld, the outcome of the review stage should be communicated to the Trainees, Apprentices or Practitioners, in writing, by the SCITT issuing a Completion of Procedures letter as soon as possible, and within 20 working days of the decision not to uphold the complaint.
- 4.9 Communication with the Trainees, Apprentices or Practitioners should include a clear explanation and outline the reasons for the decision in straightforward language.
- 4.10 The decision should also advise the Trainees, Apprentices or Practitioners about:
- ❖ their right to submit a complaint to the OIA for review
 - ❖ the time limit for doing so (within 12 months)
 - ❖ where and how to access advice and support (<http://www.oiahe.org.uk>).
- 4.11 Where a complaint is upheld, the SCITT will explain how and when it will implement any remedy, and whether that includes an apology. A Completion of Procedures letter will be issued if requested by the Trainees, Apprentices or Practitioners. If the remedy proposed includes referring the complaint back to the formal stage for reconsideration, the SCITT will endeavor to ensure that reconsideration is concluded as soon as possible and, where practicable, within 90 calendar days of the decision to refer.

Glossary

(from the OIA, <http://www.oiahe.org.uk>)

Exceptional circumstances	This framework describes the complaints and academic appeals processes that should usually apply in higher education providers. In exceptional circumstances it may be appropriate to follow different procedures, for example, where strict application of the procedures would result in substantial unfairness to the Trainees, Apprentices or Practitioners, or the Trainees, Apprentices or Practitioners are at risk in some way because of health or disability. Such cases will be rare and should each be treated on their merits
Former Trainees, Apprentices or Practitioners	Trainees, Apprentices or Practitioners should have access to academic appeals and complaints procedures for a reasonable period after their studies have concluded or been terminated. Providers' regulations will specify how long Trainees, Apprentices or Practitioners have after leaving the provider to bring a complaint or academic appeal
Mediation	Mediation is a process that is voluntary and confidential. An impartial third party (the mediator) helps parties with a dispute to try and reach an agreement. The parties with the dispute, not the mediator, decide whether they can resolve their issues, and what the outcome should be. Mediation follows a series of rules or steps that are agreed in advance
Mitigating and extenuating circumstances	Each provider's regulations will allow for mitigating or extenuating circumstances to be taken into account in a Trainees, Apprentices or Practitioners's assessment, if those circumstances are made known to the provider in a timely manner. It is for each provider to determine what mitigating or extenuating circumstances are acceptable
Procedural irregularity	A procedural irregularity is where the procedures and regulations of a provider have not been complied with, giving rise to a complaint or academic appeal
Reasonable adjustments	Under the Equality Act 2010, where a disabled person is at a substantial disadvantage in comparison with people who are not disabled, there is a duty to take reasonable steps to remove that disadvantage by: (i) changing provisions, criteria or practices, (ii) altering, removing or providing a reasonable alternative means of avoiding physical features, and (iii) providing auxiliary aids
Trainees, Apprentices or Practitioners	The term 'Trainees, Apprentices or Practitioners' includes those undertaking a course of study, including initial teacher training Trainees, Apprentices or Practitioners studying at a SCITT. It includes those on an interruption of study, temporary withdrawal or temporary exclusion or suspension and those who have recently left a provider.

	Where the provider was brought into membership of the OIA Scheme by the Consumer Rights Act 2015, reference to 'course of study' means a higher education course (for these purposes, higher education course is defined at www.oiahe.org.uk/glossary.aspx#hecourse)
Trainees, Apprentices or Practitioners's representative	An individual who is authorised by a Trainees, Apprentices or Practitioners to act on the Trainees, Apprentices or Practitioners's behalf in pursuit of a complaint or academic appeal
Complaint	For the purpose of this framework a complaint can be defined as "an expression of dissatisfaction by one or more Trainees, Apprentices or Practitioners about a provider's action or lack of action, or about the standard of service provided by or on behalf of the provider." A complaint can also be about the quality of other aspects of Trainees, Apprentices or Practitioners life, for example about accommodation services, facilities or behaviours, whether provided directly by the provider or by a third party on behalf of the provider. Where a Trainees, Apprentices or Practitioners wishes to have an academic decision overturned this is not normally dealt with as a complaint. In line with the language of the Higher Education Act 2004, all submissions to the OIA are called 'complaints' whether they relate to a complaint or an academic appeal.
Completion of Procedures letter (often referred to as a COP letter)	Once a Trainees, Apprentices or Practitioners has exhausted the provider's internal academic appeals or complaints procedures, and there is no further avenue available to the Trainees, Apprentices or Practitioners, the provider must promptly send a Completion of Procedures letter to the Trainees, Apprentices or Practitioners. If the provider has upheld the Trainees, Apprentices or Practitioners' complaint or academic appeal but the Trainees, Apprentices or Practitioners remains dissatisfied, the provider should issue a Completion of Procedures letter if asked to do so. This letter should set out clearly what issues have been considered and the provider's final decision.
Concerns	In this framework 'concern' is used to denote an issue, query or request for clarification that is raised locally by a Trainees, Apprentices or Practitioners or Trainees, Apprentices or Practitioners.
Conciliation	In conciliation, as in mediation, an independent person (the conciliator) tries to help the people in dispute to resolve their problem. The process is voluntary and confidential. The conciliator should be impartial and should not take sides. The parties in dispute are responsible for deciding how to resolve the dispute, not the conciliator. In some conciliation, the conciliator gives an opinion about what is a reasonable resolution.

APPENDIX A - The “Blue Form”

Procedure for the informal resolution of Trainees, Apprentices or Practitioners (or stakeholder) concerns

INTRODUCTION:

It is the aim of Essex & Thames SCITT to provide the very best quality of training. In any organisation there are times when informal and more formal feedback is required to maintain and continue to improve the quality of service. This form is one part of that process and represents a means of listening to the concerns of any Trainees, Apprentices or Practitioners (or stakeholder) in a systematic and supportive way.

SOME PRINCIPLES BEHIND THE USE OF THIS FORM:

An informal but recorded process

When a Trainees, Apprentices or Practitioners has a concern (for example, about the support or provision they have received, or an ongoing problem that appears to be becoming more troublesome) then a more structured discussion may be undertaken using the following approach.

1. The Trainees, Apprentices or Practitioners will be invited to a meeting with a mandated officer from Essex & Thames SCITT. The Trainees, Apprentices or Practitioners may, if they wish, be accompanied by a friend, union representative or any other person of their choice. The officer may also be accompanied if this is seen as appropriate.
2. At the meeting there will be a discussion about the problem the Trainees, Apprentices or Practitioners face and ways to resolve it will be considered. An informal intervention plan may be produced, if needed, following the meeting.
3. The interview will be structured by the use of questions that encourage reflection and problem solving.
4. The Trainees, Apprentices or Practitioners will be sent a copy of the completed form.

A key principle behind this approach is its informal character. Unless the Trainees, Apprentices or Practitioners raise a grievance relating to gross misconduct by an employee of the Essex & Thames SCITT then any evidence and findings from this meeting will only be used as a way to resolve the problem or to plan how to.

Procedure for resolving Trainees, Apprentices or Practitioners (or stakeholder) concerns

Informal Enquiry Form

This form completed by:	
Role:	

Name of Trainees, Apprentices or Practitioners or stakeholder: (More than 1 name may be entered)	
Date this form completed:	

Please select the relevant questions.

Part one: Clarifying the Nature and Cause of Concern:	Notes and comments if needed
• What has happened so far?	
• What has been the effect of what has happened?	
• Do you think anyone else has been affected by this?	
• So far, who else have you talked to about this?	
• How did they respond?	

Part two: seeking solutions:	Notes and comments if needed
• What needs to be thought about now, and what needs to happen next?	
• What are you hoping might be the result of talking with me?	

• What would be the worst outcome for you?	
• What will be an ideal outcome for you in this situation?	
• What do you think needs to happen to make this possible?	
• Who else ideally needs to be involved in resolving this issue?	
• What do you think is the best way to involve these people and when?	

Part three: Deciding on next best steps:	<i>In two sentences can you summarise, for clarity, exactly what the complaint/concern is.</i>
• Before deciding on what we may do together to resolve this issue, do you feel we have covered the main issues regarding your concerns? (how far has this been achieved?)	
• In summary your concerns are as follows: (Write down the summary of concerns and read them back)	

Part four: Agreements for next steps	Agreed interventions
(i) It was resolved that Essex and Thames SCITT will:	
(ii) It was resolved that Essex and Thames SCITT in partnership with the Trainees, Apprentices or stakeholder will:	
(iii) It was resolved that The Trainee, Apprentices or stakeholder will:	

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Part five* : if required, an informal review meeting will be held on: (an estimated date, yet to be confirmed, may be entered. Alternatively a phrase such as “within a day/week/fortnight” might be entered.	
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**If both parties agree that a second meeting is not necessary the need for an informal review may be waived. This should be recorded at part five.*