

Policy Title:	WMC Training Complaints Procedure 2025/2026
Created:	21/10/2025
Review Date:	21/10/2026
Version:	2
Approved by:	Emma Grimshaw (Operations Director)

1. Policy Statement

WMC Training is committed to providing a high-quality learning experience and maintaining transparent, fair, and responsive processes for resolving concerns.

Complaints are viewed as opportunities to improve our provision and ensure that learners, employers, and partners feel heard, respected, and supported.

We operate under the principles of the Education Inspection Framework (EIF), DFE Funding Rules, and Ofsted Complaints Policy, ensuring accessibility, impartiality, and timely resolution.

2. Scope

This policy applies to:

- Apprentices and learners enrolled with WMC Training
- Employers and delivery partners
- Tutors, assessors, and staff raising service-related concerns
- External stakeholders who experience a direct impact from WMC's actions

Complaints may relate to:

- Quality of teaching, learning, or assessment
- Behaviour or professionalism of staff
- Administrative or procedural errors
- Equality, diversity, or inclusion issues
- Facilities, resources, or communication standards

It does **not** cover:

- Academic or grading disputes (see *Appeals Procedure*)
- Whistleblowing or safeguarding issues (see *Whistleblowing Policy* or *Safeguarding Policy*)

3. Principles

WMC Training ensures that all complaints are:

- **Taken seriously** and investigated promptly
- **Handled confidentially** and impartially
- **Resolved quickly**, ideally at the lowest appropriate level
- **Recorded and reviewed** to inform quality improvement
- **Accessible** – learners and employers can raise concerns verbally, digitally, or in writing

No complainant will suffer any form of victimisation for raising a genuine concern.

4. Responsibilities

Learners and Employers

- Should raise concerns promptly and constructively
- Provide clear details of the issue, including dates and people involved

Tutors and Assessors

- Act as the first point of contact, attempting informal resolution within five working days
- Escalate unresolved issues following procedure

Operations Director / Quality Team

- Ensure complaints are logged, acknowledged, and investigated appropriately
- Maintain oversight of outcomes, timelines, and quality actions
- Report anonymised trends to the Governance Board

5. Procedure

Stage 1 – Informal Resolution

- Complainant raises issue with Tutor, Assessor, or Manager.
- The concern is discussed and, where possible, resolved within 5 working days.
- The outcome should be recorded on the Complaints Register.

Stage 2 – Formal Complaint

If unresolved, the complainant may submit a formal complaint by:

 Emailing emma.grimshaw@wmctraining.co.uk o

Process:

1. Complaint acknowledged within 3 working days.
2. Investigation completed within 10 working days.
3. Written response issued outlining findings and actions.

Stage 3 – Appeal / Review

If dissatisfied, the complainant may request an internal review within 10 working days of the Stage 2 outcome.

This will be led by a Senior Manager or Director not previously involved.

Stage 4 – External Escalation

If the issue remains unresolved after internal review:

- Apprentices can contact the **Department for Education DFE via their contact form** <https://form.education...>
- Other learners can escalate to **Ofsted** via whistleblowing@ofsted.gov.uk

6. Timescales Summary

Stage	Handled By	Timescale	Outcome
Stage 1	Tutor / Assessor	5 working days	Informal resolution
Stage 2	Quality Team or Operations Director	10 working days	Formal investigation
Stage 3	Director	10 working days	Internal review
Stage 4	ESFA / Ofsted	External	Independent review

7. Monitoring and Quality Improvement

- All complaints are logged via WMC internal logs
- The Quality and Compliance Team reviews patterns termly.
- Key findings inform CPD, tutor training, and curriculum development.
- A summary of outcomes is reported annually to the Governance Board.

8. Accessibility and Support

- Complaints can be submitted verbally, in writing, or with support from a tutor or welfare lead.
- Learners with additional needs may request adapted communication formats or advocacy support.
- Interpreters or accessible communication aids will be provided where necessary.

9. Linked Policies

- Appeals Procedure
- Whistleblowing Policy
- Safeguarding and Prevent Policy
- Equality, Diversity & Accessibility Plan (EDAP)
- Code of Conduct
- Data Protection and GDPR Policy