



Working Together

Customer Services Policy

March 2016

History of Changes

Version	Description of Change	Authored by	Date
1.1	Reviewed and update with the inclusion of reference to the Children and Young People (Scotland) Act 2014 and to appeals to Awarding Bodies in the case of a complaint against the college. Greater emphasis placed on the role of the Students' Association.	D. Killean	February 2016

Customer Services Policy

1. Introduction

The Customer Services Policy is set in the context of the College's values to:

- Put the learner at the heart of everything we do,
 - Act with integrity and mutual respect,
 - Communicate clearly and openly,
 - Value each and every individual,
 - Recognise innovation and success
 - Support and encourage team working
- (Borders College Corporate Plan 2013-16)

The College is committed to enhancing the quality of its service to all its customers. It has in place a wide range of processes to evaluate the quality of the services against both internal and external standards and is rigorous in applying action to ensure a high standard of service is maintained. This policy sets out the scope and principles applied in ensuring that there is a high level of customer satisfaction with our services.

2. Scope

The policy applies to all full time, part time and distance learners undertaking a programme of study provided by the College. It also applies to other customers using College services including the use of premises and those purchasing services from students, for example, in the restaurant and salons. The College also views its staff as customers when they are taking advantage of a range of benefits provided to them as employees.

The College recognizes each customer is an individual, is committed to understanding their needs, and to making their association with the College a successful and valued experience. The College's commitment to Customer Service is reflected throughout its policies and procedures.

3. Key Principles

The College is committed to meeting the needs of customers in the context of equality, diversity, inclusiveness and access. This includes, but is not limited to, all strands identified within equality legislation of: age, disability, gender, race, religion and belief, sexual orientation, gender reassignment, marriage and civil partnership, pregnancy and maternity.

The College is in particular committed to meeting its responsibilities under the Children and Young People (Scotland) Act 2014, Equalities legislation, the Data Protection Act and the Freedom of Information Act.

The College will seek the views of its customers on the range of services it offers. To this end the College operates a cycle of surveys as follows:

- Staff Survey
- Learner Feedback Survey
- Focus Groups
- Employers Survey

The College is rigorous in reviewing its services to customers and seeks customers' views in this process. This is undertaken as part of the quality enhancement process through Internal Reviews and Programme Reviews

The College maintains the active involvement of appropriate external representatives within its Board, Committees and Advisory Panels.

The Further and Higher Education (Scotland) Act 2005 confers the right to make a complaint against the College or its representative. The College operates grievance, complaints and appeals procedures to ensure that it complies with the requirements of the Act and it responds promptly to concerns raised through these processes. The College's complaints handling policy and procedure comply with the requirements of the Scottish Public Service Ombudsman and qualification awarding bodies.

It is anticipated that most complaints will be dealt with at the level 1. Should a complaint not be resolved after following the College procedures, the right exists to take the issue to the Awarding Body and Scottish Public Service Ombudsman (www.Scottishombudsman.org.uk) as appropriate. The College will support any complaint through this process to ensure that their concerns have been properly heard and addressed.

Should someone believe they have grounds for a complaint on the grounds of harassment or victimisation they should also refer to the Equalities, Diversity and Inclusion Policy and the Bullying and Harassment Policy.

The College operates a system for identifying, and responding to, comments and suggestions from its customers.

The College is committed to listening to the views of its customers and empowering them to contribute to improving the quality of the College's provision. To this end, the College will support and maintain an independent Students' Association and each course nominates a class representative who has a place on the Faculty Council. The student chairperson of the Faculty Council is automatically a member of the Student Representative Council of the Students' Association. The Students' Association takes an active role in the work and life of the College and its representatives sit on various committees including the Board of Management.

The College provides a Student Support Services Guide to assist our students. This aims to address the reality that there is no clear dividing line between personal and academic support needs. The Guide seeks to encompass a range of customer services that are pastoral, academic and financial in nature. This helps to embed the provision of all types of learning support to respond to the diverse needs of our students.

The College operates an admissions process that is fair, inclusive and allocates places on merit. The College is committed to matching the number of places available to demand within available resources to ensure that all people who want to come to college are offered an appropriate place or referred to other training and education services that will be of assistance to them.

4. Responsibilities

The Vice Principal: Quality and Innovation is responsible for ensuring the implementation of this policy for learners.

The Head of Human Resources is responsible for ensuring the implementation of the policy for staff.

The Heads of Faculty are responsible for ensuring the quality of educational provision for learners.

The Head of Student Services is responsible for the quality of support services for learners.

All staff have a responsibility for creating and maintaining a positive and welcoming impression on customers of the College.

5. Related Documents

This should be a list of associated external legislation or guidance and internal linked policies, procedures or guides.

Quality Enhancement Handbook – 2015

Bullying and Harassment Policy

Equalities, Diversity and Inclusion Policy

Student Guide to Being Assessed and Make an Appeal

Complaints Procedure – A Guide for Students

Equality Impact Assessment

What Impacts may there be from this Proposal on any Group's ability to use the College services?

Policy: Customer Services Policy

Positive Impacts (Groups affected)	Negative Impacts (Groups affected)
The Customer Services Policy informs customers of the arrangements in place to ensure that they receive a high standard of service. It also provides information on what they can do if they feel the service does not come up to expectations. It makes a commitment to comply with current equalities legislation.	None
Actions taken to alleviate any negative Impacts: None	
Recommendations: None	

From the outcome of the Equality Impact Assessment, have negative impacts been identified for race or other equality groups?

No

Has a full Equality Impact Assessment been recommended?

Yes

No

Reason for recommendation:

The procedure has been updated to meet the requirements of equality legislation.

Status: Approved by JCC
Policy Dated: March 2016
Author: Vice Principal: Quality and Innovation
Review Date: March 2019
Equality Impact Assessed: Yes