

1. First day presentations/class visits inform students of how they can provide suggestions, feedback and make complaints when they are not satisfied with their course. As part of good customer service we welcome any customer feedback. A complaint is an opportunity for us to better understand the expectations and needs of our customers and to improve our services. Creating a reputation for quality also creates high expectations. Sometimes these expectations are unreasonable or unrealisable and in these cases we need to clarify for the customer what our offer is.
  
2. Teachers should proactively seek to understand whether their students are happy with the classes throughout the course and make adjustments to meet student needs. They can use a variety of methods to check this (first day needs analyses, mid and end of term feedback collection and counselling) and show students that they are willing to modify classes according to their needs.
  
2. Students who have feedback on their class should first speak to their teacher about it. In the event of a student coming to any of the Teaching Centre Assistants, Customer Services or Management teams, they will first ask whether the student has spoken to the teacher about the problem. If they have not, they will be directed to do so.
  
3. Positive feedback received by a Feedback Champion or manager will be logged. The ATCM or Duty manager will email this to the teacher, cc-ing in their line manager.
  
4. If the student is able/willing to talk to the teacher, the teacher will:
  - Listen carefully to the feedback and get as much information as possible
  - If appropriate collect opinions from all parties before arriving at any conclusion
  - Use questioning to explore the reason for any problems and elicit expected action
  - Decide what action to take (in consultation with the line manager where appropriate)
  
5. If the student is unwilling or unable to talk to the teacher, there are 2 methods they can choose in order to provide feedback:
  - Providing written feedback by completing a feedback card and posting it into the suggestions box in the reception area.
  - Speaking directly to one of our two 'Feedback Champions' (members of the CS team, at present Ramiz Sunna and Lubna Ali). Feedback received by other members of staff should be passed onto this team immediately so that the feedback can be logged. The 'Feedback Champions' will record the feedback onto a log sheet accessible to the TC and CS Management teams.
  
6. The ATCM will check the log sheet on a regular basis and pass feedback on to the line manager or relevant member of staff who will discuss it with the teacher concerned and agree an appropriate plan of action. The first step will normally be for the teacher to discuss the problem with the class/individual(s) concerned.
  
7. Some complaints are due to misunderstandings of British Council policies and procedures. For example, a student may have failed her/his course due to poor attendance, and is unhappy. In such cases, feedback champions will be able to deal with the feedback directly and record the solution on the log sheet.
  
8. If a student insists on seeing a manager, or has talked to the teacher and still feels there is an issue, a meeting will be arranged where possible with the teacher's line manager (alternatively with the Duty Manager at that time). They will get information about the exact nature of the complaint. They will reassure

the customer that the matter will be given due consideration and that they will follow up with them to ensure their satisfaction.

9. The manager who hears the complaint will then report the issue to the teacher's line manager who will discuss it with the teacher and together decide what action to take. The line manager may need to investigate the issue to establish a clear picture of the situation. NB line managers need to take care to understand whether a student claiming to represent the class, really does or not.
10. If the issue relates to the quality of the teaching (e.g. not being able to understand explanations given, the teacher speaking too fast, the teacher not making lessons interesting etc.) action will normally include:
  - a. Observation of a lesson in order to determine whether there are any problems and/or
  - b. Review of lesson plans in order to determine whether lessons are balanced, at the appropriate level, challenging enough etc.
11. If the line manager feels that the teacher does need to improve some aspect of their skill they will agree how best to achieve this with the teacher. We believe that every teacher no matter how well qualified or how long their experience can develop their skills.

This may include:

- a. Observing a teacher who is particularly good at the specific skill needed and/or the line manager
- b. Discussing lesson plans with the line manager
- c. A teacher rehearsing the skill with their line manager e.g. giving an explanation (that they will then give in a subsequent class)
- d. A teacher recording (videoing) him/herself teaching and then analysing this
- e. A teaching reading up on best practice in a specific area

NB the objective is for the line manager to find the best way to support the teacher in developing the skills needed.

12. If the line manager feels that the complaint is not justified they will arrange to talk to the student(s) and explain their decision.
13. If the complaint relates to something which could be construed as 'gross misconduct', then BC's HR policy will be applied.
14. Teachers, of course, have the right to raise issue about their students as well. If a teacher feels they are being victimised, bullied or in any way mistreated by students, they should follow the same procedures by reporting the feedback to their line manager.
15. If a student's behaviour is causing repeated disruption to classes the teacher should discuss this with the student, explain the problems this is causing and get them to agree how they will manage the situation (e.g. if a student really can't get to class on time because of work, at least they should come in very quietly and discreetly).

