

# UNIVERSITY OF CAMBRIDGE

## Student Complaints Procedure

### Stage 3 (Formal Process): Application form

Before completing this form, please read the University's Student Complaints Procedure (in *Statutes and Ordinances*, Chapter II – <http://www.admin.cam.ac.uk/univ/so/2010/chapter02-section25.html>). The submission of this form initiates Stage 3, the formal stage of the Procedure.

Students should exhaust informal routes before making a formal complaint; if they seem not to have been exhausted a formal complaint may be referred to informal resolution (Procedure §3.1). You should only submit this form if either (i) you are dissatisfied with the way the complaint has been dealt with at informal stages, or (ii) if you believe the substance of the complaint is such that attempted informal resolution is inappropriate. Consequently this form asks for details of the action taken to resolve the matter.

You are advised to discuss the written statement of the complaint with an appropriate advisor. Please also complete and submit the attached Equal Opportunities Monitoring Questionnaire.

Send the form to: The Registry, University Offices, The Old Schools, Cambridge CB2 1TN.

Surname/Family name: \_\_\_\_\_ Title: \_\_\_\_\_

First/Given name(s): \_\_\_\_\_

College: \_\_\_\_\_

Address for correspondence (if not College):

\_\_\_\_\_  
\_\_\_\_\_

Email: \_\_\_\_\_@\_\_\_\_\_ Tel.: \_\_\_\_\_

University Student no.:

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Status in University (tick as applicable):  Undergraduate  Graduate Student

Degree/ Course of study: \_\_\_\_\_

Start date of course: \_\_\_\_\_ Year of study: \_\_\_\_\_

Dept./Faculty: \_\_\_\_\_

Specify University institution(s) or person(s) about which/whom the complaint is made:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

1. Set out clearly and concisely the nature and key points of your complaint (see Procedure §3.2). Describe what has happened to give rise to the complaint and state what you think the University has done wrong, or has failed to do, in the discharge of its duties towards you – to include key events, dates and other details.

**NB:** Your complaint *must* be summarised here, even if you attach other documents. If you do not do so, the form may be returned to you and the review delayed. A Reviewer may only consider matters of complaint that are clearly articulated in this statement.

[Suggested length: *max.* 500-750 words]

[1. – *cont'd*]

[Empty response box for question 1]

- 2. State what steps you have taken to resolve your complaint informally (under Stage 2, Informal Process) at the 'local' level (e.g. Faculty, Department, or University service), and explain why you are dissatisfied with the outcome. (Give details of who you have approached, with dates and copies of relevant correspondence.)**

[Empty response box for question 2]

3. Provide a list of any attached documentation here (or use a separate sheet). Attach the documentary evidence (please number/paginate attachments and, if appropriate, provide a brief summary and chronology of key events); ensure documentation is complete, relevant, and includes any material specifically referred to in 1. or 2. above.

4. State what action you would like to be taken, or what remedies you are seeking.

5. Name and contact details of witnesses to corroborate the complaint; attach a written statement signed from each saying that they are willing to act in this way.

6. Name the person (e.g. adviser or friend), if any, who has agreed to accompany, support or represent you at any meeting or hearing of the complaint.

7. Statement by Student

I have read the University's Student Complaints Procedure and confirm that I would like this complaint to be considered under Stage 3 (Formal Process).

I understand that:

- the University may need to handle personal details about me, which could include sensitive information (for example, relating to health matters), in order to deal with my complaint effectively;
- the University may need to exchange information about my complaint within the University and Colleges, and with other persons and organisations (for example, to collect relevant information or establish facts relating to my complaint);
- I should inform you immediately if any part of my complaint is being dealt with in a Court or Tribunal, or by another body.

I declare that the information I have given on this form is true, correct and complete, to the best of my knowledge.

**Signed:** \_\_\_\_\_

**Date:** \_\_\_\_\_

*Receipt of your complaint will normally be acknowledged within ten working days. The complaint will then be referred (Procedure §3.3-5) to a Reviewer, not connected with your College or Department, for consideration. The written statement of complaint will also be referred to any person or University institution concerned, so that they can, if they wish, make a written response, to be considered by the Reviewer. The Reviewer will draw up an indicative timetable for the review of the complaint. The timetable may depend on the complexity or gravity of the complaint, but in most cases the University expects that the formal stage of the complaints procedure should normally be concluded within three months or one term.*

# UNIVERSITY OF CAMBRIDGE

## Student Complaints Procedure

### Equal Opportunities Monitoring

We would be grateful if you would complete this optional form for statistical and monitoring purposes. This helps us to check that our equal opportunities policy is working and that the complaints procedure is accessible to all students, irrespective of gender, race or disability. This information will be separated from the complaint application form and will not affect the way we handle your complaint.

#### Gender

What is your gender?	<input type="checkbox"/> Female <input type="checkbox"/> Male <input type="checkbox"/> Prefer not to say
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#### Nationality

Which country defines your national identity?	Country: <input type="checkbox"/> Prefer not to say
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#### Ethnic Origin

The Higher Education Statistics Agency (HESA) advises what categories to use if we collect ethnicity data. The Equality and Human Rights Commission recommends similar categories. Our use of these categories does not mean that the University thinks that they are the most appropriate.

What is your background?	<p><b>White:</b></p> <p><input type="checkbox"/> White (10)</p> <p><b>Black or Black British:</b></p> <p><input type="checkbox"/> Black or Black British – Caribbean (21)</p> <p><input type="checkbox"/> Black or Black British – African (22)</p> <p><input type="checkbox"/> Other Black background (29)</p> <p><b>Asian or Asian British:</b></p> <p><input type="checkbox"/> Asian or Asian British – Indian (31)</p> <p><input type="checkbox"/> Asian or Asian British – Pakistani (32)</p> <p><input type="checkbox"/> Asian or Asian British – Bangladeshi (33)</p> <p><input type="checkbox"/> Chinese (34)</p> <p><input type="checkbox"/> Other Asian background (39)</p> <p style="text-align: right;"><i>/ cont'd</i></p>
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	<p><b>Mixed:</b></p> <p><input type="checkbox"/> Mixed – White &amp; Black Caribbean (41)</p> <p><input type="checkbox"/> Mixed – White &amp; Black African (42)</p> <p><input type="checkbox"/> Mixed – White &amp; Asian (43)</p> <p><input type="checkbox"/> Other Mixed background (49)</p> <p><b>Other:</b></p> <p><input type="checkbox"/> Other Ethnic background (80)</p> <p><input type="checkbox"/> Prefer not to say (98)</p>
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## Disability

The Higher Education Statistics Agency (HESA) advises what categories to use if we collect disability data. Our use of these categories does not mean that the University thinks that they are the most appropriate.

Do you regard yourself as in any way disabled?	<p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> Prefer not to say</p>
If yes, what is the nature of your disability?	<p>Please tick the appropriate box. If you experience more than one type of impairment, please tick the box next to all of the types that apply. If your disability does not fit any of these types, please tick other.</p> <p><input type="checkbox"/> Specific learning difficulty (such as dyslexia or dyspraxia)</p> <p><input type="checkbox"/> General learning difficulty (such as Down's Syndrome)</p> <p><input type="checkbox"/> Cognitive/communicative impairment (such as autistic spectrum disorder, Asperger's Syndrome, or resulting from head injury)</p> <p><input type="checkbox"/> Long-standing illness or health condition (such as cancer, HIV, diabetes, asthma, chronic heart disease, or epilepsy)</p> <p><input type="checkbox"/> Mental health condition (such as depression, schizophrenia, or anxiety disorder)</p> <p><input type="checkbox"/> Physical impairment or mobility issues (such as difficulty using arms, or using a wheelchair or crutches)</p> <p><input type="checkbox"/> Deaf or serious hearing impairment</p> <p><input type="checkbox"/> Blind or serious visual impairment</p> <p><input type="checkbox"/> Other type of disability</p>

### **Return with complaint pro-forma to:**

The Registry, University Offices, The Old Schools, Cambridge, CB2 1TN.