Self-review reports on complaints and critical incidents for English Teaching College 2022 – 2023

Complaints

A complaint is defined as '*an objection to something that is unfair, unacceptable, or otherwise not up to normal standards*'.

Retrieved from https://www.vocabulary.com/dictionary/complaint

ETC's Student Complaint Process - Grievance Procedures are found in the Student Handbook which is provided to all students studying at ETC. Grievance Procedures are also available in every classroom and easily accessible for every student to read. The Student Handbook also contains information on 'International Students – How to make a complaint NZQA' and 'Helping international students and their education providers resolve contractual disputes – iStudent Complaints'.

Grievance Procedures are available in the Staff Handbook and staff are also advised of the procedures at their initial induction. Staff members know that if they are not in a position to handle the complaint that they escalate it upwards so that the complaint is dealt with in a manner that is appropriate to the complaint.

The procedures are easily understandable and students are advised at orientation to seek help immediately as ETC staff are there to help them no matter how small the problem may seem.

Student complaints are given priority and students are given a timeline of how their complaint will be managed.

Where possible ETC uses culturally appropriate natural justice aligned to the seriousness of the complaint.

To date ETC is satisfied with the effectiveness of its grievance procedures in practice. Student concerns are generally rectified and dealt with easily when they are small in nature. In the case of more serious complaints resulting in the disciplinary process then parents or agents representing the student are understanding of ETC's practice in that ETC has done all that was required. They understand ETC's point of view underpinning any decisions.

Currently ETC does not have a single repository of complaints. Instead complaints are kept by the individual managers dealing with complaints. As part of ETC's self-attestation process it is recognised that it would be beneficial to have a single repository for complaints which would store information on the different types of complaints and how the complaints were resolved.

To date the current system has worked well at ETC but it is recognised that reporting requirements for the annual Code attestation now necessitate that changes are made to provide breakdowns into the number, nature and outcome of complaints, including the learner's experience. ETC will undertake a review of its reporting procedures and implement a framework for capturing information for annual reporting purposes around complaints. In this way ETC will be in a position to identify

common themes and issues. However, ETC recognises that it has to balance the requirements of the Privacy Act in providing disaggregated information by diverse learner groups which may identify individuals.

Upon completion of the framework ETC will provide PD to its staff to ensure consistency in capturing data and information for reporting purposes.

Critical Incidents

ETC defines a critical incident using ISANA NZ's definition:

'A tragic or traumatic event or situation affecting a student/students which has the potential to cause unusually strong emotional reactions in the school/campus community'.

This definition encapsulates how a critical incident may be viewed by students and staff at ETC.

ETC has a handbook relating to critical incident management. This is updated as and when required by the Health and Safety representative. During Covid ETC displayed a high level of preparedness around critical incident management and responded immediately to any changes in alert levels ensuring that staff and students were kept informed.

ETC provides information on how students can access emergency and urgent assistance in the Student Handbook which is provided to all students studying at ETC. Emergency instructions are also available in different languages in classrooms and student spaces. All students and staff are provided with the ETC 24/7 emergency phone number incase of student or campus emergencies. Emergency contact details are kept for all students so that in the event of an emergency next of kin/emergency contacts may be contacted.

ETC provides information on how staff can access emergency and urgent assistance in the Staff Handbook and staff are also advised of critical incident procedures at their initial induction. Staff members are advised on how to handle emergencies in the classroom and what protocols to follow so that any emergency is handled in a timely manner.

Currently ETC uses PeopleSafe – a digital system which all staff can access and record critical incidents. This sends an email to members of the Executive Team, the Health and Safety representative and the Health and Safety external consultant who review the incident and decide what action is required. The procedure is reviewed afterwards to see if any further action is required resulting in a procedural review.

PeopleSafe keeps a record of how critical incidents are resolved. Additional information is found in communications or in the Pastoral Care confidential folder depending on the incident.

ETC is satisfied with its management of critical incidents in practice. Staff understand and follow best practice around the required procedures. Management is always

quickly informed and external advice is available and/or sought. Regular fire and emergency drills are undertaken. First aid kits are kept fully stocked and stocktakes are regularly undertaken.

RAM documents are filled out prior to LOTC and First Aid kits are taken on those excursions which are out of range of a First Aid kit.

Staff are aware of local, national and international incidents and the campus Director of Studies supports staff to respond appropriately should these incidents affect ETC's learners.

Following any critical incidents staff meet as a team to discuss what went well, where things could have been done better and any changes required.

To date the current system has worked well at ETC but it is recognised that reporting requirements for the annual Code attestation now necessitate that changes are made to provide breakdowns into the number, nature and outcome of critical incidents, including the learner's experience. ETC will undertake a review of its reporting procedures and implement a framework for capturing information for annual reporting purposes around critical incidents. In this way ETC will be in a position to identify common themes and issues. However, ETC recognises that it has to balance the requirements of the Privacy Act in providing disaggregated information by diverse learner groups which may identify individuals.

Upon completion of the framework ETC will provide PD to its staff to ensure consistency in capturing data and information for reporting purposes