

## Complaints and critical incidents self-review

### Training context

Blueprint for Learning's *MH101*, *Addiction 101* and *Leading Wellbeing at Work* and Ara Poutama nurses' mental health and addiction *Refresher* workshops are all one day in duration and make up the majority of the training it delivers. It has the 2.5-hour online *Stress Resilience and Wellbeing* and the 4-hour *Weathering the Storm* workshops. The foundational training for Ara Poutama nurses is three consecutive days' duration.

Although information about Blueprint's complaints process is on its website, complaints from students are rarely received. Students are more likely to identify things they were not happy with in participant evaluations completed after each workshop. Any negative feedback about an aspect of the learning experience in these evaluations is collated as "informal complaints", so analysis of themes and identification of any welfare aspects is possible. These student comments are recorded in the "Participant feedback – all BP programmes" spreadsheet, with a drop-down identifier enabling them to be sorted from other entries for analysis. These comments cannot be linked back to the person who made them, as participant evaluations are completed anonymously.

### Complaints in 2024

Blueprint for Learning's **Complaints Policy and Procedure** contains these definitions:

*Informal Complaint* Communicated verbally and resolved informally.

*Formal Complaint* Communicated in writing and resolved using the prescribed formal process.

This policy was last reviewed in August 2022, at which time reference to the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 was added and reference to the Quality Commission was removed. This amendment involved the Learning and Development Advisor, National Manager, and Chief Executive. The policy will go through an internal audit in 2025, as part of the 5-year cycle of policy reviews Blueprint uses.

The Complaints Policy and Procedure contains Blueprint's approach for meeting clauses 1.3 (a) – (d). The process diagram within it is available to students and stakeholders on its website. There is also a Frequently Asked Questions section guiding people to these, containing information about options if unhappy with the training and a link to the process diagram.

10 "informal complaints" from participant evaluations were noted between January and September 2024. One related to the room's configuration, three to the quality of refreshments, and three to a preference for particular content not being included in a workshop. Three were more significant in nature and were discussed at the domestic Code of Practice analysis meeting on 18 October. All had been followed up with the facilitators involved. One action resulted, to alter the listening skills section of the *MH101* workbook when it is next revised, to cover what is appropriate for an autistic person.

A complaint email was received on 20 July, reflecting wide-ranging anger and distress from the person's experiences arising from mental health challenges. An actual complaint was not described in this email, so this was requested but no further communication was received, and the complaints process did not proceed.

As Blueprint for Learning did not receive any complaints from an individual who went through its complaints process, it is unable to include information about learner satisfaction regarding its processes. This can be added in the future if a learner complaint arises and is dealt with.

## Critical incidents in 2024

Blueprint for Learning's **Health and Safety Policy and Procedure** uses the term "emergency situations" instead of "critical incidents" in line with the terminology used by The Wise Group, Blueprint's parent organisation. It has sections outlining the process to take with fire, earthquake, severe weather event, serious communicable disease, pandemic, loss of life, student emergency situation and aggressor attack.

The policy contains this definition:

*Emergency Situation* An unexpected situation which arises that puts health, life, property or the environment at risk.

This policy was last reviewed in August 2022, at which time reference to the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 was added. This amendment involved the Learning and Development Advisor, National Manager and Chief Executive. This policy was internally audited in 2020, as part of the 5-year cycle of policy reviews Blueprint uses.

The response to any emergency situation involves the central Blueprint administrative team, as facilitators deliver workshops on their own away from administrative centres. This will ensure a consistent process.

- On 24 May, a situation arose which could have resulted in a critical incident, although it did not. A facilitator emailed the Blueprint team with concerns about the wellbeing of a person leaving an online workshop, but as this was a Friday this was not read until three days later. Follow up occurred at that point, and the procedure for such situations was reviewed. A process diagram was added to the Student Support and Wellbeing Policy to ensure a facilitator in this situation would always speak in person to someone from the Blueprint team so action could be taken quickly if warranted.
- On the same date another situation arose in a different online workshop which could also have resulted in a critical incident, although it did not. A facilitator advised Blueprint they had spoken with a participant experiencing daily thoughts of suicide, their risk assessment suggested no immediate risk. The participant could not be contacted and so their employer was advised of their general distress and to follow up with them. The participant was advised of this action. They also advised the participant this action had been taken as Blueprint has a duty of care for their wellbeing. An email response was received thanking them for this notification. This situation resulted in a compulsory field for emergency contacts being added to the registration process for individuals registering without an employer who could be contacted if concerns arose.

## Actions in 2024

1. A process diagram giving facilitators guidance on how to communicate in person with Blueprint staff if they are concerned about the wellbeing of a student following a workshop was added to the Student Support and Wellbeing Policy.
2. A compulsory emergency contacts field was added to the process for individual workshop registration.
3. Extra facilitator instructions were added to an MH101 activity after one participant found it distressing.
4. Listening skills appropriate for autistic people is on the list for inclusion in the next iteration of the MH101 workbook.