

## Complaints & Appeals Summary Report

Prepared for: Executive Leadership Team	Date: December 2025
Prepared by: Complaints & Appeals Officer	Reporting Period: 01 July – 18 December 2025
Related Policy and Procedure	<a href="#">Complaints &amp; Appeals Policy.pdf</a> <a href="#">Complaints &amp; Appeals Procedure.pdf</a>

### Purpose

Monitoring and assurance of complaint and appeals trends and classifications.

### Overview

As part of the policy library review, the Complaints & Appeals policy and procedure was updated, approved and came into effect from 01 July 2025.

Below is high level summary of activity and identified trends for the period 01 July – 08 December 2025. From 2026 we will have additional data to enable a more detailed analysis.

### Complaints

A total of 11 Complaints were received during the reporting period.

- Nine (9) complaints resolved
- One (1) complaint closed as the complainant, having raised the complaint, did not engage with the organisation to resolve.
- One (1) complaint remains under investigation having been received mid-December

	Conduct & Welfare	Academic Issues	Service & Administration
<b>Airport</b>			1
<b>Bunny St</b>	1		
<b>City Road</b>	1		2
<b>Hamilton</b>	1		
<b>Online</b>		1	2
<b>Queen Street</b>			1
<b>South Seas</b>	1		

*\*see category classification summary at end of report*

### Trends

While it is too early to draw any conclusions it is noted that there are some recurring themes across programmes and campuses.

#### 1. Interpersonal Conduct and Learning Environment Concerns (Conduct & Welfare)

Four of the eleven complaints relate to the behaviour of fellow ākonga, including allegations of bullying, harassment, aggressive conduct, disruptive behaviour, and inappropriate or unsafe actions in class. In all cases complainants reported feeling uncomfortable, unsafe, or distressed, with one ākonga

disclosing significant mental-health impacts. These issues point to ongoing challenges in maintaining positive learning environments and managing ākonga conduct within classrooms.

## 2. Communication Gaps and Inconsistent Information (Service & Administration)

Six of eleven complaints stem from unclear, inconsistent or incorrect information provided to ākonga. These include:

- conflicting guidance around enrolment eligibility, scholarships, programme continuation and offshore study restrictions
- contradictory assessment requirements provided to ākonga
- miscommunication regarding opportunities such as internships (e.g., Disney programme eligibility timelines and VISA restraints)
- deferral impacts not fully explained at the time the request was made
- Studylink eligibility following changes to ākonga status was not clearly explained

## 3. Academic Matters

One (1) complaint arose relating to contradictory information around assessment submission:

- rubric vs acceptable portal formats.

## Appeals

One (1) appeal was received following conclusion of a formal complaint.

## Summary

The appeal was on the grounds that there was a flaw in the process relating to how the original investigation was undertaken and the way in which the decision was reached including potential lack of fairness and/or bias, regarding allegations of potential academic misconduct/misuse of AI.

## Appeal Outcome

The appeal was upheld on the grounds of flawed process. Remediation was provided in the form of

- a letter of apology was provided to the ākonga for the procedural errors that occurred in the initial investigation and for the time and distress this caused
- full refund of fees was actioned
- alternative assessments were offered and declined.

## Learnings and Actions for Yoobee

The appeal process highlighted the need to ensure all kaimahi follow policy and procedures to ensure that the principles of natural justice are upheld.

The Quality, Risk and Academic Governance team will undertake to provide training on policy and procedures to ensure familiarity and compliance with processes involving concerns about academic integrity. This training will also include the importance of natural justice. Included (but not limited to) will be reinforcing that:

1. The principles of natural justice, including the right to participate and respond to any allegations, are upheld and applied.
2. All deliberations/meetings are to be minuted.
3. Decisions must be evidence-based.
4. The rationale based on evidence is to be provided clearly and transparently to ākonga.
5. The right to appeal is to be made clear at the time a decision is communicated.

## Complaint Classification System

### Academic Issues

These complaints relate directly to the learner's programme of study, assessment, and academic support.

- **Assessment and Grading Disputes:**
  - **Unfair or Incorrect Grading:** ākonga feeling their work was marked incorrectly or that the marking criteria were applied unfairly.
  - **Procedural Irregularities:** issues with the assessment process, such as misplaced assignments, poorly communicated criteria, or late release of results.
  - **Extenuating Circumstances:** disputes over Yoobee's decision regarding requests for extensions, special consideration, or deferred assessments due to illness or other events.
- **Teaching and Course Provision:** dissatisfaction with the educational delivery.
  - **Quality of Teaching:** Complaints about Kaiako behaviour (e.g., disrespect, rudeness) or their performance (e.g., inadequate or slow feedback, poor course design).
  - **Service Disruption/Lost Learning:** issues arising from industrial action, unexpected changes to course content, or a lack of adequate alternative arrangements for missed learning.
  - **Supervision Issues (especially postgraduate):** problems with research supervision, such as a supervisor being absent, giving inadequate support, or a significant mismatch in assessment with external examiners.
- **Academic Progression and Fitness to Practice:**
  - **Exclusion or Failure:** appeals against decisions to exclude an ākonga from a course or qualification, or a refusal to grant more time to complete.
  - **Fitness to Practice:** disputes over decisions determining a student is not fit to practice in a professional course (e.g., medicine, law, social work).

### Service and Administration Issues

These focus on the non-academic services and the administrative efficiency of the institution.

- **Financial and Fee Matters:**
  - **Fee Disputes/Refunds:** complaints regarding how tuition fees have been charged, inconsistencies in financial support application, or disputes over refunds.
- **Administrative Processes:**
  - **Inadequate Information/Miscommunication:** ākonga being given incorrect, difficult-to-interpret, or out-of-date information about their course, policies, scholarship conditions or administrative deadlines.
  - **Enrolment and Withdrawal:** problems with the procedures for adding, withdrawing, or re-enrolling in courses.
- **Facilities and Resources:**
  - **Physical or Digital Resources:** complaints regarding the quality or accessibility of physical facilities, equipment, or online learning platforms.
- **General Customer Service:** dissatisfaction with the responsiveness, accessibility, or fairness of administrative staff or support services.

### Conduct and Welfare

This category covers matters of ākonga and kaimahi behaviour, safety, and institutional support for wellbeing.

- **Kaimahi Conduct:**
  - **Bullying, Harassment, and Discrimination:** allegations of inappropriate or discriminatory behaviour by staff toward ākonga.
  - **Disciplinary Procedures:** complaints where an ākonga feels a disciplinary procedure (academic or non-academic) was conducted unfairly or disproportionately.
- **Ākonga Welfare and Safety:**



COLLEGE  
OF CREATIVE  
INNOVATION



New Zealand  
School of Tourism



cut above  
academy



Healthcare  
Academy  
of New Zealand

- **Sexual Harassment/Assault:** grievances regarding how the institution has handled disclosures or formal complaints related to sexually harmful behaviour.
- **Welfare Provision:** issues with the availability or quality of ākonga support services, such as counselling, disability services, or general wellbeing support.