



新 西 蘭 中 醫 學 院
New Zealand College of Chinese Medicine

Education (Pastoral Care of Tertiary & International Learners)

CODE OF PRACTICE 2021

Self-Review Report

2026

TEO information

TEO Name	New Zealand College of Chinese Medicine			MoE number	7282
Code contact	Name	Dr Doreen Chandra		Job title	Director of Operations
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Current enrolments	Domestic learners	Total #	# 224	18 y/o or older	# 224
				Under 18 y/o	# 0
	International learners	Total #	# 69	18 y/o or older	# 69
				Under 18 y/o	# 0
Report author(s)	Dr Doreen Chandra				

Stage of implementation for each outcome

Indicate the stage of implementation that most reflects your organisation's current level of understanding and practice for each outcome, based on the continuum provided in Appendix 1.

Organisational structures to support a whole-of-provider approach to learner wellbeing and safety

	Rating
Outcome 1: A learner wellbeing and safety system	Well implemented / Implemented / Developing / Early stages
Outcome 2: Learner voice	Well implemented / Implemented / Developing / Early stages

Wellbeing and safety practices for all tertiary providers

	Rating
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	Well implemented / Implemented / Developing / Early stages
Outcome 4: Learners are safe and well	Well implemented / Implemented / Developing / Early stages

Additional wellbeing and safety practices for tertiary providers (signatories) enrolling international learners

	Rating
Outcome 8: Responding to the distinct wellbeing and safety needs of international tertiary learners	Well implemented / Implemented / Developing / Early stages
Outcome 9: Prospective international tertiary learners are well informed	Well implemented / Implemented / Developing / Early stages
Outcome 10: Offer, enrolment, contracts, insurance and visa	Well implemented / Implemented / Developing / Early stages
Outcome 11: International learners receive appropriate orientations, information and advice	Well implemented / Implemented / Developing / Early stages
Outcome 12: Safety and appropriate supervision of international tertiary learners	Well implemented / Implemented / Developing / Early stages

Summary of performance under each outcome

Organisational structures to support a whole-of-provider approach to learner wellbeing and safety

	Summary of performance based on gathered information (i.e., how effectively is your organisation doing what it needs to be doing?)	How do you know? (i.e., note supporting evidence with analysis to make sense of what it means)
Outcome 1: A learner wellbeing and safety system	NZCCM uses a whole-of-provider approach to learner wellbeing and safety that combines planned self-review with routine operational monitoring. During 2026, evidence has been gathered through attendance monitoring, clinic audits, programme performance reporting, student evaluations, formal and informal feedback, complaints data, and the College-wide wellbeing survey. These sources are used by academic teams, Student Services and senior management to identify emerging concerns, coordinate support, and review whether institutional responses are effective. The July 2026 wellbeing survey has strengthened this process by providing current evidence about academic, psychological, social and relational aspects of learner experience. The results show that learner wellbeing is multidimensional: students can experience significant academic pressure while also reporting satisfaction, supportive teaching relationships and a sense of purpose in their studies. This has shifted the College's focus from viewing wellbeing only as an individual support issue towards also examining curriculum organisation, assessment timing, communication and accessibility of support. It is worth noting that in 2026 the College welcomed NZSOA transfer students (after their College shutdown) to complete	The July 2026 wellbeing survey generated approximately 130 responses. Compared with 2025, the proportion of students reporting that they were often or always stressed or overwhelmed increased from 36.4% to 43.8%, while the proportion rating their mental health as Good/Excellent declined from 62.6% to 49.2%. At the same time, student-life satisfaction increased from 47.2% to 55.5%, very/extreme connection to peers and campus increased from 25.2% to 30.8%, and perceptions of strong lecturer/tutor support remained positive, increasing slightly from 53.3% to 54.6%. The College interprets this as evidence that academic demands and relational resources coexist. In response, 2026 actions are being directed both to individual learner support and to reducing avoidable institutional pressures while maintaining strong lecturer and peer support. The College also continues to provide supervised acupuncture, herbal medicine, Tuina and massage clinic services, alongside academic and Student Services support. Student and clinic handbooks are reviewed each semester so that expectations, safety requirements and support pathways remain current.

	their studies through APL into our 3-year BHSc programme delivered face to face and online. The College invested in additional resources and support systems to accommodate this highly challenging transition situation and is closely monitoring all aspects of this learner group.	NZSOA transfer students who started in February have completed the Semester 1 courses they enrolled in and are re-enrolled into the next level of courses. The Online BHSc [SEMII] students are settling into the courses and adjusting to the compulsory online attendance expectations of the programme, which is a big change for them. The College is working with the students to arrange external supervised clinic options where attendance at the College clinic during block courses is not suitable. The College is working with the students on a one-on-one basis as their clinical placement is not till 2027 semester 1.
Outcome 2: Learner voice	Learner voice is gathered through multiple formal and informal channels rather than a single survey mechanism. These include student representative meetings, semester evaluations, clinical supervisor and block-course feedback, the anonymous Student Voice function on Moodle, direct communication with staff, complaints and dispute-resolution processes, and programme-level discussions. During 2026, the self-review focus has increasingly moved from simply collecting feedback to closing the feedback loop. Student concerns and suggestions are escalated to the relevant academic or operational team, actions are recorded through management and programme meetings, and outcomes are communicated back to student representatives or affected learners where appropriate.	Student representative meetings are held regularly and are supported by documented follow-up through programme and management meetings. The Director of Operations coordinates the cross-team response to learner issues and ensures that significant matters are reported to senior management. The anonymous Moodle Student Voice function provides an additional channel for learners who may not wish to raise a concern directly. The complaints process flowchart and Student Handbook also clarify informal and formal pathways for raising issues. The 2026 wellbeing data indicate that relational resources remain an important strength: lecturer/tutor support remained positive, and student-life satisfaction improved. In addition, all 5 complaints recorded in 2026 were investigated; nine had been resolved at the reporting date, and two remained under active follow-up. These data inform further programme review.

Wellbeing and safety practices for all tertiary providers

	Summary of performance based on gathered information (i.e., how effectively is your organisation doing what it needs to be doing?)	How do you know? (i.e., note supporting evidence with analysis to make sense of what it means)
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	NZCCM continues to maintain physical and digital learning environments intended to be safe, inclusive, supportive and accessible. Moodle and Zoom remain the principal digital learning platforms, with staff contact information, learning resources and key policies available to students. Student and clinic handbooks are updated each semester, and staff development continues to include cultural responsiveness, safety and inclusive practice. A significant 2026 development has been the extension of learning beyond the campus through marae-based cultural and clinical activities. New students have participated in marae visits and pōwhiri, Health Hui have enabled acupuncture and Tuina students to provide supervised services in community settings, and massage students have commenced Work Integrated Learning hours at a marae. These activities strengthen cultural learning, community engagement and authentic professional practice.	2026 learner feedback continues to show a strong sense of acceptance and support within the institution. The College also completed the planned action of providing new students with a marae-based cultural experience and is now working to extend relationships to additional marae. The self-review nevertheless identifies the need to keep testing accessibility and inclusion rather than assuming that established systems are sufficient. Current priorities include continued QMS review, documenting learner and community-partner feedback from off-campus activities, strengthening digital accessibility, and ensuring that online and face-to-face communication is consistent across programmes.

Outcome 4: Learners are safe and well	Learner safety and wellbeing are supported through the College's Student Health and Wellbeing Strategy, health and safety procedures, attendance and engagement monitoring, academic support, referrals, one-to-one consultations, peer support and Individual Learning Agreements where additional structure is required. Students may be identified for early support through indicators such as irregular attendance, repeated extension requests, assessment failure or changes in engagement. The 2026 self-review has reinforced that learner wellbeing should be considered alongside academic design. The wellbeing survey identified increased stress and a decline in Good/Excellent self-rated mental health compared with 2025, even while satisfaction and lecturer support remained positive. This suggests that supportive relationships are important protective resources but do not remove the need to review workload, assessment clustering, communication and the accessibility of support.	Attendance, assessment progress, extension patterns, student feedback and programme-level concerns are reviewed by academic and Student Services teams so that support can be initiated early. Individual Learning Agreements are used when clear progress goals, responsibilities and additional support need to be documented. A further 2026 priority is the safe and responsible use of artificial intelligence in learning and assessment. Work is underway to increase AI literacy for both learners and staff and to establish clearer expectations for academic integrity, verification of AI-generated information, privacy, professional judgement and appropriate use in health-professions education. The College will use staff and student feedback to refine guidance before embedding it more formally in QMS and academic policies.
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Additional wellbeing and safety practices for tertiary providers (signatories) enrolling international learners

	Summary of performance based on gathered information (i.e., how effectively is your organisation doing what it needs to be doing?)	How do you know? (i.e., note supporting evidence with analysis to make sense of what it means)
Outcome 8: Responding to the distinct well-being and safety needs of international tertiary learners	International learners are supported from orientation onwards through Student Services, academic staff and peer networks. Orientation provides opportunities to identify settlement, study or wellbeing needs, and international learners are encouraged to remain connected through College communication channels, including WeChat. Attendance is monitored and followed when patterns suggest that additional support may be required. In 2026, NZCCM has 69 international learners, all aged 18 years or older. The College therefore treats international learner support as a systematic provider responsibility rather than relying only on informal familiarity with individual students. Practical assistance may include accommodation guidance, English-language support and help navigating everyday services in New Zealand.	International learners participate in student representative processes and can access the same complaints, wellbeing and academic support systems as domestic learners. Student Services maintains regular contact and follows up attendance concerns. The 2026 improvement focus is to strengthen information-sharing between Enrolments, Student Services and faculties so that relevant learning or support needs are communicated early and, on a need-to-know basis, with appropriate regard for privacy and student consent. This is intended to improve consistency of support across academic and operational teams.
Outcome 9: Prospective international tertiary learners are well informed	Prospective international learners receive programme, fee, entry, living-cost, study-pathway and support information through College publications, the website, enrolment communications and the Student Handbook. Enrolment contracts and withdrawal/refund information are reviewed regularly, and agent agreements are reviewed annually to incorporate relevant immigration and College policy changes. Bilingual staff are available where language support is required. In 2026, the College has also identified consistency of	The College monitors agent activity and reviews enrolment documentation each semester. The 2026 self-review found that the principal improvement need is not the absence of information but ensuring that the same accurate information is communicated consistently by different staff members and that required documents are completed without unnecessary follow-up. Standardised enrolment checklists, communication templates, induction for new staff and file spot-checks are

	communication as an important quality-control issue, particularly when new staff are learning enrolment processes.	therefore being used or developed to reduce avoidable errors and strengthen assurance that prospective learners are well informed.
Outcome 10: Offer, enrolment, contracts, insurance, and visa	The international enrolment process includes an initial interview, completed enrolment documentation, confirmation of insurance and visa requirements, and opportunities for applicants to ask questions before accepting an offer. Interviews may be conducted by Zoom or in person and are used to clarify programme expectations and identify support needs. The 2026 operational focus is on timeliness and consistency of enrolment experience, including a target of responding to student and agent enquiries within 48 hours where practicable.	Enrolment processing and conversion are reviewed through regular management reporting. The 48-hour response target provides a clearer service standard and enables the team to identify delays rather than relying on anecdotal impressions of responsiveness. Where a case cannot be completed within the target because information or documentation is outstanding, the expectation is that the learner or agent receives a timely update and clear advice about what is required next.
Outcome 11: International learners receive appropriate orientations, information, and advice	New students receive pre-enrolment information from the Enrolments Team, including timetables, book lists, orientation information, parking and other practical information. A full-day orientation brings together academic, Student Services and operational teams and provides opportunities for learners to ask questions, confirm documentation and identify support needs. The Student Handbook and Moodle provide continuing access to health and safety information, academic policies, enrolment and withdrawal processes, support contacts and programme expectations. NZCCM does not enrol learners under 18 years of age.	The 2026 review confirms that the content of orientation is comprehensive, but the timeliness of some pre-semester information can be improved. In particular, earlier finalisation and release of timetables would help international and domestic learners plan work, family, transport and other commitments before teaching begins. The action target has therefore been strengthened from two weeks to four weeks before the semester where practicable, with exceptions to be documented and monitored through programme and senior management meetings.
Outcome 12: Safety and appropriate supervision of international tertiary learners	International learners are supervised through the same academic, clinical and health and safety systems as other learners, with additional attention to settlement, communication and integration needs. Student Services and faculty staff provide regular check-ins, attendance	Daily attendance registration and fortnightly review provide an early indicator when an international learner may require follow-up. The College also uses orientation, student

	follow-up and access to support services, and learners can use College social communication channels to remain connected. Because international learners represent a substantive part of the 2026 student population, the College is continuing to strengthen structured opportunities for social and cultural integration rather than relying only on informal contact.	representative processes and direct Student Services contact to identify safety or wellbeing concerns. The 2026 improvement area is to provide more inclusive social opportunities, including mix-and-mingle and multicultural activities, and to evaluate participation and learner feedback so that these activities are responsive to student interests rather than being treated as stand-alone events.
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Findings from the gap analysis of compliance with key required processes

Organisational structures to support a whole-of-provider approach to learner wellbeing and safety

	Identified gaps in compliance with key required processes
Outcome 1: A learner wellbeing and safety system	The planned annual wellbeing survey was completed in July 2026, so the improvement need has shifted from establishing the survey to demonstrating how findings lead to action. The survey identified increased stress and lower Good/Excellent self-rated mental health compared with 2025, alongside improved student-life satisfaction and continued positive lecturer support. The remaining gap is to document programme-level responses, owners, timelines and follow-up evaluation more consistently, and to retain clear question-by-question denominators so that year-on-year interpretation remains reliable.
Outcome 2: Learner voice	NZCCM now has multiple learner-voice channels, including representatives, evaluations, complaints processes and anonymous Moodle feedback. The key improvement area is closing the feedback loop consistently: recording what was raised, what action was taken, who was responsible, and how the outcome was communicated back to learners. Informal mechanisms such as lunchroom suggestion boxes should be reviewed for actual student use and retained, adapted or replaced according to evidence of effectiveness rather than simply the existence of the channel.

Wellbeing and safety practices for all tertiary providers

	Identified gaps in compliance with key required processes
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	The 2026 review indicates that the College has established physical, digital and community-based learning environments, including marae visits, Health Hui and massage Work Integrated Learning. The new-student marae experience has been completed, and the next phase is to deepen and broaden these partnerships. The improvement gap is to strengthen evidence of accessibility and inclusion across all modes of delivery, complete the ongoing QMS review, document feedback from learners and community partners, and ensure that digital systems and communication practices remain accessible as online and AI-enabled learning develops.
Outcome 4: Learners are safe and well	The 2026 wellbeing findings show that learner support systems are established, but increased stress and lower self-rated mental health require a more targeted response to academic and organisational pressures. Improvement work should therefore include assessment scheduling, workload, communication and timely access to support, not only individual referral pathways. A second emerging gap is the need for clearer College-wide guidance on responsible AI use. Staff and learners require practical expectations that protect academic integrity, privacy, professional judgement and culturally

	responsible practice while still allowing appropriate educational benefits from AI.
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**Additional wellbeing and safety practices for tertiary providers (signatories)
enrolling international learners**

	Identified gaps in compliance with key required processes
Outcome 8: Responding to the distinct well-being and safety needs of international tertiary learners	International learner support is well established, but information about relevant academic or wellbeing support needs gets delayed in being transferred between Enrolments, Student Services and faculties in a consistently standardised way. The improvement is to provide faculties with an early-semester support summary on a need-to-know basis, with appropriate privacy and consent safeguards, and to record follow-up where additional support is required.
Outcome 9: Prospective international tertiary learners are well informed	The 2026 review identified variability in how enrolment requirements can be communicated when different staff members, particularly new staff, are managing enquiries. The improvement area is greater standardisation through induction, checklists, approved communication templates and periodic file review so that prospective international learners receive consistent and accurate information.
Outcome 10: Offer, enrolment, contracts, insurance, and visa	The Enrolments Team has identified turnaround time as an area for improvement. A 48-hour response target for student and agent enquiries is being embedded, with exceptions tracked where additional information is required. The gap is to demonstrate consistent achievement of the service standard through routine reporting rather than relying on individual practice.
Outcome 11: International learners receive appropriate orientations, information, and advice	Orientation information is comprehensive, but timetables have not always been finalised early enough to support student planning. The improvement target is to release confirmed timetables four weeks before the start of each semester where practicable, with delays and reasons reported through programme and senior management processes.
Outcome 12: Safety and appropriate supervision of international tertiary learners	Attendance monitoring and direct support are established for international learners. The 2026 improvement area is structured social and cultural integration: providing regular inclusive and multicultural activities and evaluating learner participation and satisfaction so that international learners have meaningful opportunities to build relationships across the wider College community.

Summary of action plan

Include information on how actions will be monitored for implementation and success.

	Action/s to be taken	Owner	Due date	Plan for monitoring implementation	Measures of success
Outcome 1: A learner wellbeing and safety system	Completed: The College-wide wellbeing survey was rolled out in July 2026, earlier than the October target. Next step: analyse the 2026 findings at College and programme level where privacy permits, record agreed actions, and review progress before the next annual survey.	Director of Operations / Student Services / Programme Leaders	Survey completed July 2026; follow-up actions by 30 November 2026; annual thereafter	Survey analysis and action register reviewed through SMT/PMC and programme meetings. Progress against actions reported before the next survey cycle.	Survey completed on time; findings tabled and translated into documented actions; improved participation and stable question denominators in the next cycle; evidence that agreed actions are reviewed for effectiveness.
Outcome 2: Learner voice	Maintain student representative meetings, Moodle Student Voice, evaluations and complaints pathways. Review the uptake of informal feedback options, including lunchroom suggestion boxes, and strengthen documentation of feedback, action and closure.	Student Services / Director of Operations	Review by 30 November 2026; ongoing thereafter	Monthly review of feedback channels and action log; significant issues reported to SMT/PMC and student representatives.	Evidence that feedback is acknowledged, assigned, actioned and closed; students are informed of outcomes where appropriate; low-use channels are adapted or replaced.

Wellbeing and safety practices for all tertiary providers

	Action/s to be taken	Owner	Due date	Plan for monitoring implementation	Measures of success
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	Completed: new students have participated in a marae-based cultural experience and pōwhiri. Continue the activity and extend active relationships to at least two additional marae, subject to partner capacity and mutual agreement.	SMT / Programme Leaders	Initial action completed; extension target 30 November 2026	Monitor participation through the campus events plan and record learner and marae-partner feedback.	Sustained student participation; at least two additional marae relationships explored/established; feedback demonstrates stronger cultural understanding and respectful engagement.
	Continue supervised Health Hui and marae-based Work Integrated Learning for TCM and massage learners and explore additional community or hospital partnerships where appropriate.	SMT / Programme Leaders / Clinic Teams	Ongoing through 2026; review by 18 December 2026	Track learner participation, clinical/WIL hours, patient activity and partner feedback through programme and clinic reporting.	Learners meet required clinical/WIL experience; positive partner and learner feedback; activities remain safe, supervised and educationally relevant.
	Reintroduce lunchtime professional-learning seminars for tutors to share clinical practice, teaching approaches, learner-support strategies and other relevant professional development.	SMT / Academic Leaders	13 November 2026	Include sessions in the staff development calendar and review attendance and	Regular staff participation; evidence of shared practice; staff feedback identifies

				feedback after each session.	practical application to teaching, clinical supervision or learner support.
Outcome 4: Learners are safe and well	Develop interim guidance on appropriate AI use in learning and assessment, then incorporate agreed expectations into relevant academic-integrity and QMS policies after consultation. Provide AI-awareness and AI-literacy opportunities for learners and staff through open dialogue and PD for staff.	SMT / Academic Leaders / Director of Operations	30 November 2026	Monitor staff/student participation, questions and recurring integrity issues; review draft guidance through academic governance processes.	Clear published expectations; improved staff/student understanding; greater consistency in academic decisions involving AI; formal policy updates progressed.

Additional wellbeing and safety practices for tertiary providers (signatories) enrolling international learners

	Action/s to be taken	Owner	Due date	Plan for monitoring implementation	Measures of success
Outcome 8: Responding to the distinct well-being and	By the second week of each semester, prepare an international learner support summary for relevant faculties, recording only information necessary for academic or wellbeing support and applying privacy/consent requirements.	Enrolments / Student Services / Director of Operations	Second week of each semester	Director of Operations follows up through CMT/SMT and confirms that identified support needs have an assigned response.	Relevant faculties receive timely information; support needs are actioned; fewer avoidable delays in responding to international learner issues.

Outcome 9: Prospective international tertiary	Standardise enrolment communications through new-staff induction, approved checklists/templates and periodic review of international enrolment files.	Director of Operations / Enrolments	Ongoing in 2026 and as new staff are appointed	Monitor through fortnightly CMT/SMT reporting and periodic file spot-checks.	More consistent advice; fewer incomplete files and avoidable follow-ups; enrolment processing deadlines met.
Outcome 10: Offer, enrolment, contracts, insurance, and visa	Embed a 48-hour response target for international student and agent enquiries where practicable, with timely updates when completion depends on outstanding information.	Director of Operations / Enrolments	Ongoing in 2026	Fortnightly reporting on response turnaround, outstanding cases and conversion progress.	Most enquiries acknowledged/responded to within target; delayed cases have documented reasons and follow-up; improved visibility of enrolment conversion and service performance.
Outcome 11: International learners receive appropriate	Finalise and release new-semester timetables four weeks before teaching begins where practicable. Record and communicate any exceptions promptly.	SMT / Heads of Faculty / Programme Leaders	Twice yearly, before each semester	Track timetable approval and release dates through SMT/PMC; review related student feedback after orientation.	Timetables normally released two weeks in advance (in draft); fewer timetable-related student concerns; exceptions are documented and communicated early.
Outcome 12: Safety and appropriate supervision of	Provide inclusive mix-and-mingle and multicultural activities across the year, with at least one structured opportunity each semester that encourages interaction between international and domestic learners.	SMT / Student Services	Throughout 2026	Include activities in the campus events plan and review participation and feedback through CMT/SMT.	Participation across learner groups; positive feedback on belonging and connection; activities are refined in response to learner preferences.

Critical Incidents Report 2026

The NZCCM Director of Operations maintains a regularly updated critical-incidents and complaints register. Complaints and significant incidents are documented, investigated, and reviewed through regular senior management reporting. This process enables individual matters to be monitored through to resolution and provides an evidence base for identifying recurring concerns, reviewing institutional processes, and informing continuous improvement and organisational self-review.

Table 1 summarises the complaints data recorded for 2026.

	Received	Investigated	Resolved	Withdrawn	On-going
Total	5	5	5	0	0
Complaints/Programme Area	BHSc- 5				
Gender	Female - 5 Male – 0				
Ethnicity	Chinese – 3 European-0 Group (Mixed Ethnicities)- 2				
Student Complaint-External	Chinese	1			1

Table 1: Complaints Data Analysis

Table 1. Complaints Data Analysis

In 2026, five complaints were received, investigated, and resolved, representing a 100% investigation and resolution rate at the reporting date. No complaints were withdrawn, and no complaints remained ongoing.

All five complaints related to the BHSc programme, where the majority of the College's enrolments come from. This pattern has been noted as part of the College's programme-level self-review. While the number of complaints is relatively small and complaint counts alone do not establish the quality of a programme or the severity of individual matters, the concentration within one programme provides a useful signal for further consideration of the nature of the concerns raised and whether any common themes or process-related issues are evident.

The College's review of complaints is therefore focused not only on resolving individual matters but also on determining whether complaints identify opportunities to improve communication, academic or administrative processes, learner support, or the clarity and consistent application of College policies and procedures. Where an issue has wider implications, relevant findings and actions are communicated to the appropriate College teams and monitored through management and programme review processes.

The 2026 data indicate that the College's complaints-management processes enabled all recorded complaints to be investigated and brought to resolution within the reporting period. This assures that established mechanisms for responding to learner concerns are functioning. Nevertheless, resolution

of a complaint does not in itself demonstrate that the underlying issue has been fully addressed. The College will therefore continue to consider the effectiveness of any corrective or improvement actions arising from complaints as part of its ongoing self-review.

Future analysis will, where learner privacy and the small size of the student population permit, strengthen the monitoring of complaint themes, response and resolution timeframes, types of resolution, recurring issues, and actions taken in response. This will enable the College to identify patterns over time and evaluate whether actions arising from complaints are contributing to improvements in learner experience, programme delivery, communication, and organisational practice.

Further disaggregation of the complaints data is limited where small numbers could enable individual learners to be identified. Learner confidentiality and privacy therefore remain important considerations when reporting and analysing complaint information.