

2017

2018

iStudent Complaints
Annual Report

 FairWay



iStudent
Complaints



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Foreword from Denise Evans – iStudent Complaints Client Director

Tēnā koutou katoa

It is with pleasure that we present the second iStudent Complaints Annual Report.

This last year has been a year of significant growth in the use of the scheme. The number of enquiries has risen by over fifty percent, and this is due to both providers and students becoming more aware of the iStudent Complaints service.

Over the past year iStudent Complaints has attended a number of events which have promoted the scheme and we have also established links with industry organisations. We have engaged with providers through regular newsletters and a highly successful webinar presented by iStudent Complaints' primary Resolution Coordinator, Richard Hazelwood and our very experienced Resolution Practitioner, Samantha de Coning. We also regularly engage with international students through our iStudent Complaints' blog and social media engagements created by our digital media guru, Connor Clements.

We continue to appreciate the collaboration with NZQA and the Ministry of Education. Looking ahead, iStudent Complaints plans to build on the level of engagement and anticipates more disputes being resolved at the early resolution phase within the scheme process.



Ngā Mihi

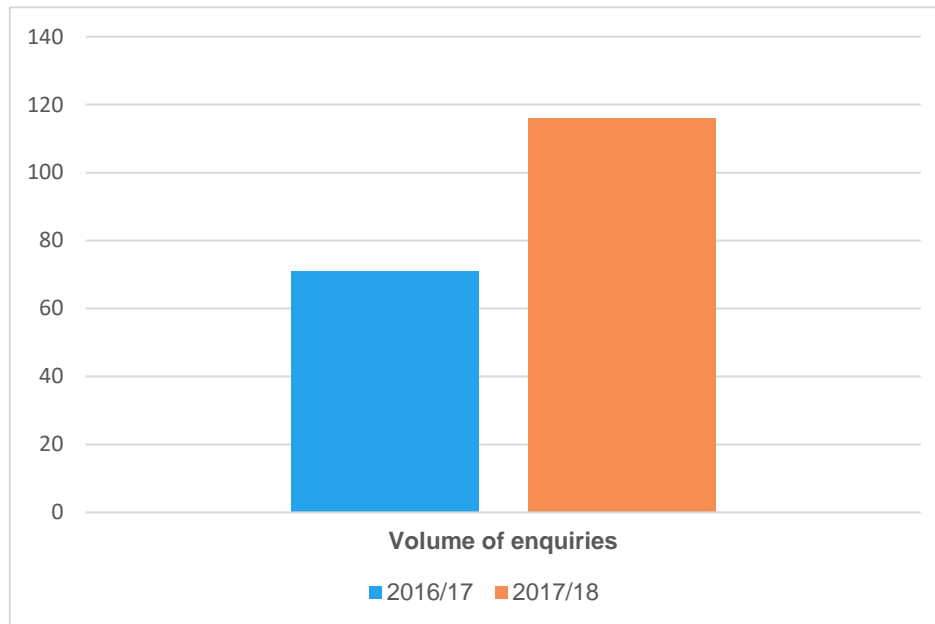


Denise Evans

Denise Evans is Principal, Dispute Resolution at FairWay Resolution Limited. As part of this role, Denise provides Dispute Resolution leadership within FairWay and champions the use of Dispute Resolution services in New Zealand and internationally. Denise maintains Client Director oversight of iStudent Complaints.

Overview of enquiries

Volume of enquiries



Overview

Enquiries have increased from 71 during our first year of its operation, to 116 registered contacts from 1 July 2017 to 30 June 2018.

Over half of all enquiries / complaints received this year have come from students from India.

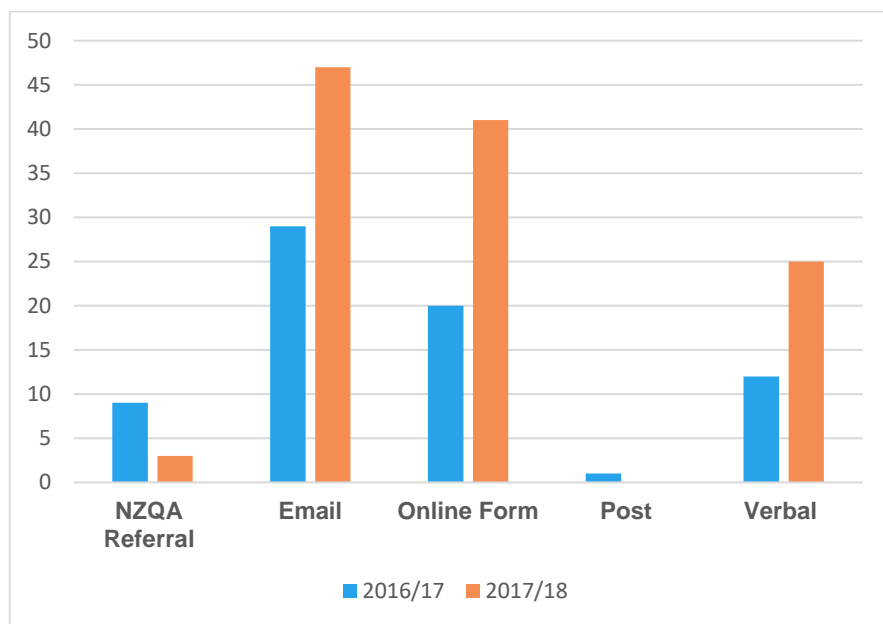
This year, there has been an increase in the number of contacts made directly with iStudent Complaints which indicates an increased awareness of the scheme. There has been an increased proportion of contacts made by telephone which is encouraging.

Resolution Coordinators have found the use of interpretation services to be very beneficial when dealing with some students. The added value in enabling the student to tell their story should not be underestimated.

How enquiries were received

Digital communication channels continue to be most popular method of communication for international students seeking to contact iStudent Complaints. This year, there has been an increase in the number of contacts made directly with iStudent Complaints.

Method of receipt



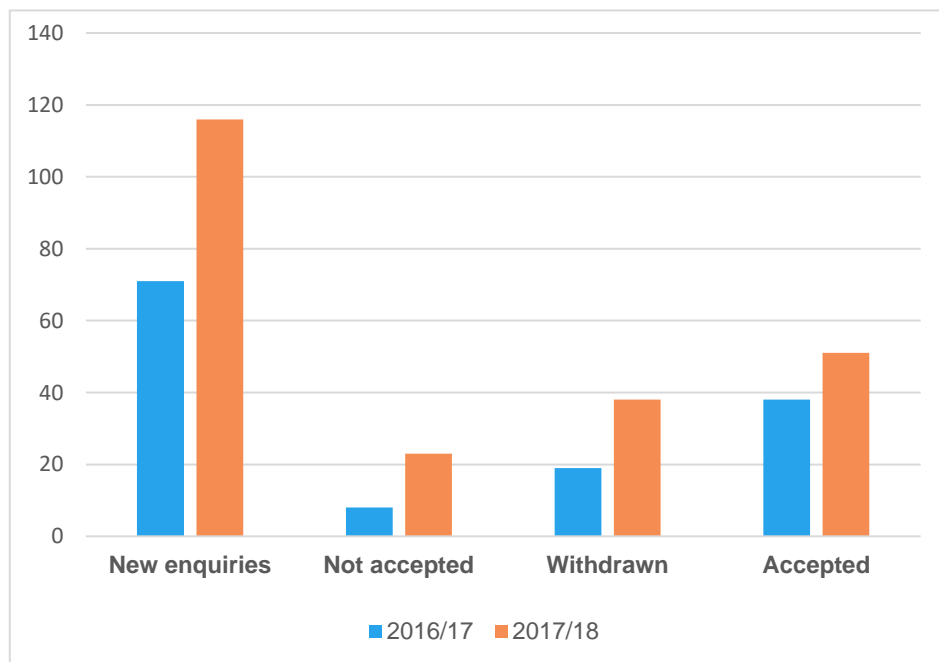
Details

	Last Year (2016/17)		This Year (2017/18)	
	Enquiries	Percentage	Enquiries	Percentage
NZQA referral	9	13%	3	2%
Email	29	41%	47	41%
Online form	20	28%	41	35%
Post	1	1%	0	0
Verbal	12	17%	25	22%

Enquiry analysis

Our Resolution Coordinators guide students and providers through the process. They explain the next steps, gather all the necessary information, answer questions and keep in touch throughout the process. Many complaints are resolved at this initial enquiry phase.

Enquiries received



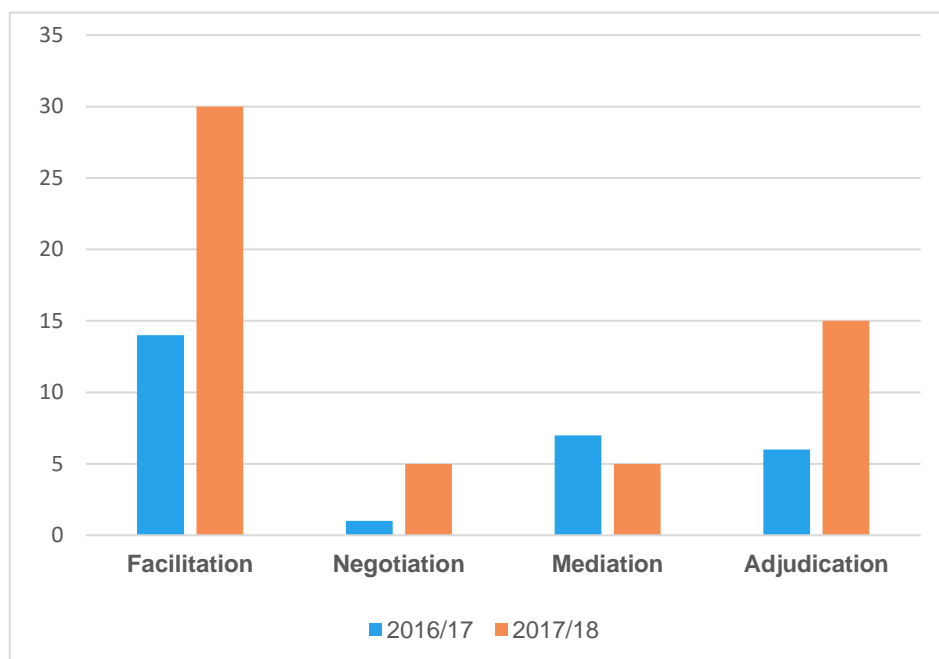
Details

	Last Year (2016/17)	This Year (2017/18)
Brought forward (Balance at 1 July)	-	6
New enquiries	71	116
Not accepted	8	23
Withdrawn / not proceeding	19	38
Accepted claims	38	51
Carried forward (Balance at 30 June)	6	4

How claims were resolved

The iStudent Complaints team support education providers and students to work through issues and to resolve the matter. Our Resolution Coordinator will begin by facilitating the matter by gathering all information and engaging the parties in conversation. If the matter is still unresolved, then a Resolution Practitioner will help to negotiate a resolution or they may arrange a mediation. Most complaints can be resolved through this process. In the small number of cases where no agreement can be reached, a decision will be made through adjudication

Method of dispute resolution



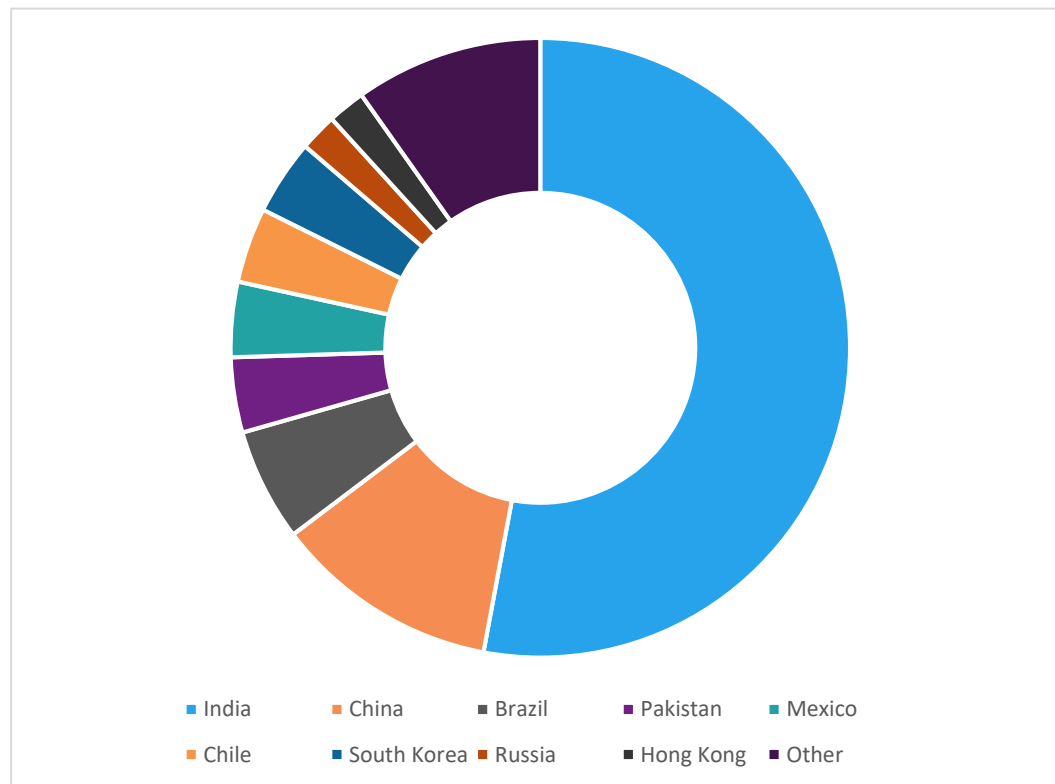
Details

	Last Year (2016/17)	This Year (2017/18)
Brought forward (Balance at 1 July)	0	10
Resolved at facilitation	14	30
Resolved at negotiation	1	5
Resolved at mediation	7	5
Resolved at adjudication	6	15
Total claims resolved	28	55
Carried forward (Balance at 30 June)	10	3
Total	38	58

Student ethnicity

Over half of all accepted claims received this year have come from students from India.

Ethnicity of accepted claims in 2017/18



Details

Ethnicity	Last Year (2016/17)		This Year (2017/18)	
	No. of claims	Percentage	No. of claims	Percentage
India	12	32%	27	52%
China	11	29%	6	12%
Brazil	0	0	3	6%
Pakistan	0	0	2	4%
Mexico	3	8%	2	4%
Chile	0	0	2	4%
South Korea	1	2%	2	4%
Russia	4	11%	1	2%
Hong Kong	2	5%	1	2%
Other	5	13%	5	10%
Total claims	38		51	

Category of claims

This table outlines the category of claims registered each year. The majority of iStudent Complaints claims involve refund requests.

ISC category	Last Year (2016/17)		This Year (2017/18)	
	No. of claims	Percentage of total	No. of claims	Percentage of Total
Refund - withdrawal	22	59%	22	43%
Refund – visa declined	3	8%	6	12%
Refund - termination	3	8%	5	10%
Refund – course closure	3	8%	5	10%
Misrepresentation	3	8%	2	4%
Incorrect fee	2	5%	2	4%
Compensation (following NZQA investigation)	1	2%	4	8%
Other *	1	2%	3	6%
Refund quality of academic provision	0	0	1	2%
Termination **	0	0	1	2%
Total claims	38	100%	51	100%

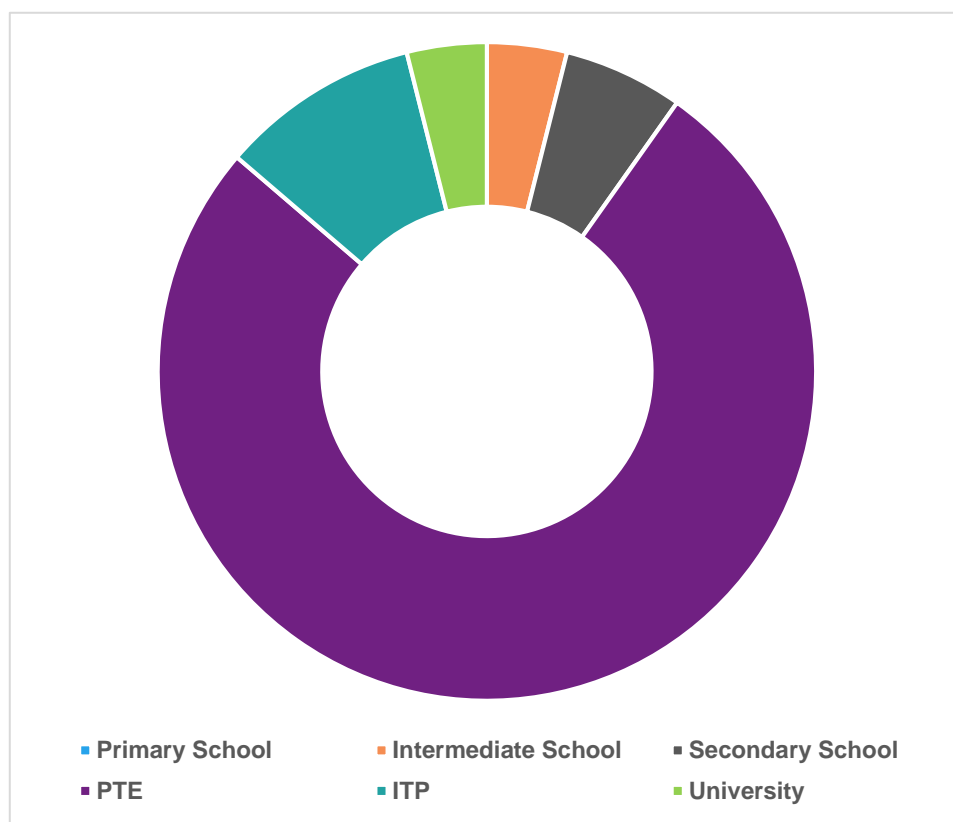
* “Other” cases related to retake-fee, debt collection action and alleged unauthorised withdrawal from Public Trust by an agent.

** Relates to claim about incorrect termination as opposed to claim regarding amount of refund.

Education providers involved in claims

Three-quarters of registered claims in 2017/18 involved Private Training Establishments (PTEs).

2017/18 provider overview



Details

	Last Year (2016/17)		This Year (2017/18)	
	Enquiries	Percentage	Enquiries	Percentage
Primary School	0	0	0	0
Intermediate School	1	3%	2	4%
Secondary School	0	0	3	6%
PTE	34	89%	39	76%
ITP	2	5%	5	10%
University	1	3%	2	4%
Total	38	100%	51	100%

Please note that all demographic information relates to claims accepted during the current reporting year and does not include claims carried forward from last year.

Case studies

1. Refund request after a student was issued with notice of deportation by Immigration NZ

A student accepted an offer of a course beginning in July 2016 with Provider A.

Then in September 2016, the student applied and paid in advance for two further concurrent NZ Certificate Courses with a different provider (Provider B). The first of the two new courses running for 28 weeks beginning 24 October 2016. The second course to run for 52 weeks commencing May 2017.

On 12 October, an application was filed with Immigration NZ for a student visa. However, on 25 November the student received a deportation notice from Immigration NZ (INZ). INZ advised it was declining the visa because he had breached previous conditions by not attending his course with Provider A at all times. INZ also had concerns regarding whether the student was acting in good faith as he had not informed them that he was no longer studying with Provider A. The decision advised that his interim visa had expired, and that the student was accordingly unlawfully in New Zealand.

A 42-day period for appeal was advised and the student also sought assistance from a Member of Parliament; however, the request was unsuccessful. In February 2017, a further application for a visa was lodged, this application was declined in February and the student advised that he was required to leave New Zealand immediately.

Provider B refunded the fees for the second course but declined to refund the fees relating to first course. The provider held that the ten-working day period (during which a 75% refund was possible) had passed.

The adjudicator found that the responsibility for securing and maintaining a visa sits with the student and not the provider. Therefore, the fact that the visa was not issued is a matter between the student and INZ, not the student and provider. As a result, there was no obligation on the provider to refund any portion of the course fees for the first course.



2. Refund request after a student withdrew from her course due to pregnancy

A student enrolled in a two-year diploma course in April 2014. The student discovered that she was pregnant in May 2015 and withdrew from the course at the end of May 2015. The provider informed her that she could return to the school to continue with her studies in the future. In November 2017, the student visited the provider and enquired about a refund for the balance of the fees she had paid for the 2015 study year. The provider informed her that no refund was owed due to two years having elapsed since her withdrawal. However, the student argued that she was never informed that a request for a refund would need to be made within a specific time of the withdrawal.

The student made a complaint to iStudent Complaints as she felt she was entitled to a refund on the basis that she withdrew before the end of the course due to health reasons. Further, that she was not aware of any refund period at the time of her enrolment and that the school did not make her aware of the refund period at any time during her studies or that she was not entitled to a refund at the time of her withdrawal. The provider's position was that the student was not entitled to a refund as she withdrew after the refund period had ended, that she was made aware of the refund policy and further, that there were no grounds for a discretionary compassionate refund.

The student and the provider met in mediation in an attempt to reach agreement but were unable to reach agreement and the matter was referred to adjudication. Ultimately there was one question which the International Student Contract Dispute Resolution Scheme had to determine: was the student entitled to a refund of the unused portion of the tuition fee.

Section 9 of the International Student Contract Dispute Resolution Scheme Rules 2016 states that an adjudicator is required to act in accordance with "what is fair and reasonable in all the circumstances, have regard to the law, the relevant good practice, the code, and other Government policies." Further "the adjudicator is not bound by either the rules of evidence or previous decisions and is required to determine the dispute according to the substantial merits and justice of the case, and in doing so is not bound to give effect to strict legal obligations or to legal forms or technicalities."

Given the dates that the student attended her studies, more than 10 working days had elapsed before the Student withdrew from the course therefore it did not appear that the Student would be entitled to a refund. The student's complaint and submissions to the International Student Contract Dispute Resolution Scheme advised that she withdrew from the course due to health reasons as she was ill due to her pregnancy and there were other possible health concerns raised (which did not eventuate). The student approached the provider regarding a withdrawal and believed that the provider was supporting her decision to withdraw on this basis.

The adjudicator considered the circumstances of the case and; whilst of the opinion that this was a reasonable assumption for the student to make, found that this did not result in the student qualifying for a refund on compassionate grounds as a matter of course. It was the adjudicator's opinion that these are two separate issues in that the former relates to a reason for a withdrawal by a student while the latter relates to whether the Provider will exercise their discretion to grant a refund for compassionate reasons. The Complaint was dismissed.

3. Compensation request after a provider disposed of a student's personal property



The student, in the final year of their master's course, stored personal property in lockers allocated by the provider. The student's name and years of study were clearly labelled on the locker. When the student returned to commence the 2017 academic year, they discovered that their personal items were gone.

The provider subsequently confirmed that it was responsible for removing the student's property and that (with the exception of one item that was subsequently returned to the student) the contents of the locker had been disposed of. The provider stated that it had given students notice to clear the lockers of all personal belongings by way of a sign placed on the study area door towards the end of Semester 2 – the notice included a date by which the lockers were to have been cleared and a disclaimer “no responsibility will be taken for anything lost or stolen after this date.”

The student stated that he was unaware that he was required to empty his locker at the end of the academic year and that the provider did not make him aware of this, “by any communication, email or otherwise”. The student argued that the provider was not entitled to dispose of his property in this way. The student made a complaint through the provider's internal complaint process seeking damages amounting to the value of the property lost as well as a formal apology. When the parties were not able to reach a settlement themselves, the dispute was brought before the iStudent Complaints Scheme. Initially the student had sought compensation totalling NZ\$125, when the complaint reached iStudent Complaints the claim had increased to \$500 when the student “realised that they had not realised that a number of other items were also missing.”

In their proposed decision, the adjudicator for the International Student Contract Dispute Resolution Scheme (iStudent Complaints) determined that the provider had breached a duty of care in respect of the property belonging to the student. Further, that the provider did not act reasonably in disposing of the student's goods immediately after removing them from the locker and without any further notification to the student. As a result, the provider was liable for the student's loss.

The parties were invited to meet with each other with a view to discussing the issues and finding a resolution. Both parties were also invited to provide further submissions to clarify their positions as outlined in the proposed decision before a final decision from the International Student Contract Dispute Scheme was issued. The student provided further information in support of his claim. The provider confirmed that they did not believe that further dialogue with the student would facilitate resolution in this matter. No further submissions were made by the provider. In the final decision, the adjudicator found that whilst the complaint was upheld, with the exception of the replacement cost of one named item, the student had failed to verify ownership and /or establish the value of other items at the time that the loss occurred. An award in respect of the named item was granted.

4. Refund request for the second half of a two year course



An international student had enrolled in a two-year course. Before the start of year two, the student withdrew from the course and requested a refund for the second-year fees.

The provider declined the refund request on the basis that the student was out of time to receive any refund.

The student was unhappy with the decision and made a formal complaint to the provider, but matters were not resolved when the claim was rejected. The student contacted a lawyer who, after contacting Public Trust and NZQA, was referred to iStudent Complaints – the body who look at complaints from international students regarding contractual or financial matters.

After confirming the student's situation, iStudent Complaint's Resolution Coordinator requested a copy of the enrolment form and payment schedule. The Resolution Coordinator then contacted the provider and requested that it clarify its position.

The provider confirmed that according to its policy, for a student who enrolled for a course/programme that is more than 3 months, there would be no refund after ten working days of the course starts. In this case, the student had enrolled for a 2 years course which began in July 2016. In May 2017, the student had submitted a withdrawal application because they wanted to withdraw from the course. As the refund period had passed, unfortunately the student was not eligible for any refund.

After presenting the Provider's position to the student, the student argued that there were aspects about her situation that they had not taken into consideration.

It was suggested that both parties could meet with an iStudent Complaints mediator who could help the parties reach a resolution. The mediator spoke with the two parties individually by telephone before a meeting was organised.

During the meeting, the parties were able to gain a better understanding of each other's' position. Eventually an agreement was reached between the two parties. A settlement agreement was signed, and the case was closed. The two parties had achieved a satisfactory outcome.

Systemic issues



Export Education Levy

iStudent Complaints has been contacted by several students affected by closures or voluntary de-registrations of a number PTE's following NZQA investigations.

Whilst those students able to remain in New Zealand are assisted by NZQA to transfer to other providers (sometimes using funding from the Export Education Levy), there are some who find themselves unable to continue their studies. Financial constraints may mean students on a "fixed budget" cannot extend their stay in NZ, for example one student explained they were unable to renew their student visa after having exceeded their permitted working hours whilst trying to support their family.

In such cases the students are advised to lodge complaints with their provider and, if matters are not resolved, contact iStudent Complaints. There may be difficulty in engaging with the provider if they are no longer operating (or in liquidation) which means that, even if the complaint is upheld, the student is unable to obtain any refund even though the provider is found liable to pay.

The process for the student to seek reimbursement from the Export Education Levy is not clear. Whilst occurrences are expected to be low (there has been one reported case of non-compliance referred to NZQA this year), it might be hoped that, in situations where redress of a debt cannot be obtained from the provider, the process for seeking reimbursement might be clarified to create more certainty for those involved.

Performance measures

Performance Measure	Target	Achieved	Additional comments
Initial response to claim within 1 working Day	95%	95% (Target Achieved)	
Triage Decision (accept and allocate practitioner, request further information or decline) within 15 working days of claim	95%	100% (Target Achieved)	
Negotiation - Disputes managed by negotiation completed within 10 working days of triage decision)	90%	100% (Target Achieved)	
<p>Mediation – Disputes completed within 30 working days of triage decision.</p> <p>Disputes completed within 35 working days of triage.</p>	<p>85%</p> <p>95%</p>	<p>0% (Target not achieved)</p> <p>0% (Target not achieved)</p>	<p>The average time for matter to resolve at mediation was 59 days.</p> <p>Of the 5 cases that were resolved at mediation, 2 involved the same parties and took a total of 71 days due to requests for extension by the parties. These extensions were agreed to with the parties' consent. It should be noted that contact with parties has in all cases been within required timeframes, however the circumstances of the cases has required additional time (which is available to the DRS at its discretion).</p> <p>The low volume of cases will mean that results can be skewed.</p>

Performance Measure	Target	Achieved	Additional comments
<p>Adjudication – Disputes completed within 30 working days of decision to involve an adjudicator</p> <p>Disputes completed within 60 working days of the decision to involve an adjudicator</p>	<p>85%</p> <p>95%</p>	<p>46% (Target not achieved)</p> <p>93% (Target not achieved)</p>	<p>The average length of time for adjudication was 33 working days.</p> <p>It should be noted that contact with parties has in all cases been within required timeframes, however the circumstances of the cases has required additional time (which is available to the DRS at its discretion).</p> <p>The low volume of cases will mean that results can be skewed.</p>
<p>Service Quality - At least 75% of disputes are resolved by Consensual measures</p> <p>Less than 10% of adjudication decisions are modified by the District Court under section 238L(3)</p>	<p>75% or more</p> <p>Less than 10%</p>	<p>72% (Target not achieved)</p> <p>No modifications (Target Achieved)</p>	<p>Whilst a significant increase on last year's performance was achieved, a higher than anticipated proportion of cases have progressed to adjudication. It is felt that some students may be happy to proceed to adjudication rather than settle (or withdraw) at mediation.</p>

Satisfaction with iStudent Complaints

Feedback is sought from parties using the scheme by way of Satisfaction Surveys sent at the end of the dispute process. This year a number of enhancements were made to the satisfaction survey process. Since moving to a more streamlined online service there has been an improvement in response rate (30%) compared to 25% for the previous year.

Overall satisfaction

Overall, how satisfied are you with the service you received from iStudent?	Totals
Very satisfied	9 (56%)
Satisfied	6 (38%)
Neutral	0 (0%)
Dissatisfied	0 (0%)
Very dissatisfied	1 (6%)
Don't know	0 (0%)

About our team

Thinking about team members you interacted with, how strongly do you agree or disagree that they...?	
Listened to you and understood your views?	94% agree/strongly agree
Were friendly and courteous?	100% agree/strongly agree
Gave you all the information you needed about the dispute resolution process?	100% agree/strongly agree
Were knowledgeable and able to answer your questions?	100% agree/strongly agree
Were able to handle your query efficiently?	87% agree/strongly agree

About the process

How strongly do you agree or disagree with the below statements about your experience?	
The process was fair and impartial	93% agree/strongly agree
I had a good understanding of the process and how long it would take	93% agree/strongly agree
I was kept well informed of what was going to happen, eg. Delays, changes, how the process would work	100% agree/strongly agree
The time taken for the process was reasonable	80% agree/strongly agree
I understood the outcome	73% agree/strongly agree

Anecdotal feedback

From students

"Quick responses, easy-to-understand English, the result that I wanted."

"Simple & clear."

"Everything went smoothly and the resolution seemed fair and just to all."

"I believe the outcome was fair, however the process was rather long."

"All good! iStudent helped me to make resolution with my provider.... Many thanks to staffs of iStudent."

"Clear and timely communication for all parties involved."

"Fair treatment by all members of iStudent complaints staff, and a clear explanation of the process."

"Efficient mediation process and result."

"Fair and timely communication."

"Very good experience. iStudent helped me solve my case. Mr. Richard Hazelwood was very attentive, he understood the situation, and helped me to solve the problem. Thank you very much for your commitment and dedication. Congratulations!"

"Efficient, timely and sensible."

"Answered questions thoroughly, able to get back to me within reasonable time frames. Great friendly contacts. :)"

From providers

"Clear mediation and fair approach...it was a complex case that pushed all of us, so thanks."

"Your team are always friendly and very knowledgeable, service is always fair."

Complaints regarding iStudent Complaints

No formal complaints were received concerning iStudent Complaints during the reporting period.



Raising awareness of iStudent Complaints



Through our communications and marketing activities, we are promoting awareness of iStudent Complaints amongst our core audience groups, increasing access to our services and establishing iStudent Complaints as a trusted brand.

We took a layered approach to our promotional activities.

Overall, our primary focus in 2017/18 was to 'influence the influencers.' Education providers can distribute promotional materials to international students when they enrol. They are also the first point of contact for resolving a complaint so they can reach international students directly at the time when they might need iStudent Complaints.

By raising the awareness of iStudent Complaints amongst the teams handling international students on site, we have a greater opportunity to raise the overall awareness amongst education providers and international students, and also to reach the students who need our services at the right time.

Our secondary focus was on building awareness amongst international students. We have embraced promoting New Zealand as a wonderful place to study, while building awareness that iStudent Complaints is here to help should they ever need it.

Email newsletters

Education providers who are signatories to the Education (Pastoral Care of International Students) Code of Practice 2016 were identified as a target audience for iStudent Complaints in 2017/18.

We developed a series of email newsletters to build awareness and engagement with this audience group.

Newsletter	Date
iStudent Complaints - Who are we?	27 November 2017
iStudent Complaints - What we do?	29 January 2018
Is information about iStudent Complaints available to your students?	4 April 2018
Invite to Join iStudent Complaints for the 'Catching Complaints' Webinar	11 April 2018

Webinar – “Catching Complaints”



Our newsletter series culminated with an invitation to attend a webinar to learn more about iStudent Complaints and how to handle complaints internally.

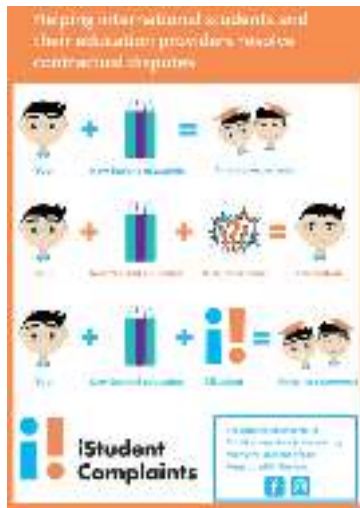
92 people registered for the first iStudent Complaints webinar “Catching Complaints” and more than 40 people attended on the day of the presentation.

All who registered were also able to watch a recording of the Webinar.

Feedback and engagement on the day was very positive.

Following our webinar, we received invitations to present to education providers and international student organisations.

Poster



The Education (Pastoral Care of International Students) Code of Practice 2016 outlines the responsibilities of education providers. This includes a marketing and promotion provision which states that each signatory must ensure that international students receive, as a minimum, information about the International Student Contract Dispute Resolution Scheme.

Focusing on the needs of students who may not speak English as a first language, we developed a simple and visual 'formula' about education in New Zealand and what to do if you they have a dispute or issues with their education provider.

To help providers meet this obligation, we developed a poster for education providers to display.

Digital copies of the poster were distributed as part of our email campaign, and our poster is also available on the iStudent Complaints website.

Article

As part of our wider promotional activities, Denise Evans who is the Client Director of iStudent Complaints published an article entitled "Adjudication and Aristotelian Justice" on the FairWay website.

This article considered the true meaning of justice and its role in the adjudication process, using the iStudent Complaints scheme as an example.

This article is available online:

<https://www.fairwayresolution.com/resources/whats-new/adjudication-and-aristotelian-justice>



Events

8 April Auckland International Cultural Festival



FairWay and iStudent Complaints had a very successful day reaching out to the community of Auckland at the International Cultural Day held at the War Memorial Park, Mt Roskill.

This is the third year we have participated, and the festival continues to grow in size and diversity.

2017 and 2018 ANZELA Conferences

iStudent Complaints attended the Australia & New Zealand Education Law Association (ANZELA) Conference in Sydney last October.

Denise Evans presented a paper at the ANZELA Conference entitled 'Turning Grizzlies Into Gold' based on her experience and findings from iStudent Complaints.

We have also been accepted to present a paper entitled 'Going with the grain when resolving education disputes: An education law discussion' at the upcoming 2018 ANZELA Conference.

Provider meetings

Our focus over the last year has been to connect with providers in order to give them insight into the process iStudent Complaints offers and how the service is of benefit to them and their students.

We met with some of our providers in Auckland to discuss their experience with the iStudent Complaints process and have incorporated this feedback into our learning.

We presented on iStudent Complaints to provider members of Christchurch Educated. The providers were very interested in the focus on self-determination and the way iStudent supports both providers and students in reaching an agreement that satisfies the needs of both.

We have also met with SIEBA and ITENZ and these meetings have been invaluable in understanding how we will work together going forward.



Privacy statement

Embracing this year's Privacy Week theme 'from principles to practice', we looked at ways we could improve on one of the foundations of all our privacy work – our privacy statement.

For our iStudent Complaints customers, who may not speak English as a first language, we decided that some visual cues would make it easier for our customers to read and understand this information.

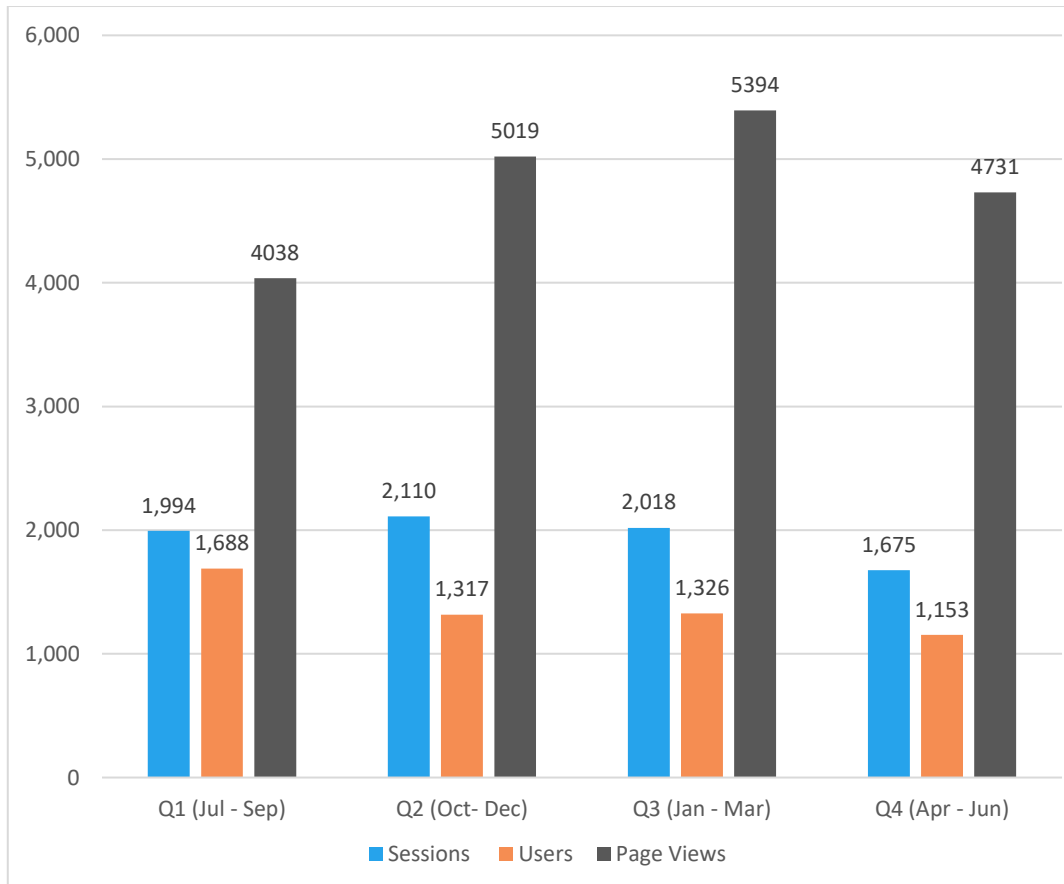
We designed some icons which have been added to the iStudent Complaints online privacy statement.

We also revisited our online complaints form. We updated our disclosure and complainant declarations to provide greater clarity for our iStudent Complaints customers on how their information was going to be used in the process.

Privacy remains at the centre of everything we do here at FairWay and we are committed to protecting the privacy of all our customers.

iStudent Complaints website

Website audience



iStudent blog

We established an iStudent Complaints blog, to develop relevant and engaging content for international students and their families.

We maintain regular communications on our website, which are then shared through our social media channels to help international students, their families and their support networks to find the information they need.

Our blogs have included:

- 8 study tips for international students in NZ
- Key advice from the iStudent team about living in NZ for international students
- What international students should know about ANZAC day in New Zealand
- 12 of NZ's best easy day walks that international students must do
- Top 10 Kiwi words for objects that international students should learn
- Seven of the best 'Kiwi Kai' for international students to try
- Essential Te Reo Māori words for international students to learn.

Our website audience has grown, and we now have a regular following for the blog.

Social media

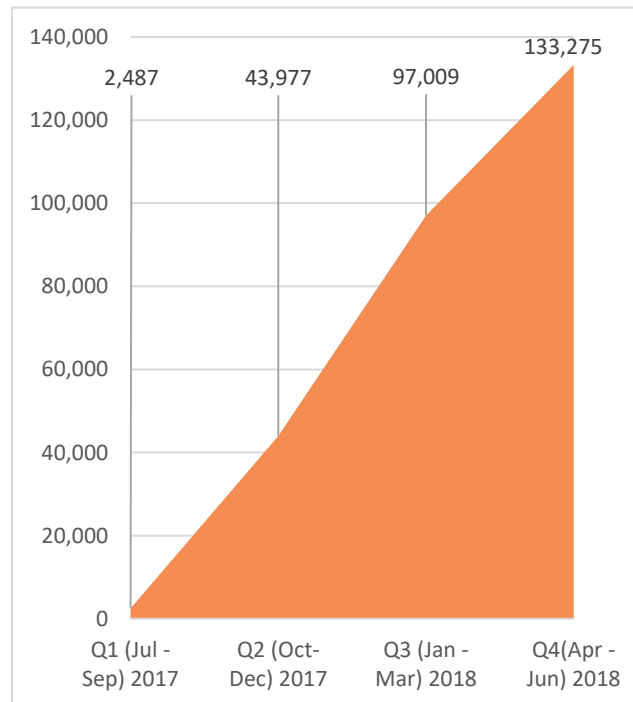
Through our digital engagement, particularly by sharing a weekly blog for international students, we have grown our Facebook following to over 7,000 followers and we have consistently high engagement with our posts. As an example, our '11 best winter activities for international students to try in NZ' post from 28 June 2018 reached over 12,000 people and was liked by over 4,900 people.

<https://www.facebook.com/istudent.complaints/>

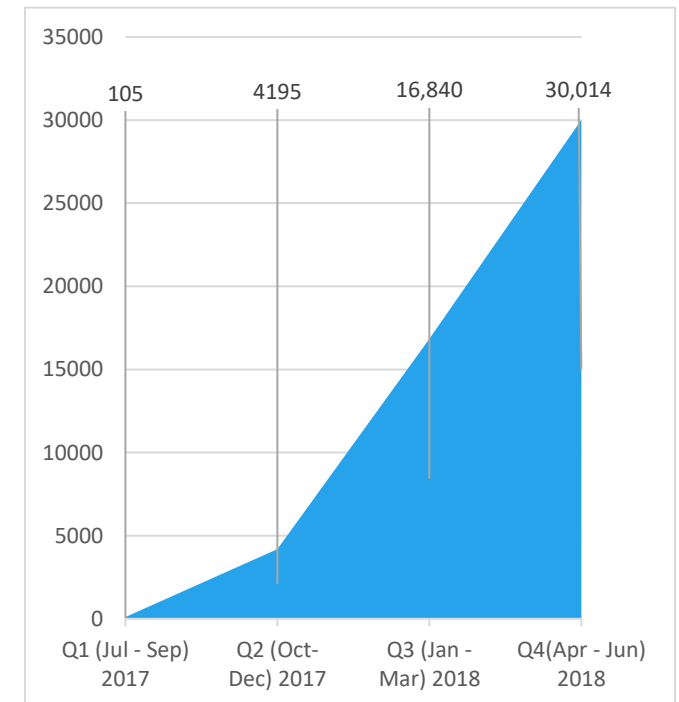
Facebook post



Facebook - impressions/views



Facebook – likes, shares, comments



Social media (continued)

Our iStudent Complaints Instagram page is also gaining popularity. We share images of New Zealand, and our iStudent Complaints blog. We now have 460 followers and our posts typically attract between 60 – 90 likes.

<https://www.instagram.com/istudentnz/>



Looking forward

Plans for the year ahead

In the coming year, we plan to:

- Review the iStudent Complaints website.
- Present at education conferences including NZIEC (in conjunction with NZQA) and ANZELA.
- Focus on meeting with student groups to promote iStudent Complaints.
- Meet with student unions and international student support groups to connect with our international students.
- Continue to focus on the early resolution of disputes.



Financial performance

For the year ended 30 June 2018

	<i>note</i>	2018 \$	2017 \$
Income		218	231
Depreciation and Amortisation		7	7
Personnel	1	70	53
Other	2	122	92
Operating costs		199	152
Operating surplus		19	79

1 - Personnel costs have increased after the first year of operation due to increased use of the scheme

2 - Other includes: Occupancy, ICT, Finance, HR Support, Travel

3 - Presented as an extract from financial statements prepared for FairWay Resolution Holdings Limited.