



Feedback, Complaints and Appeals Policy & Procedure

RTO PP012

Contents

Purpose	2
Responsibilities.....	2
Scope	2
Definitions	2
Feedback Policy.....	2
Quality Indicator Surveys	3
Collecting and Collating Student’s Feedback	3
Collecting and Collating Employer Feedback.....	3
Additional Feedback and Data	4
Complaints Procedure.....	6
Appeals Procedure.....	7
Forms and Records.....	8

Purpose

The purpose of this policy is to outline the Australian Childhood Foundation (ACF) Registered Training Organisation (RTO) commitment to collecting, evaluating, and sharing feedback received from its stakeholders about the quality of its training and assessment services to meet regulatory requirements and inform the continuous improvement process.

Additionally, the purpose of this policy and procedure is to outline the RTO's commitment to receive and act on negative feedback fairly resolve any complaints and/or appeals from students, staff and stakeholders. This policy concerns only those appeals and complaints directly associated with the operations of the RTO and acknowledges that ACF (the organisation) has other similar policies and procedures for other business areas' service delivery.

Responsibilities

The Executive Director, Knowledge Mobilisation and Practice is responsible for ensuring this procedure is implemented under the direction of the ACF CEO.

Scope

This policy and procedure covers all of ACF's RTO training and related services and applies to all students enrolled in nationally recognised qualifications, ACF staff and organisations that use the training and assessment services provided by the RTO

Definitions

A stakeholder means a student or organisation that uses or purchases the accredited training and assessment services provided by ACF.

Feedback means formal data collected through the use of regular surveys and informal feedback provided by the stakeholders at any time.

ASQA means the Australian Skills Quality Authority.

Quality Indicator Data is the information required to be submitted to ASQA on an annual basis. It uses standardised survey tools that are mandated by ASQA and measures learner engagement and employer satisfaction.

Appeal means a request for the review of an assessment result or procedure.

Complaint means dissatisfaction with the standard of service provided by the RTO concerning all training and assessment activities.

Feedback Policy

Feedback is a core component of ACF's quality assurance framework and is guided by the following principles:

- A positive student experience is a core component of the training and assessment services provided by ACF RTO.
- ACF RTO will strive to provide quality outcomes for students at all times.
- ACF RTO will allow multiple opportunities for stakeholders to provide feedback about the RTO and its services.
- The RTO will use the feedback provided to continuously improve its training and assessment services.

- Stakeholders will be encouraged but not forced to provide feedback. Feedback may be provided anonymously if required.
- Feedback will be collected, recorded and stored according to the requirements of the Privacy Act (1988).

Feedback Procedures

Quality Indicator Surveys

Background

All RTOs registered with ASQA must provide an annual summary report of their performance against the learner engagement and employer satisfaction quality indicators to ASQA. This data is captured using pre-developed survey tools mandated by ASQA and covers the period from 1 January to 31 December each year.

Each RTO must collate and submit the data annually using the prescribed ASQA Quality Indicator Annual Summary Report. Data must be submitted to ASQA each year by the prescribed date, which is currently June 30.

Procedure

All survey data will be collected using the in-built survey functionality in the aXcelerate student management system.

In March each year, Support Services will send out the following surveys:

1. Learner engagement surveys to all students who had an active enrolment during the previous calendar year
2. Employer surveys to all employers who had at least 5 employees actively enrolled in training and assessment in the previous calendar year

In June each year, the Governance Committee will request a report of the returned survey data from Support Services.

The Manager, Quality and/or delegate appointed by the CEO will collate the required data and submit it to ASQA through the prescribed methods outlined in the ASQA communications for that year.

Collecting and Collating Student's Feedback

- ACF uses formal surveys to collect feedback from students during their course (12-weeks) and completion, using the ASQA prescribed Learner Quality Indicator Questionnaire at completion.
- ACF endeavours to collect data for the Quality Indicators from all students who are enrolled in a program and the Quality Team monitors the number of returned surveys received.
- Responses are collated and reported to ASQA annually. Data is due in each year (for the calendar year before) on 30 June. The Manager, Quality is responsible for reporting this data to ASQA and must receive approval of the final report from the CEO prior to submission.
- Collated data is reviewed at the next Governance Committee meeting.

Collecting and Collating Employer Feedback

- ACF endeavours to collect data from all employers and workplaces who have students enrolled in a program.

- The ASQA prescribed Employer Quality Indicator Questionnaire is distributed to all employers by ACF's Support Services team.
- Responses are collated and reported to ASQA annually. Data is due in each year (for the calendar year before) on 30 June. Manager, Quality is responsible for reporting this data to ASQA and must receive approval of the final report from the CEO prior to submission.
- Collated data is reviewed at the next ACF Governance Committee meeting.

Additional Feedback and Data

Background

To ensure the quality and continuous improvement of the student experience and training and assessment services the ACF RTO collects additional feedback and data from stakeholders. The feedback methods may include a combination of the following:

- Formal student surveys at prescribed points in the student journey (always completed)
- Verbal feedback sessions conducted by facilitators during contact sessions
- Employer feedback as part of any contextualised programs
- Informal feedback that is voluntarily provided by stakeholders at any point
- Information provided by other ACF business areas
- Focus or expert groups
- Industry engagement activities
- Validation activities
- Complaints and Appeals

Student Surveys

1. Support Services are responsible for sending out the student surveys and collating the reports as a result of the returned data.
2. The Assistant Director - Parenting, Education and Training and/or delegate appointed by the CEO, in conjunction with the data, evaluation and feedback subcommittee, is responsible for reviewing and maintaining the questions asked in the surveys. These will be reviewed every 2 years or earlier if required to capture specific information to assist with continuous improvement.
3. Support Services will provide each student with an electronic survey, at the following prescribed points:
 - a. 12 weeks after the commencement of the course
 - b. After their course is completed (AQTF Learner Questionnaire)
 - c. If they withdraw from the course
4. At the end of each quarter, Support Services will collate the data from the previous month's surveys and provide them to the data, evaluation and feedback sub-committee, and any other interested ACF stakeholders.
5. The Assistant Director - Parenting, Education and Training and/or delegate appointed by the CEO will review the survey data with the data, evaluation and feedback sub-committee and make note of any trends. Where required, actions will be taken to address areas of concern that may include:
 - a. Noting required actions in the continuous improvement register
 - b. Providing professional development or performance management for identified personnel

- c. Contacting stakeholders (where identified) to investigate if further actions are required where feedback may indicate a complaint that hasn't previously been notified or addressed
- d. Documenting noteworthy feedback and compliments in the Feedback register.

Ad-hoc or Informal Feedback

Ad-hoc or informal feedback includes the following:

- Verbal feedback sessions conducted by facilitators during contact sessions
 - Employer feedback as part of any contextualised programs
 - Informal feedback that is voluntarily provided by stakeholders at any point via online web form
 - Information provided by other ACF business areas
1. The ACF staff member who received the feedback will document it using the Feedback Form. This information automatically populates into the Feedback register.
 2. The data, evaluation and feedback sub-committee will review the Feedback register at least quarterly and action the information where required which may include:
 - a. Noting any required actions in the continuous improvement register
 - b. Referring to the Manager, Education and Training to conduct any professional development or performance management required for identified personnel.
 - c. Referring to the Assistant Director - Parenting, Education and Training to contact stakeholders (where identified) to investigate if further actions are required where feedback may indicate a complaint that hasn't previously been notified or addressed

Focus or Expert Groups

Focus or expert groups may be held from time to time with a range of stakeholders to gather specific information that can assist the ACF RTO with both design and development of new training and assessment products and processes or continuous improvement of existing ones.

1. The ACF staff member responsible for facilitating the focus group will document the following:
 - a. The purpose of the group meeting
 - b. The audience of stakeholders including their roles
 - c. An overview of the key discussion points
 - d. Any recommendations or other outcomes that will assist with design, development, or continuous improvement.
2. The ACF staff member responsible for facilitating the focus group will send the completed documentation to the Assistant Director - Parenting, Education and Training and/or delegate appointed by the CEO for review.
3. The Manager, Education and Training and/or delegate appointed by the CEO will review the information and take the appropriate actions which may include:
 - a. Advising any personnel involved in the relevant design and development process of the recommendations
 - b. Noting any required actions in the continuous improvement register
 - c. Providing feedback to the focus group on the outcomes of their recommendations.

Complaint and Appeals Policy

We will ensure that all appeals and complaints are addressed fairly, following the principles of natural justice including:

- Treating all parties fairly and consistently
- Maintaining confidentiality where required
- Resolving appeals and complaints as promptly as possible, with an emphasis on conciliation
- Keeping accurate and confidential records throughout any appeals or complaints process
- Conducting a fair and professional investigation, free from any biases towards parties to the appeal or complaint
- Providing advice about access to independent third-party dispute resolution services, where the complaint or appeal cannot be resolved internally
- Making this appeals and complaints policy and procedure easily accessible

Complaint

A complaint may be as a result of any of the following:

- The conduct of an RTO staff member or student
- Student selection and enrolment process
- Training delivery
- Assessment delivery (excluding results or procedure)
- Issuance of results
- Student services and amenities
- Equal opportunity, including bullying, victimisation, harassment or discrimination
- The conduct of a third party providing services on behalf of the RTO

A complaint may be either formal or informal.

An informal complaint is where the complainant can resolve their issue without needing to follow the formal complaints procedure outlined in this document. All complaints should be attempted to be resolved informally.

A formal complaint is where the complainant cannot resolve their complaint informally and wants to seek additional input by following the documented complaints procedure.

Appeal

An appeal is where a student does not agree with an assessment result and wants to have it reviewed.

An appeal may result from:

- The marking of an assessment (assessment result)
- The assessment process undertaken

Complaints Procedure

When a complaint is received, either verbally or in writing, the complainant should first try to resolve the issue with the relevant parties.

Informal Complaints

Where the complaint is resolved, the ACF staff member responsible for the resolution must document it using the Complaint Submission Form on the Trainer Assessor Portal.

Formal Complaints

Where the complaint cannot be resolved, the complainant must be provided with a Complaint Lodgement form to commence the process.

1. The ACF staff member receiving the formal complaint must contact Manager, Education and Training and/or delegate appointed by the CEO to advise them of the complaint.
2. The Manager, Education and Training and/or delegate appointed by the CEO will send the Formal Complaint form to the complainant within 48 hours of advice of the complaint.
4. When a Formal Complaint Form is lodged, the Manager, Quality will acknowledge receipt in writing within 2 working days. A copy of the written communication must be attached to the relevant section in the Complaints register.
5. The Manager, Quality will advise support services that a complaint has been opened so that a note can be left within the Student Management System and Intake Course Coordinator advised.
4. Together, the Assistant Director - Parenting, Education and Training and/or delegate appointed by the CEO and the Manager, Quality will investigate the complaint, maintaining confidentiality by only involving those people who are impacted by the complaint where possible.
5. Where additional personnel are required to be involved in the investigation, personal details of the parties to the complaint will be withheld. Where this is not possible, their permission to share information will be gained before any consultation. Evidence of the permission must be attached to the relevant section in the Complaints register.
6. All investigations will be completed within 14 working days of receipt of the complaint. If a resolution is not achieved in 14 days the Assistant Director - Parenting, Education and Training and/or delegate appointed by the CEO will advise the parties to the complaint of the additional actions required and the proposed timelines for completion in writing. A copy of the written communication must be attached to the relevant section in the Complaints register.
7. All parties to a complaint will be advised of the outcome in writing, whilst still maintaining confidentiality. The communication will advise that if the parties are not satisfied with the outcome, they may seek the assistance of external parties including external dispute resolution services. A copy of the written communication must be attached to the relevant section in the Complaints register.
8. Where relevant, the Assistant Director - Parenting, Education and Training and/or delegate appointed by the CEO will note any Continuous Improvement (CI) actions resulting from the complaint in the CI register.

Appeals Procedure

An appeal may be lodged when a student does not agree with either an assessment decision or the process used to conduct an assessment. All appeals can only be lodged by the student who undertook the assessment.

A student may only make one appeal for each assessment that they complete.

Students must submit their appeal within 10 working days of receiving their assessment mark in any of the following ways:

- Direct to the assessor who marked the assessment
- To the Intake Course Coordinator
- Through Support Services

When an appeal is received, it must be referred to the Manager, Education and Training and/or delegate appointed by the CEO within 24 hours of receipt.

On receipt of an appeal, the Manager, Education and Training and/or delegate appointed by the CEO will

- Determine the grounds for the appeal
- Investigate the circumstances of the appeal, directly with the assessor
- Determine the required actions which may be any of the following:
 - a. Request another assessor to review and re-mark the student's submitted work
 - b. Request that the student undertakes the assessment again, with a different assessor
 - c. Ask another assessor to moderate the assessment decision with the original assessor

The Manager, Education and Training and/or delegate appointed by the CEO will advise the appropriate parties of the agreed actions, ensure they are completed and note the appeal on the Appeals Register. All appeals will be addressed within 14 working days of receipt unless otherwise agreed with the student.

The Assistant Director - Parenting, Education and Training and/or delegate appointed by the CEO will review all appeals and complaints as part of the continuous improvement procedures as well as ensuring regular validation and moderation of assessments and educators for consistency in assessment outcomes.

Fairness in Appeals and Complaints

ACF is committed to ensuring all students, applicants, and stakeholders have access to a fair, transparent, and timely complaints and appeals process.

- All individuals seeking a review or reconsideration of a decision are treated respectfully, fairly, and consistently.
- Anyone lodging a complaint/appeal will be informed of the process and supported through it.
- If a student or applicant is dissatisfied with an enrolment or assessment outcome, they will be advised of ACF's Appeals Policy and Procedure and encouraged to submit a formal appeal.

The Assistant Director, Parenting, Education & Training (or a delegate) will review relevant cases on a case-by-case basis, ensuring all decisions and justifications are clearly documented in the student or applicant's aXcelerate file.

External Appeals

If the student is not satisfied with the outcome of an internal appeal or complaint, they may initiate an external appeal. This process is not to re-determine the outcome but to evaluate whether ACF followed its internal procedures fairly and appropriately. An independent mediator may be appointed through the Institute of Arbitrators and Mediators Australia (IAMA). Costs are typically shared between parties. ACF will implement the external appeal outcome as soon as practicable and notify the student in writing.

Forms and Records

The following forms and registers should be used in conjunction with this procedure:

- RTO PP012-01 RTO Complaint Lodgement Form
- RTO PP012-02 RTO Decision Appeal Lodgement Form
- AQTF Learner Engagement Questionnaire (survey monkey)
- AQTF Employer Questionnaire within aXcelerate (survey monkey)
- AQTF Quality Indicator Annual Summary Report

- Feedback Form:
https://auschildhood.sharepoint.com/sites/RTO/_layouts/15/listforms.aspx?cid=MzdjNTc4NDctNWNkOS00Nzk3LTgyNjktZTIkNmI3MTM4ZTNj&nav=NGRmYWY0ZDAtZGU1MS00NzY2LWI0MzYtNjk3NGUyZmNmZWQ1
- Feedback Register:
<https://auschildhood.sharepoint.com/sites/RTO/Lists/RTO%20Feedback%20Register/AllItems.aspx>
- Complaints Form:
https://auschildhood.sharepoint.com/sites/RTO/_layouts/15/listforms.aspx?cid=MmY1YzUwMmEtYWZmNC00OTU3LWI0ZWItYTI0ODk4MDC0MGU5&nav=MDE2MDJkZjEtZDI4MS00YWNjLThiYTgtOGRiZTcxYzI3NDhh
- Complaints Register:
<https://auschildhood.sharepoint.com/sites/RTO/Lists/Feedback%20Complaints%20and%20Appeals/AllItems.aspx>
- Appeals Form:
https://auschildhood.sharepoint.com/sites/RTO/_layouts/15/listforms.aspx?cid=MDk1YzYyN2UtNzFiYS00YmEzLTkwN2UtODcyMzRhNjkyZDRk&nav=ODFkMGlyMTgtMGM4ZC00Nzg5LThjYjktZThjODRiZTQwMzlh
- Appeals Register:
<https://auschildhood.sharepoint.com/sites/RTO/Lists/RTO%20Appeals%20Register/AllItems.aspx>

The following references should be read in conjunction with this procedure:

- RTO PP001 Governance Policy and Procedure
- RTO PP007 Privacy Policy and Procedure
- RTO PP002 Quality Training and Assessment Policy and Procedure
- RTO PP003 Industry Engagement Policy and Procedure
- RTO PP008 Application, Enrolment and Student Responsibilities Policy and Procedure

Document Title: Feedback, Complaints and Appeals Policy and Procedure	
Document ID: RTO PP012	Version: 1
Date Published: 12/09/2025	Next Review: September 2026
	
<p>Authorised by Janise Mitchell, CEO</p>	
<p>Disclaimer: Printed copies of this document are considered uncontrolled and may not be valid. Staff are required to refer to the ACF intranet to ensure that they are accessing the latest version of the document.</p>	