

RTO Feedback, Complaints and Appeals Procedure

Purpose

selectability aims to foster a transparent and responsive feedback, complaints, and appeals management system that upholds the rights of students, employees, contractors, recipients and others affected by our training and assessment delivery. This procedure aligns with relevant legislation and selectability frameworks, ensuring student's safety and wellbeing are supported through the feedback process.

Scope

This procedure applies to feedback related to any services provided by selectability Training. It covers all aspects of service delivery including training, assessment, safeguarding and student's experience in the training and assessment environment. selectability fosters a child-safe environment where employees are knowledgeable, self-assured, capable, and well-supported in fulfilling their protection duties, and where children and youth are valued, safeguarded, empowered, and actively involved in their own protection, as per the Child Safe Organisations Act 2024 and the Child Protection Act 1999.

Procedure Statement

Feedback consists of compliments, complaints and other feedback and may be raised at any level within the organisation and should be managed promptly and respectfully. The following practices should be incorporated:

- Ensure that students are encouraged to provide feedback in a way that makes them feel comfortable and safe.
- Ensure students, if required, have a support person or advocate to assist them in lodging feedback.
- If feedback is made by students, including children and young people, the feedback process will be adjusted as needed. This may include assistance from a trained professional who specialises in working with children, where applicable.

Employees are trained to:

- Respond to feedback with empathy, respect and understanding.
- Ensure no further harm is caused in the feedback process, pertaining to complaints.
- Consider the impact of the feedback process and take steps to minimise any distress.
- Understand the feedback management procedure.
- Know how to respectfully acknowledge concerns and, if necessary, refer the matter to an appropriate person to manage.

Throughout the feedback process the emphasis is on including the complainant and/or the affected person.

While mistakes may occur, what truly matters is how selectability Training responds when concerns are raised. A thoughtful and proactive approach to feedback demonstrates that every voice is valued, and that feedback is taken seriously.

Provide Information on Feedback, Complaints, and Appeals Policy and Procedures

Information and resources relating to this policy and procedures will be made available to students in the following ways:

- On the selectability Training website
 - Include on the selectability Training website a statement that:
 - captures the Policy points of this Policy and Procedure,
 - indicates how to provide feedback or lodge a complaint, or appeal a decision including an assessment decision,
 - makes available relevant forms to provide feedback, lodge a complaint, or appeal a decision,
 - provides links to ASQA for reporting purposes.
- In the Student Handbook
 - Include in the Student Handbook information on:
 - the feedback, complaints and appeals policy and procedures,
 - indicates how to provide feedback or lodge a complaint, or appeal a decision,
 - indicates where to find a relevant form.
- Prior to enrolment and the commencement of training:
 - As indicated by the Student Enrolment procedure, enquiries to selectability Training for training courses provided by our RTO will be provided information on our policy and procedures, via sending the Student Handbook.
- On request by a student.

Managing Feedback, Complaints, and Appeals from Learners

Trainers and/or Assessors are the staff most likely to receive feedback from learners throughout a course. All feedback should be heard and acknowledged by a trainer and/or assessor, and considered according to the following steps:

- Feedback initiated by learners
 - Where a learner verbally expresses dissatisfaction with an aspect of a course, including learning materials, assessment materials, or the learning environment they should be encouraged to complete a Feedback form, to ensure it is documented and captured by the Quality Assurance System.
 - Where a learner verbally expresses dissatisfaction with another person associated with the course, the process for dealing with this begins with the learner discussing the problem directly with the person concerned to resolve the matter. If unable to do this, or the learner is dissatisfied with the outcome, they may raise a formal complaint using the Complaints and Appeals Form.

When feedback is made face-to-face or by telephone, employees must:

- Make note of all details at the time of the feedback.
- Be open to receiving and encourage the feedback.
- Pay attention to what they are saying without becoming upset or defensive.
- Remember that how feedback is responded to is just as important as whether or not feedback is resolved.
- Document feedback on selectability Training's RTO Feedback Form.
- Make a note of the feedback in the student's file, documenting that feedback has been registered by an employee.
- Notify the RTO Manager that feedback was made and the nature of the feedback.
 - Ensure the feedback is entered into the feedback register on Share Point or emailed to feedback@selectability.com.au, even if it is resolved quickly face-to-face.

- Formal feedback requested by selectability Training or Third Party
 - selectability Training, or third parties delivering services on our behalf, will seek feedback from learners on the last day of a course, for quality assurance purposes.
 - we will also seek formal feedback from learners for reporting purposes, in accordance with **Data Provision Requirements 2020** procedure.
 - Where this feedback indicates an issue and a student has not lodged formal feedback or a complaint, selectability Training or third parties delivering services on their behalf will follow the **Quality Governance and Improvement Framework** and associated procedures.

Lodging of a formal complaint

If a complainant(s) is/are not satisfied with the resolution of an informal complaint, they may lodge a formal written complaint using the Complaints & Appeals form. The process to do so is as follows:

1. Persons may make a formal complaint, by completing and forwarding the Complaints & Appeals Form to selectability Training at feedback@selectability.com.au, or completing the [electronic form](#) on the selectability Training website.
2. selectability Training staff will respond to the complainant within 5 working days of receiving the complaint acknowledging the receipt of the official complaint, and lodge the complaint in the Register.
3. The complaint will be assigned to the RTO Manager for investigation.

Investigating a formal complaint

The RTO Manager will manage the investigation into the complaint (unless the complaint is regarding the RTO Manager in which case it will be assigned to another Management representative). All aspects of the investigation are to be documented on the Complaints and Appeals Register.

- Where the complaint is not about a person associated with a third party delivering training and assessment or other services on behalf of the selectability Training, the RTO Manager may direct the third party to investigate and resolve the complaint.
- Where the complaint is about a person associated with a third party delivering training and assessment or other services on behalf of the selectability Training, the RTO Manager will investigate or coordinate the investigation by the selectability Training.
- The investigation must indicate to the subject of the complaint or appeal what the nature of the complaint or appeal is, and allow them time to make a response to the allegations.
- Once both parties are heard and have had time to make a response, a decision is to be made on the outcome of the complaint.
- On completion of the investigation the complainant is to be notified in writing of the results of the investigation and the complainant's response documented on the CAP Form.
- If it is likely to take longer than 20 business days to conclude an investigation, this will be communicated in writing to the student.
- If the complainant(s) are not satisfied with the resolution of the formal complaint, they may appeal the decision.

Appealing a decision

Where a complainant is not happy with a decision made by the selectability Training RTO in response to a complaint, or is not happy with an assessment decision, and they wish to appeal a decision, the following process is to be followed:

- The student is to complete a Complaints & Appeals form and submit it to the RTO training contact email (training@selectabilitytraining.com.au), indicating whether it is an Appeal relating to a course (an Academic Appeal) or about a different aspect of service (a Non-Academic Appeal).
- The RTO is to acknowledge the Appeal in writing within 5 days of it being lodged.
- The appeal is to be escalated to the CFO.
- The CFO is to review the evidence obtained by the investigation, and ensure that procedure has been followed correctly. They are to then review the decision, to either confirm the decision or suggest a change in the outcome if the evidence warrants it.
- Once the CFO has made a decision, they are to communicate the outcome to the complainant personally, and inform the RTO Administration of the outcome for record keeping and continuous improvement purposes.

External appeal of a decision

If a complainant is still not satisfied with the outcome of a decision or an appeal of a decision, the student complainant has a right to seek an external review of the decision by a suitable independent third party. This may be at the cost of the student. All reasonably foreseeable costs will be disclosed to the student before proceeding with the independent review. The process is as follows:

- The RTO Manager is to contact a suitable independent ombudsman or mediation service. See list below for suitable services.
- Costs for any external appeal are to be determined, and the student informed.
- If the student requests to continue the external review of the decision, then the RTO Manager is to facilitate this with the independent reviewer.
- The external review is to be conducted according to the guidelines of the external reviewer. The complainant and the respondent are each able to have a support person present during any meetings, interview, or mediation sessions. The intention is to reach a mutually agreed outcome, or for the external reviewer to provide a decision which the complainant and the responded are to agree to. This decision is final.

External review services

State	Service
Victoria	Dispute Settlement Centre of Victoria
New South Wales	Fair Trading NSW
South Australia	South Australian Skills Commission
Queensland	Queensland Training Ombudsman
Western Australia	WA Department of Training and Workforce Development
Northern Territory	Workforce NT
National	Australian Skills Quality Authority National Training Complaints Hotline Commonwealth Ombudsman

Conduct Continuous Improvement Reviews

After a complaint has been managed: Check in with the complainant for feedback around the resolution of their complaint and their response to any follow-up or implementation of actions.

Consider these points:

- What was the complaint about?
- What service, policy or procedure did it call into question?
- Was the process respectful and recipient focused (if applicable)?
- What information did the complaint provide that will allow us to identify and improve those services, policies and procedures?
- How effectively did we communicate with the person who made the complaint, any affected recipients, affected employees and other stakeholders?
- Do people using our services, their families, carers and friends require more or improved information about their rights and the complaints process?
- Does the person who made the complaint feel more comfortable about speaking up in the future?
- Was the person who submitted the complaint provided the opportunity to provide feedback on the resolution?
- Does anything need to change in our complaints management procedure or approach to dealing with complaints?
- Do employees require further training?
- Did the handling of the complaint reflect our stated values and expectations for complaint handling?
- Are there any quality improvement items that have been identified?

Feedback and Improvements: Opportunities for improvements from complaints should be shared with all employees, contractors, and others affected by our training and assessment service delivery.

If specific quality improvements have been identified, add them to the selectability Training Quality Improvement Register, and complete according to our Continuous Improvement procedures.

Record Keeping

- Record Retention:
- Maintain records of feedback, complaints and appeals according to organisational record retention requirements.
- Store records securely to prevent unauthorized access and ensure data integrity, according to selectability policy and procedures.
- Access to Records:
- Provide learners with access to their records upon request, ensuring compliance with privacy legislation.
- Provide ASQA access to records of feedback, complaints and appeals as requested, ensuring compliance with privacy legislation

Terms and Definitions

Accessibility	How available a service or system is to as many people as possible. This includes how easy it is for people from diverse backgrounds to provide feedback, compliments or complaints.
Complaint	A statement made by a recipient, student, visitor or stakeholder of the organisation that something is unsatisfactory or unacceptable. This includes services, communications, employees, complaint management, training, learning materials, assessment, the assessment process, other students, learning and assessment environment, etc. People may complain to selectability or a third party and explicitly or implicitly expect a response or resolution.
Complainant	The person or organisation that complains, including recipients or their advocates, a stakeholder, a contractor or a member of the public.
Complaint management	The process of managing the complaint when complaints are received by the organisation from an unsatisfied person.
Continuous Improvement	The ongoing process of using feedback insights and data to improve program administration, service delivery and complaint management processes. Organisations can draw on complaint data to fix systemic issues and improve the complainant experience.
Distress	When someone shows signs of being anxious, frustrated, sad, hopeless or worn out.
Diverse needs	The needs of people due to disability, age, cultural background, literacy levels, gender, trauma and stress. People with diverse needs may be: <ul style="list-style-type: none"> • Less likely to be able to access or use complaint management services • More likely to experience harm, loss, injury or disadvantage without additional support
Feedback	Information gathered from recipients, visitors and stakeholders of the business that provides the organisation with information that may be used for growth and improvement. Feedback may be direct or indirect, explicitly or implicitly given.
Frontline employees	In the context of complaint handling, employees who directly engage with recipients to address their issues, concerns or grievances. These employees are critical in maintaining recipient satisfaction by effectively managing complaints
Person centred	Involves seeing the person first and providing a service that is relevant and tailored to the person. This approach values the person as an individual and respects their choices, needs and wishes
Privacy Act 1988	Australian law which regulates the way personal information about individuals is handled including the collection, use, storage and disclosure of that information
Satisfaction	Whether a complainant feels that an organisation has met their expectations
Accessibility	How available a service or system is to as many people as possible. This includes how easy it is for people from diverse backgrounds to provide feedback, compliments or complaints.

Document Properties

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Board Committee	FAR

Related documents and Legislation

Parent Policy / Framework
CORP.1074.V1.1 Quality Governance and Improvement Framework RTO.2XXX.V0.1 RTO Feedback, Complaint, and Appeals Policy
Related Documents
RTO Feedback Form RTO Complaints and Appeals JotForm (from selectability Training website)
Legislation / Other instruments
National Vocational Education and Training Regulator (Outcome Standards for NVR Registered Training Organisations) Instrument 2025 (Cth)
Related RTO Policies
Students Information Policy and Procedures Student Wellbeing Support Policy and Procedures Continuous improvement Policy and Procedures

Aligning Standards

<p>Child Safety Principles</p> <ol style="list-style-type: none"> 1. Child safety and wellbeing is embedded in organisational leadership, governance, and culture 2. Children and young people are informed about their rights, participate in decisions affecting them and are taken seriously 3. Families and communities are informed and involved in promoting child safety and wellbeing 4. Equity is upheld and diverse needs respected in policy and practice 5. People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice 6. Processes to respond to complaints and concerns are child focused 7. Employees and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through ongoing education and training 8. Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed 9. Implementation of the national child safe principles is regularly reviewed and improved 10. Policies and procedures document how the organisation is safe for children and young people

2025 RTO Standards

Outcome 2 – VET student support, Division 5 – Feedback, complaints and appeals, Standard 2.7
Outcome 2 – VET student support, Division 5 – Feedback, complaints and appeals, Standard 2.8
Outcome 4 – Governance, Division 3 – Continuous improvement, Standard 4.4

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