



Student handbook

RTO 22094

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The information contained within this handbook applies only to students enrolled in the Foundation’s Nationally Recognised Training Courses and units.

The Australian Childhood Foundation is a Registered Training Organisation (RTO No. 22094).

For enquiries contact the team at the Foundation on support@childhood.org.au or call 1300 381 581.

learn.childhood.org.au



1. Pre-enrolment information

Choosing the Right Course

At Australian Childhood Foundation (the Foundation), we are committed to supporting you in making informed and confident decisions about your education. As a Registered Training Organisation (RTO 22094), the Foundation ensures that all prospective students have access to clear, accurate, and up-to-date information before enrolling in any of our nationally recognised qualifications or training products. We understand that choosing the right course is an important step. That's why we provide a range of pre-enrolment resources including our website, this Student Handbook, a Course Brochure and personalised support from our Student Support Services team, who are here to help guide you through the decision-making process.

Things to Consider Before Enrolling

Before you enrol, we encourage you to take time to reflect on a few key areas:

- Your goals - What are your personal and professional aims, and how does this course help you achieve them?
- Your commitments - Are you ready to balance study with other responsibilities like work and family?
- Your support needs - Do you require academic, wellbeing, or technical support? If so, what kind and how can we help?
- Your learning preferences - Is the course's delivery mode and assessment style suited to the way you learn best?
- Your course readiness - Do you understand the course requirements, expectations and outcomes.

Key Information You'll Find in your Course Brochure and on Our Website

Course Information:

- Nationally recognised qualification or skill set title and code, AQF level (e.g., Certificate, Diploma)
- Course duration, structure, and participation expectations
- Delivery mode (online, blended, face-to-face), Assessment types and methods
- Course commencement dates and any workshop schedules
- IT and equipment requirements
- Workplace learning commitments (if applicable)
- Details of any third-party training or assessment arrangements

Entry Requirements:

- Minimum academic or vocational prerequisites
- Expected foundation skills (e.g., literacy, numeracy, digital capability)
- Technical or physical access requirements (e.g., workplace placements, device readiness)
- Licensing or regulatory conditions (if relevant)

Fees and Payment Options:

- Full breakdown of tuition fees and any additional costs
- Available payment plans and schedule options
- Eligibility for government subsidies, concessions, scholarships or other financial support (if applicable)

If you have any questions at any stage, our team is available to assist you. We can discuss course requirements, help assess your readiness, and explore any support you may need before you commit to enrolment. Our goal is to ensure you begin your learning journey with confidence and clarity.



2. Enrolment and course commencement

What's involved in enrolment?

We aim to make the enrolment process straightforward and supportive. Enrolment is confirmed once eligibility is verified, course readiness is assessed, and either full payment is received, or a payment plan is in place. To enrol successfully, prospective students must provide accurate personal information, meet the course-specific eligibility requirements, and complete all required declarations in accordance with national standards.

Enrolment Pathways and Requirements

At the Foundation, there are two enrolment pathways, and the steps in the enrolment process may differ slightly depending on the pathway you choose.

- Public Course Registrants: Individuals enrolling directly via the Foundation's website (self-funded or employer-funded).
- Bespoke In-Service Qualifications: Individuals enrolling via a private link provided by their employer. Fees are paid by the employer, and the course is undertaken alongside colleagues.

All prospective students must:

- Be over the age of 18
- Hold or be willing to obtain a Unique Student Identifier (USI)
- Hold a current Working with Children Check (WWCC)
- Be currently employed in a relevant industry and role to meet course requirements (for example currently working with children and young people)

Students must only enrol with the understanding that they will:

- Pay fees on time
- Intend to complete the course within the specified timeframe
- Engage respectfully with staff and fellow students
- Be completing the course via the nominated delivery mode
- Have access to the required equipment and technology

Information Students Must Provide

As part of the enrolment process, students must disclose:

- Personal and Contact Details: Full legal name (as listed on their USI), date of birth, gender, residential and postal address, phone number, and email. A preferred name may also be provided.
- Unique Student Identifier (USI): A valid USI is mandatory for all nationally recognised training. Support is available for students needing help to locate or create one.
- Citizenship and Language Background: Country of birth, citizenship/residency status, visa details (if applicable), language spoken at home, and English proficiency.
- Education History: Highest schooling level completed, and previous qualifications held.
- Employment History: Employer details, industry and current employment status.
- Equity and Support Needs: Optional disclosure of First Nations identification or disability, and any required support, including Language, Literacy, Numeracy, or Digital (LLND) assistance. Students identifying as First Nations may be contacted regarding available scholarship opportunities.
- Financial Information: Preferred payment method/plan.
- Consent and Declarations: Agreement to the Foundation's policies (e.g. privacy, refunds, code of conduct) and consent to data reporting in line with the National VET Data Policy.
- Study Pathways: Intention to apply for Credit Transfer (CT), Recognition of Prior Learning (RPL), or any Reasonable Adjustments.



Student feedback

“Something that has stood out to me is the amount of trauma that is involved with these young people.

The things that I have learned have definitely changed my whole way of thinking and attitude towards certain situations”.

Application Steps

A \$300 non-refundable fee applies to all course applications. Applicants should refer to the Foundation's Course Brochures for specific fees and payment schedules prior to registration.

Step 1: Complete the Online Registration Form. Applicants are required to:

- Enter personal details (as stated above)
- Provide your Unique Student Identifier (unless exempt)
- Complete a brief readiness and digital capability questionnaire (within the application form)
- Upload supporting documents or evidence (as required)
- Select your preferred payment method (public course registrants only)

Step 2: Complete the Language, Literacy and Numeracy (LLN) Quiz. Approximately one hour after submitting your application, you will receive an email from our third-party LLN assessment provider LLN Robot with instructions to complete an online quiz. LLN is discussed further within this handbook.

Step 3: Conditional Enrolment Actions. Depending on your responses, course, or the documentation you submit, you may be asked to:

- Complete a second-stage application form online, using a new link that will be emailed to you.
- Answer follow-up questions from Student Support Services or the Education Team.
- Complete additional forms (e.g., CT/RPL, scholarship application, or USI consent form).
- Receive an invoice (depending on your payment arrangement and enrolment type).

Step 4: Receive Enrolment Confirmation. Once all steps are completed and verified, you will receive a confirmation of enrolment via email.

Important: Applicants are asked to make themselves available throughout the application and enrolment process, which may take varying amounts of time depending on individual circumstances. Applicants should regularly check their email and respond promptly to any contact from the Foundation's staff, as delays in communication may affect the progress and outcome of their application. Application may be cancelled if all enrolment steps (including the LLN quiz) are not completed within the allocated timeframe.

Applying for Credit Transfer (CT) and Recognition of Prior Learning (RPL)

If you are applying for Credit Transfer (CT) or Recognition of Prior Learning (RPL), please note that refunds will only be processed once your prior learning has been confirmed, and your course duration may be adjusted based on the outcome of your application. Eligible students will receive a personalised course structure aligned with your course intake schedule, along with an updated invoice if applicable. This structure will help you plan your studies, ensuring you stay on track. If your application is not approved, a member of our team will contact you to discuss alternative training options.

Course Activation and Commencement

Once your enrolment is confirmed, you will:

- Receive a welcome email with your online portal login instructions.
- Gain access to course content, resources, and systems within one week of your course start date.
- Begin a 14-day cooling-off period from the date of portal activation.

Orientation & Readiness

Students are expected to attend a scheduled orientation session, either in person or via Zoom, depending on their course. The session will cover:

- Course expectations and student responsibilities
- Available academic, wellbeing, and technical support services
- Guidance on navigating the online systems used in the course
- Introductions to key Foundation staff, including Course Intake Coordinator and support team

Once students have access to the Learner Portal, they can begin a student support and wellbeing online module. While not compulsory, this module is strongly recommended as it helps prepare students for study and forms part of the induction process. Students are also encouraged to review the Course Schedule, Course Brochure, and Student Handbook prior to orientation, as there will be time to ask questions and clarify workplace requirements where applicable.

Cooling-Off Period

Within the 14-day cooling off period (2-weeks from the course start date), students are encouraged to:

- Create your student portal login
- Begin the online support module
- Attend the induction session with your Course Intake Coordinator
- Review your course schedule
- Complete any pre-readings
- Engage with your trainer and course materials
- Seek clarification on assessments and expectations
- Attend tutorials and submit assessments in line with your training plan
- Contact support for any access or technical issues

If you feel that your course may not be the right fit, we encourage you to first discuss your concerns with your Course Intake Coordinator or Student Support Services. They can provide guidance and help explore options to support your learning.

If you are offered a place but do not engage with your studies within the first 3-months, you will need to apply for a transfer or deferment. You may request to defer your enrolment once, for a period of up to twelve (12) months. A \$300 administrative fee applies at re-commencement.

If you decide withdrawing is the best option, you must complete a Change in Enrolment form. Students who contact the Foundation within the 14-day cooling-off period may be eligible for a refund of fees already paid, excluding the non-refundable application fee.



3. Access, Equity and Academic Support

Access and Equity

We believe every student deserves an equal chance to succeed, regardless of background, ability, or personal circumstances. Inclusive education isn't just something we talk about, it's a core value that shapes the way we design, deliver, and support all of our training programs.

- **Access:** means removing unnecessary barriers so all learners can participate in training, whether those barriers are physical, technological, or administrative.
- **Equity:** means making sure every learner gets the right support for their needs. It's about responding to individual circumstances, so everyone has a fair opportunity to achieve their goals.

The Foundation's approach to access and equity is guided by Australian legislation, including the Disability Discrimination Act 1992 and other relevant anti-discrimination laws.

Our Core Principles

- Supportive Learning – We provide support services and reasonable adjustments to help learners succeed, whether needs are identified before enrolment or during study.
- Ongoing Commitment – We continually review and improve our access and equity practices through staff training, student feedback, and regular policy reviews.
- Non-Discrimination – No learner will be treated unfairly based on gender, marital status, race, age, disability, culture, religion, sexual orientation, or political beliefs.
- Inclusive - We celebrate diversity and actively support the participation of children, young people, and adults from LGBTQIA+ communities, people with disabilities, those from diverse cultural and linguistic backgrounds, and people of varied religious beliefs.
- Cultural Sensitivity – We acknowledge and respect the identities and lived experiences of all learners, including First Nations peoples, culturally and linguistically diverse (CALD) communities, and individuals from varied backgrounds.

Foundation Skills Assessment

As part of pre-enrolment, all prospective students complete a Foundation Skills Assessment. This helps both you and the Foundation to identify any areas where additional support may be useful. The process includes answering questions during enrolment and completing an online quiz through a trusted third-party provider. The aim is to ensure the right strategies, resources, and adjustments are in place from the start of your training. The assessment is based on recognised frameworks:

- Australian Core Skills Framework (ACSF): learning, reading, writing, oral communication, and numeracy
- Digital Skills Framework (DSF): digital literacy, online safety, and confidence using digital tools

The Course Intake Coordinator will review your results and recommend strategies, resources, or adjustments to support your learning, prior to enrolment confirmation. If significant gaps are identified, alternative training options will be discussed, and you may choose to withdraw at that stage. The Foundation also reserves the right to refuse enrolment where gaps indicate entry requirements or minimum expectations for participation cannot be met.

Completing the Online LLN Quiz

To prepare for the online Language, Literacy and Numeracy (LLN) quiz, applicants should:

- Find a quiet environment with access to a desktop computer (preferred) and working audio
- Allow 30–45 minutes to complete the quiz in one sitting
- Use the link provided in the email and complete the quiz independently (without help from others)
- Contact Student Support Services if the LLN Robot email has not been received within 24 hours

The LLN quiz is one part of the enrolment process and is not considered in isolation. Based on your responses, the system may generate tailored supplementary support materials to strengthen your skills. These optional resources will be provided by the Education Team before your course begins and are designed to support your learning outside the course.

Internal and External Supports

Letting us know about your needs early, ideally during pre-enrolment, means we can put the right supports in place from the beginning of your learning journey. Where appropriate, the Foundation can provide reasonable adjustments to remove barriers to learning and assessment. Examples include extra time for assessments, alternative formats, assistive technology or adaptive equipment, and one-on-one mentoring or coaching. All adjustments are documented in a Student Support Plan (SSP), developed in collaboration with the student. Where appropriate, we may also connect students with external providers such as counselling and mental health professionals, disability advocacy organisations, or interpreter and translation services.

4. Assessment and Recognition (RPL)

Assessment Expectations and Support

Assessments are competency-based, requiring you to demonstrate the required skills and knowledge for each unit through tasks such as written assignments, presentations, practical demonstrations, and workplace observations. Some courses may cluster units to streamline assessment, refer to your course brochure for details.

Where workplace observations and Third-Party Reports are required, multiple observations may be conducted over a period of time. The Foundation may also verify the authenticity of reports directly with the observers. Observers must meet the suitability requirements outlined in the provided templates, include their contact details for verification, and provide detailed feedback. Reports not meeting these standards will be deemed unsatisfactory and must be resubmitted after feedback.

Assessment conditions and due dates are clearly defined within the learner portal. Reasonable adjustments may be made to support your learning while maintaining assessment integrity. You'll receive timely feedback, with opportunities for reassessment if required. All assessments must be submitted via the learner portal by the specified deadlines, and students are responsible for keeping a copy of their work. The Foundation retains assessment records for two years.

You have two attempts to pass each task before additional support is arranged with your trainer. After a third unsuccessful attempt, you may be marked Not Competent and required to re-enrol in the unit(s) at a cost. If you are unable to meet deadlines, you may request an assessment task extension, prior to the due date.

The Foundation monitors student progress and will contact you regarding missed deadlines or incomplete work. Where progress remains unsatisfactory despite support, enrolment may be cancelled. Students may appeal assessment decisions through the Feedback, Complaints and Appeals process outlined in this handbook and the Foundation's policy.

Considering Recognition of Prior Learning (RPL)?

Recognition of Prior Learning (RPL) is a valuable option that acknowledges the skills and knowledge you've already gained through formal or informal learning, work, or life experience. By applying for RPL, you can avoid repeating learning you've already mastered, potentially saving time and reducing course costs. However, it's important to note that RPL is not suitable for everyone.

Apply for RPL

If you're thinking about applying for RPL, we encourage you to read this handbook, your course brochure, and the RPL policy carefully to understand the process. You're also welcome to discuss your eligibility with the Foundation's staff. To apply, complete and submit an RPL application form to Student Support Services at least two weeks before your course begins. The application process includes a discussion with our team about eligibility, fees, process structure, expectations, and timelines. Once your application is approved, you'll need to provide the required evidence within an agreed timeframe.

Please be aware that RPL applications may not be approved for all students. If your RPL application is not successful, our staff will work closely with you to help get you on track and enrolled with a current cohort of learners to ensure your successful progression.

Undertake RPL

Step 1: Provide Evidence

- You'll need to submit relevant, current, and authentic evidence that meets competency standards, such as qualifications, job descriptions, portfolios, work samples, or supervisor reports.
- A staff member will guide you on what evidence is required, how to submit it, and relevant deadlines.

Step 2: Complete Additional Assessments if Needed

- If some evidence is missing or certain clustered units can't be covered by RPL alone, you may need to undertake further learning and complete extra assessments.

Step 3: Submit Evidence & Assessment

- Submit your evidence and any required coursework. Competency is awarded unit-by-unit as your evidence is approved.

Step 4: Workplace or Third-Party Evidence (If required)

- Some courses require reports from your workplace or other observers.
- The Foundation provides Observation Checklists and Report Templates for observers to complete.
- Observers must meet suitability criteria, provide detailed feedback, and include contact details for verification.

Step 5: Finalise Your Qualification

- Once all units are marked competent, your RPL portfolio will be moderated.
- Your qualification will be issued within a few business days after successful completion of all units of competency.
- If you disagree with any assessment decisions, you may appeal by submitting a written request within 10 business days of receiving your results, following the appeals process outlined in this handbook and the Foundation's policy.

5. Are you eligible for Credit Transfer?

What is Credit Transfer?

Credit Transfer (CT) recognises formal accredited learning you've completed at another Registered Training Organisation (RTO) allowing you to receive credit for equivalent units. This can save you time and reduce course costs by avoiding repetition of content you already know. Students may apply for Credit Transfer for one or more units, but not for an entire qualification.

Eligibility and how to apply credit

If you've already completed units or qualifications that are considered equivalent to those in your current course, you may be eligible for a Credit Transfer. To apply, you'll need to provide valid evidence, access to your USI transcript or certified transcripts from a recognised RTO. You are required to submit your Credit Transfer application as early as possible, ideally at least two weeks before your course start date. Simply complete a Credit Transfer Application Form and submit it to Student Support Services.

Our team will review your application, check your documents, and confirm their authenticity with the issuing organisation or through secure digital systems. You'll be notified of the outcome within 10 working days. If approved, your credited units will appear in your learner portal, and your course fees will be adjusted. If you've already paid fees, you may be entitled to a refund for the credited units.

- Clustered units: If the credited unit is part of a cluster, this may change the refund amount. You may also be asked to complete some extra learning or short "gap" assessments to make sure you're competent in the full cluster.

Once your Credit Transfer is finalised, we'll provide you with a structured training plan so you know how to complete the rest of your course alongside your cohort. Please note that Credit Transfer may not always shorten the total time it takes to finish your qualification, as training usually follows the cohort's set schedule. If your application isn't approved, we'll provide feedback and discuss alternative options, such as continuing with the standard course structure.

6. Fees

What Your Course Fees Cover

Your total course fees typically include:

- Tuition
- Enrolment administration
- Course materials
- Assessments
- Training sessions (online or face-to-face) and;
- Ongoing student support.

A non-refundable administration fee is deducted from your initial deposit once enrolment is confirmed. This fee is slightly higher if you apply for Recognition of Prior Learning (RPL), which will be discussed with you during that process. Fees may also be adjusted if you receive Credit Transfer (CT), RPL, or a First Nations student Scholarship. Additional fees may apply if you require extra support or need to extend your enrolment period. If the Foundation determines that you are unsuitable for the course due to practical or IT limitations, your application fee will be refunded in full.

Payment Options, Financial Support and Scholarships

At the Foundation, we aim to be fair and transparent when it comes to course fees and payment options. Before enrolling, it's important that you understand the fees and payment requirements for your chosen course. Full fee details are available in your course brochure, on the Foundation's website, or by contacting Student Support Services.

- Fee-paying students – You may be required to pay part of your course fees at the time of enrolment. Check your course brochure for specific details.
- Employer or third-party sponsorship – If your course is being paid for by your employer or another organisation, written confirmation must be provided at enrolment. Invoices will be arranged directly with the sponsor before the course begins.
- First Nations learners – We encourage you to contact the Foundation to discuss available scholarship opportunities.

To avoid any disruption to your studies, please ensure your personal and payment details are correct at enrolment. Missed or late payments may result in restricted access to course materials or suspension of enrolment. We also understand that personal circumstances, such as financial hardship, family pressures, or unexpected challenges, can sometimes make it difficult to meet payment deadlines. If this happens, please contact Student Support Services as early as possible. Depending on your situation, support may include adjusted payment schedules, temporary fee suspensions, or a tailored Student Support Plan (SSP). Each request is assessed individually and requires supporting documentation. All financial transactions are managed securely and confidentially, in line with privacy laws and the Foundation's policies.



Student feedback

“I would highly recommend the course as I felt that the content of the course was excellent and relevant.”

7. Extensions, transfers, and deferments

Changes to your Enrolment - Application and Eligibility

The Foundation recognises that personal or professional circumstances can change during your studies. If you need to request an extension, transfer or deferment, you must submit your request in writing by using the Change in Enrolment Form found on our website. Approval is based on eligibility, supporting documentation, administrative review, and the Foundation's capacity to accommodate the request. Before applying, students are encouraged to speak with their Course Coordinator or Student Support Services to understand the process, potential impacts on their course progress, and any associated fees.

Extensions

Extensions grant extra time to complete your course requirements when unforeseen circumstances affect your progress. Extensions must be requested before deadlines, be submitted in writing and supported by evidence of compassionate or compelling reasons, such as illness, bereavement, or family crisis. It is advisable to discuss your situation with your Course Intake Coordinator prior to applying. Where required, a Student Support Plan (SSP) will be developed collaboratively between you and the Foundation's staff to support your continued progress. SSPs are discussed further below.

Transfers and Deferments

A deferment allows you to temporarily pause your studies while keeping your place in the course, (subject to eligibility and restrictions). Students may apply for deferment once, for up to twelve months.

Important Considerations Before Applying for Deferment

- Refunds are not provided for deferments.
- If you are on a scholarship, you may need to reapply when deferring, and approval is not guaranteed.
- The Foundation cannot guarantee availability of a specific intake upon your return, but Student Support Services will assist with planning.
- Assessments may need to be marked before deferment is approved. You must complete any units for which you wish to seek competency and apply for credit when returning to study.
- You must provide at least one month's notice before resuming your studies and may be placed into a new course intake.
- A \$300 administrative fee applies upon re-commencement, and any existing payment plan will resume if fees remain outstanding.
- If course fees have changed during your deferment, you will be required to pay the difference.
- Offers expire if re-commencement does not occur within the agreed timeframe unless exceptional circumstances apply.

Student Support Plans (SSP)

Where required, a Student Support Plan (SSP) will be developed collaboratively between you and the Foundation's staff to support your continued progress. Being actively involved in this process is an important part of your course. This means:

- Participating in goal setting
- Attending scheduled support meetings
- Working towards revised deadlines
- Responding to contact from your Course Intake Coordinator

These steps form part of your course and assessment requirements and are designed to help you stay on track, build confidence, and successfully complete your studies.

8. Withdrawals and refunds

Considering withdrawing from your studies?

Students who are concerned about meeting their course requirements are encouraged to contact their Course Intake Coordinator or Student Support Services. Where possible, the Foundation will work with students to develop support plans, apply reasonable adjustments, consider extensions or refer the student to external support mechanisms to help them continue their studies. Before deciding to withdraw, students should be aware of the following:

- You must complete in full any units of study for which you wish to be assessed as competent. If you have commenced but not completed a cluster of units, you may not be eligible for credit for any of those units.
- The Foundation cannot guarantee an appropriate intake will be available should you choose to return to study at a later date, nor can it guarantee credit transfer if no direct equivalency exists.
- Recognition of participation in incomplete units is not formalised; however, the Foundation may provide an informal letter of participation on a case-by-case basis.
- Refund requests will only be processed where a Change in Enrolment form is completed at the time of withdrawal.

If one or more units of competency have been completed and all associated fees have been paid, a Statement of Attainment will be issued and made available via the student's learner portal. Students retain the right to provide feedback, lodge complaints, or appeal withdrawal or refund decisions.

Refunds and Cancellations

A 14-day cooling-off period applies from your course start date, during which you may be eligible for a full refund, less the administration fee. Refunds after this period will only apply to units where less than 20% has been accessed, with the administration fee deducted.

Refunds must be requested at the time of withdrawal using the Change in Enrolment Form found on the Foundation's website and are considered on a case-by-case basis, including applications based on compassionate or compelling circumstances, for which evidence may be required.

Deferments do not qualify for refunds and may attract additional fees when recommencing.

If the Foundation cancels a course, students will receive a pro-rata refund for undelivered units and a full refund of the administration fee within 14 days, or they may choose to transfer fees to another course.

Compassionate and Compelling Circumstances

Extensions, deferments, and refunds may be considered where unforeseen events beyond the student's control significantly affect their ability to study, work or maintain wellbeing. Examples include serious illness or injury, maternal/paternal or other care commitments, bereavement of an immediate family member, newly acquired or aggravated disability, significant work-related trauma or in the event of natural disasters that directly affect the student. Documentation may be required to support the application.

Administrative Withdrawal

If reasonable attempts to assist a student to progress are unsuccessful, the Foundation may withdraw the student. This may occur where the student has:

- Failed to meet enrolment requirements
- Not paid fees
- Remained inactive and uncountable for 3 months
- Been unable to meet Student Support Plan agreed goals
- Been unable to meet competency requirements
- Breached the Student Code of Conduct.

9. Complaints and appeals

Resolving Complaints

Informal Resolution (Grievances)

A grievance is typically a minor or informal concern (e.g., miscommunication or perceived unfair treatment). The Foundation encourages students to resolve grievances informally by speaking with their Facilitator, Course Intake Coordinator, or another staff member. Many issues can be resolved quickly and respectfully without the need for formal escalation. The Foundation also encourages formal and informal feedback from stakeholders to improve services.

Formal Complaint Process

A complaint is a formal expression of dissatisfaction regarding a significant issue. This may include matters such as staff conduct or communication, breaches of policies or procedures, the delivery of training or support services, actions taken by third-party providers, or aspects of enrolment processes and the student service experience.

Step 1: Lodge

- Complete a Complaint Lodgement Form, found on the Foundation's website and submit to support@childhood.org.au.

Step 2: Acknowledgement

- You will receive confirmation of your complaint within two working days.

Step 3: Investigation

- Complaints are investigated promptly and objectively, with all parties given an opportunity to respond.

Step 4: Outcome

- You will be advised of the resolution in writing within two weeks. If more time is needed, the Foundation will notify you and provide progress updates.

External complaints regarding provider conduct may be submitted to the Australian Skills Quality Authority (ASQA) at www.asqa.gov.au. Please note that ASQA does not act as a student advocate and cannot resolve personal disputes such as refunds or interpersonal conflicts.

Appeals

The Foundation is committed to providing a supportive, respectful, and responsive learning environment. We encourage all students and stakeholders to raise concerns and seek resolution through our fair, transparent, and confidential complaints and appeals process. The Foundation ensures that all complaints and appeals are handled according to the principles of natural justice, including:

- Fair and unbiased investigation
- The right for all parties to be heard
- Timely communication and resolution

Students have the right to appeal:

- Assessment decisions
- RPL and CT application decisions
- Administrative withdrawals
- Refunds

Grounds for Appeal may include:

- Inadequate explanation of the assessment process
- Individual learning needs not considered
- Assessment task not aligned with the training package
- Administrative or marking errors
- Alleged bias or lack of assessor competence

Appeal Process

Appeals must be made in writing within ten working days of receiving a decision. For more information, refer to the Foundation's policy. Support is available throughout the process, and students may access external advice or advocacy at their own cost unless otherwise approved.

Step 1: Informal Appeal - students are recommended to first

- Speak with your assessor to request feedback or clarification and request a reassessment if appropriate.
- Seek clarification from Student Support Services around how refunds have been calculated.
- Discuss administrative withdrawals with your Course Intake Coordinator.

Step 2: Formal Appeal

- Complete an Appeals Lodgement Form on the Foundation's website and provide any supporting evidence.
- Submit to the Compliance Team within 10 working days of receiving result.

Step 3: Internal Review

- The Training Manager reviews the submission.
- An independent assessor (not involved in the original decision) will review the evidence objectively, while consulting all involved parties.

Step 4: Outcome

- Students will receive written notification of the appeal outcome within ten working days. This may include upholding the original decision, making amendments or offering alternative solutions such as implementing a support plan.
- Only one formal appeal will be accepted per assessment.

Students can refer to the Feedback, Complaints and Appeals Policy on the Foundation's website for further information.

10. Student code of conduct

Rights and Responsibilities

At the Foundation, we are committed to providing a respectful, safe, and productive learning environment where every student has the opportunity to succeed. This requires a shared commitment from both the Foundation and our students to uphold high standards of behaviour, academic integrity, and professionalism. By enrolling with the Foundation, you agree to meet the following expectations, and you are entitled to the rights outlined below.

Your Rights as a Student

You have the right to:

- Be treated with dignity, fairness, and respect by staff, peers, and visitors.
- Learn in an environment free from discrimination, harassment, victimisation, and bullying.
- Have your privacy respected and personal information kept confidential in accordance with privacy legislation.
- Receive clear, accurate information about course requirements, assessment expectations, and timelines.
- Access support services, including academic, disability, and wellbeing support.
- Lodge complaints or appeals without fear of retaliation.
- Have concerns heard and addressed in a fair, timely, and confidential manner.

Your Responsibilities as a Student

As an adult learner, you are responsible for managing your own time, seeking clarification when needed, and making full use of the resources and support services available. Your professionalism, engagement, and respect for others are essential to your success at the Foundation. You are expected to:

- Treat others with respect, fairness, and courtesy at all times.
- Contribute positively to the learning environment, including participating constructively in activities and discussions (in person, online, and in workplace settings).
- Actively engage in your studies by attending scheduled sessions, completing coursework, and meeting assessment deadlines as outlined in your training plan.
- Maintain academic integrity by avoiding plagiarism, collusion, and cheating, and by acknowledging the work of others.
- Follow all safety procedures in classrooms, workplaces, and online environments, and immediately report any health and safety concerns.

- Use the Foundation’s facilities, resources, and technology ethically and responsibly.
- Provide accurate information at enrolment and throughout your course, and promptly update the Foundation with any changes to your personal details, contact information, or employment status (if relevant to your training).
- Comply with all relevant legislation, the Foundation’s policies and procedures, and lawful instructions from staff.

Engage in Your Learning Journey:

Consistent participation and progress are essential for successful course completion. Notify your Facilitator or Course Intake Coordinator if you cannot attend a scheduled session or meet an assessment deadline so that a catch-up or support plan can be arranged. Prolonged, unexplained absences or failure to submit assessments without discussion with the Foundation’s staff could lead to disciplinary action. If your enrolment is discontinued, you will receive a Statement of Attainment for any completed units, and any refunds will be processed per the Refund Policy. Re-enrolment may be possible but may incur additional fees.

Meet WHS requirements:

All students must comply with the Foundation’s Workplace Health and Safety (WHS) policies and procedures. Unsafe behaviour, failure to follow safety instructions, or breaches of WHS requirements may result in removal from the premises, suspension from training, or course termination. You are required to immediately report any hazards, incidents, or safety concerns to the Foundation’s staff. WHS is discussed further below.

Academic Integrity

The Foundation takes academic integrity seriously. You must complete all assessments honestly and independently. The following are considered breaches of academic conduct:

- Plagiarism - Using another person’s work or ideas without proper acknowledgment, including copying from the internet, classmates, or published sources.
- Cheating - Using unauthorised materials, aids, or assistance to gain an unfair advantage.
- Collusion - Unauthorised collaboration on an assessment intended for individual completion.

Use of AI Tools

The Foundation supports the ethical use of AI tools (e.g., ChatGPT, Google Gemini) for research assistance. However:

- Copying and pasting AI-generated content without citation is considered plagiarism.
- Any AI use must be acknowledged in your work.
- You may be required to provide the AI prompts or transcripts used.

Managing Misconduct

If academic misconduct is suspected, you may be required to resubmit your assessment for review. Plagiarised or dishonest work will be marked “Not Satisfactory.” Repeat offences may lead to suspension or cancellation of enrolment. All decisions can be appealed under the Complaints and Appeals process.

Disciplinary Procedures

Breaches of the Code of Conduct or these expectations may result in:

1. Counselling or written warning (for minor or first breaches).
2. Final written warning (for continued or more serious breaches).
3. Suspension or termination of enrolment (for repeated or severe breaches).
4. Immediate cancellation of enrolment (for threatening, coercive, or dangerous behaviour).

You will be notified in writing of any disciplinary action and have the right to appeal decisions under the Complaints and Appeals policy.



11. Transition arrangements

Changes to training package

From time to time, nationally endorsed training products (qualifications, skill sets or units) may be updated, replaced, or removed from the national register. If your course is affected by such a change, the Foundation will provide personalised advice and support to minimise disruption. You will be notified promptly and given clear information about your options, any changes to course content or assessments, and the timeframe for completion or transition. Academic and administrative assistance will be available throughout the process.

If your course is superseded, the following arrangements apply:

- Completion within the transition period - You may continue your current qualification within the approved timeframe and, on successful completion, receive certification.
- Transfer to a new course - If you are unable to finish within the transition period, and a replacement is available, you may transfer to the updated qualification. This may require additional training or assessment, and in some cases, extra fees.
- No replacement available and unable to complete within the timeframe – the Foundation will support you to complete as many units as possible and help determine the most appropriate time to withdraw your enrolment.

New enrolments are only accepted into the most current version of a course, and only if there is enough time for the student to complete it. Students enrolling in a course that is in its teach-out period will be notified before enrolment and receive reminders during their studies to help ensure they finish within the required timeframe. If you have any questions about transition arrangements, please contact our team.

12. Student support

How the Foundation can support you through your studies

At the Foundation, your wellbeing is essential to your success. We provide a safe, inclusive, and supportive learning environment that offers confidential assistance for both academic and personal needs. Our services include:

- Academic Support - access to trainers and assessors, help with study skills, time management, and assessment planning.
- Wellbeing Support – access to a student support and wellbeing online module at the beginning of your course, access to supportive staff to discuss your concerns and make adjustments to improve your learner experience.
- Language, Literacy, Numeracy, and Digital (LLND) Assistance - tailored learning plans, reasonable adjustments, and individual support strategies.
- Monitoring and Intervention - regular progress reviews and early assistance for students at risk of falling behind.
- Financial Assistance - flexible payment plans and, in some cases, fee relief for those experiencing hardship.

Support is available before, during, and after your enrolment, in line with our obligations under the Standards for RTOs 2025. You are encouraged to raise any academic or personal challenges early with your Course Intake Coordinator.

Where needs go beyond our expertise and resources, we will help connect you with appropriate external professionals. Some external services may charge a fee, which will be discussed with you in advance.

13. Workplace health and safety

Safety, Respect, and Wellbeing – a shared responsibility

At the Foundation, your safety and wellbeing are our priority. We are committed to creating a safe, healthy, and respectful learning environment across all settings, whether you're in a classroom, learning online, or training in the workplace. We follow all relevant Work Health and Safety (WHS) laws, carry out regular risk assessments, respond promptly to incidents, and take a zero-tolerance approach to discrimination, harassment, bullying, or misconduct.

As a student, you play an important role in helping keep our community safe and respectful. This means looking after your own wellbeing and that of others, treating everyone with respect, following safety procedures, and speaking up if you notice a risk or have a concern. You are expected to follow all of the Foundation's and workplace WHS policies, attend safety briefings, use personal protective equipment (PPE) when required, and report any hazards, concerns, or incidents immediately.

Prompt reporting is especially important if your training involves working with children or vulnerable people.

If you need to report an issue or raise a concern, you can speak directly with your facilitator, workplace supervisor, Course Intake Coordinator, or Student Support Services. All reports are handled promptly, confidentially, and in accordance with the Foundation's policies. By working together, we can ensure that the learning environment remains safe, supportive, and respectful for everyone.

Injury or Illness

If an injury or illness occurs during training or placement, seek immediate assistance from your facilitator, workplace supervisor, or the nearest qualified first aid officer. Where necessary, contact emergency services (000) without delay. Once the immediate situation is managed, the incident must be reported to the Foundation as soon as possible so that it can be documented and addressed in line with our WHS procedures.

Smoking, Drugs, and Alcohol

Smoking is permitted only in designated outdoor areas, in accordance with venue rules and local laws. Illicit drugs and alcohol are strictly prohibited at all of Foundation's venues and training sites, and must not be consumed before or during training, placement, online tutorials, or any time you are communicating with the Foundation's staff. Where students are found under the influence of drugs or alcohol, their safety and wellbeing will be prioritised. They will then be asked to leave the learning environment and may face disciplinary action.

14. Bullying, harassment, and discrimination

What is Bullying and Harassment?

Bullying and harassment are behaviours that are unreasonable and cause someone to feel intimidated, offended, degraded, or humiliated. This can take many forms, such as:

- Verbal or physical aggression, threats, or offensive language and gestures
- Repeated bullying, exclusion, or singling someone out
- Non-verbal intimidation, such as hostile looks or body language
- Behaviour that happens face-to-face, online, in class, or in the workplace

Other specific forms of harassment may include:

- Sexual harassment includes unwelcome comments, gestures, jokes, or physical contact that intimidates or offends.
- Racial harassment includes offensive remarks, stereotypes, or threats based on cultural background or ethnicity.

It is important to note that reasonable management action, such as providing academic feedback or enforcing training rules, are not considered bullying. At the Foundation, bullying and harassment are not accepted in any form as everyone has the right to feel safe, respected, and supported while learning.

Anti-Discrimination

Discrimination occurs when someone is treated unfairly or less favourably because of personal attributes such as:

- race, cultural background, or ethnicity,
- age, disability, or gender identity,
- sexual orientation, religion, pregnancy, or parental status.

Discrimination may be Direct (e.g., excluding someone because of a protected characteristic) or Indirect (e.g., applying a rule that unfairly disadvantages a group).

Reporting and Consequences of Offensive Behaviour?

The Foundation expects all students, staff, and volunteers to respect individual differences, promote inclusion, avoid discriminatory or offensive behaviour, and report any incidents, whether they are directly affected or witness them as a bystander.

If you experience or witness inappropriate behaviour, you should report it as soon as possible to your Facilitator, Course Intake Coordinator, or Student Support Services. Reports can be made directly or anonymously, either by phone or by submitting a completed Complaints Form. All reports are taken seriously, handled confidentially, investigated fairly, and support is provided throughout the process.

Where appropriate, informal resolution may be encouraged. If this is not possible, a formal complaint can be lodged under the Foundation's Complaints and Appeals Policy. Should an issue remain unresolved internally, you also have the right to take your complaint to an external agency.

Your safety and wellbeing are a top priority at the Foundation. We have a zero-tolerance approach to bullying, harassment, discrimination, or any behaviour that undermines the dignity, wellbeing, or safety of others. In cases of serious risk of physical harm, the Foundation will immediately escalate the situation and, where required, involve the police or relevant authorities to ensure safety.

Behaviour that breaches the Foundation's standards may result in disciplinary action, including suspension or cancellation of enrolment. Refunds for cancelled enrolments may be void if the cancellation is due to a breach of the Code of Conduct.

15. Data information and privacy

Protecting Your Personal Information

At the Foundation, we take your privacy seriously and ensure that all student data is collected, stored, used, and disclosed lawfully and ethically. We collect only the information necessary for enrolment, education, support, and regulatory compliance, and store records securely with access limited to authorised personnel. Students can access their records through the Learner Portal or Student Support Services and may request corrections or updates at any time. Clear privacy notices are provided at enrolment, and choosing not to provide requested information may affect the services or training outcomes the Foundation can offer.

When We Provide Your Data to Others

Evidence Verification

Documentation submitted for Recognition of Prior Learning (RPL) may be verified directly with the issuing organisation or original author. These records are treated confidentially and are not shared externally without consent, except where legally required.

Disclosure to Government and Regulatory Authorities

As an RTO, the Foundation is required to share certain information with bodies such as the National Centre for Vocational Education Research (NCVER) and relevant state or territory training authorities. This data is used for national VET statistics, research, training outcome monitoring, and policy development. These authorities manage your information in compliance with the Privacy Act and do not disclose it internationally.

Surveys, Research, and Third-Party Reporting

Students may be invited to participate in government-endorsed surveys about their training experience; participation is voluntary and can be declined at any time. Where your training is funded or supported by a third-party organisation, the Foundation may share progress reports, attendance, or assessment information with the sponsoring body, unless you provide written instructions otherwise.

Privacy Concerns

If you believe your personal information has been mishandled, contact Student Support Services. If the issue is unresolved internally, you may escalate your concern to the relevant external authority. A full copy of the Foundation's Privacy Policy can be found on our website.

16. Technology and resource requirements

Minimum Technology Requirements

Having the right tools from the beginning is essential for a smooth and successful learning experience at the Foundation. To participate effectively in our training programs, students must have access to:

- A reliable laptop or desktop computer (Windows preferred)
- Stable internet connection
- Webcam and microphone

Using a Mac?

Mac users can generally access online programs; however, some file types or Windows-specific software may present compatibility issues. We recommend testing your system during the first week of enrolment. If significant issues arise, students may choose to withdraw within the 14-day Cooling-Off Period without penalty.

Digital Skills for Study

Course materials may be provided in a range of formats, including online links, videos, audio files, Microsoft Word documents, and PDFs. To engage fully in your course, students are expected to confidently:

- Navigate online learning platforms,
- Copy and paste links into an internet browser,
- Use internet search engines to research topics,
- Switch smoothly between different windows, tabs, and programs,
- Watch streaming videos (please disclose at enrolment if this may trigger seizures; students should also manage screen fatigue by taking breaks when needed),
- Download and save documents using clear file names,
- Open and edit Word documents, and view and interact with PDFs,
- Record videos for assessment purposes, and
- Extract and manage compressed (.zip) files.

Course Materials and Additional Resources

Some courses may require extra resources such as textbooks, specialised software, or placement equipment. These requirements will be confirmed during enrolment and orientation. Any associated costs are included in your course fees.

Digital Readiness and Ongoing Support

Students are responsible for maintaining their own devices, ensuring they remain in good working order, and studying in an environment with reliable internet access. To stay on track with course requirements and communications, students should:

- Check their email regularly,
- Submit assessments on time,
- Install computer updates when prompted, and
- Seek technical support promptly if issues arise.

The Foundation recognises that students have varying levels of digital confidence. At enrolment, you will have the opportunity to advise us of any Language, Literacy, Numeracy, and Digital (LLND) needs, and you are welcome to update these at any stage during your studies. Our team will work with you to provide supports, adjustments, or referrals where needed. From enrolment through to course completion, our staff can assist you with:

- Navigating learning platforms,
- Login issues,
- Accessing resources,
- Uploading assessments,
- Updating personal details, and
- Obtaining digital certificates.

We encourage all students to begin with the Student Support and Wellbeing Module, which prepares you for study, supports wellbeing, introduces online learning in a practical way, and promotes safe and respectful participation in our digital learning community. For assistance with technology or resources, please contact Student Support Services.

17. Continuous improvement

Our Commitment to Quality

At the Foundation, we are always looking for ways to make our training, assessment, and support services better. We value feedback from students, employers, and industry because it helps us understand what's working well and where we can improve. We follow a Continuous Improvement Plan to make sure we meet national standards, stay up to date with industry and legal requirements, and keep improving so that all learners have the best possible experience and outcomes.

Quality Assurance, Audits, and Validation

Employer and Industry Input:

We work closely with employers and industry representatives to ensure our programs remain current and aligned with workforce needs. Their insights influence updates to course content, assessment tools, and delivery methods.

Audits and Compliance:

To maintain high standards, the Foundation conducts regular internal audits, participates in external audits by ASQA and other regulators, and may carry out additional audits in response to complaints or changes in qualification scope. Students may be invited to participate in these processes. Please note that the Foundation is legally required to provide certain student information to ASQA during audits or investigations.

Document Review and Validation:

All forms, training materials, and assessment tools are regularly reviewed. When significant updates occur, outdated documents are withdrawn and replaced. Assessment validation is carried out to ensure all tools are fair, valid, reliable, and relevant to industry needs, in line with our Validation Strategy.

We Value Your Feedback

Our education team gather feedback through both formal and informal channels:

- Formal surveys: at the start, middle, and end of courses (including the nationally required Learner Quality Indicator) and when students withdraw early.
- Informal feedback: through conversations, written comments, and online forms at any stage of the course.

All feedback is voluntary, confidential, and highly valued. Student input is especially important because it helps us identify things that may otherwise be missed. As learners, you are also industry experts, and your perspective helps us keep our courses practical, relevant, and up to date. For example, you might notice a broken resource link, outdated concepts, or simple errors like typos, and reporting these allows us to act quickly and improve the experience for everyone.

There are also times when the Foundation is introducing new initiatives, tools, or processes across the organisation. In these cases, we may invite students to provide feedback, trial new resources, or share their experiences. This ensures that we have direct input from learners and remain student-centric in the way we design, deliver, and improve our courses.

Your input, whether it's a suggestion, concern, or compliment, is an essential part of our improvement cycle. You can provide feedback at any time by speaking directly with the Foundation's staff, completing a Feedback and Complaint Form on our website, or contacting Student Support Services.



Student feedback

“I now feel that I have a comprehensive knowledge of developmental trauma and its impacts...”

I have already applied some of the course's applications to my practice and have seen positive results.”

18. Course completion

Issuing Qualifications

Issuance Timeframes and Format

Types of Certifications issued by the Foundation include:

- Qualification Certificate and Transcript: Issued upon full completion of a nationally recognised course.
- Statement of Attainment: Issued when a student partially completes a course or successfully completes one or more units of competency without completing the entire qualification (e.g. due to withdrawal).

Certification is issued within 30 calendar days of course or unit completion, provided all eligibility requirements have been met. Each certificate includes a unique QR code to ensure digital verification and authenticity.

Certificates are issued electronically by default, and records of all issued certificates are securely maintained in the Foundation's Student Management System to ensure both ease of student access and the protection of student information.

Eligibility for Certification

You will receive a nationally recognised qualification (certificate and transcript) or a Statement of Attainment once the following conditions are met:

- All assessment requirements for your course or units have been successfully completed.
- Your Unique Student Identifier (USI) has been provided and verified.
- You are not involved in any open investigations, complaints, or appeals.
- All course fees have been paid in full.

19. Getting help: office hours, breaks and key contacts

Office Hours and Response Time

The Foundation's administrative and support services are available:

9:00 am – 5:00 pm AEST, Monday to Friday
Closed on Victorian Public Holidays

You can contact Support Services via email at support@childhood.org.au or by phone at 1300 381 581.

Response Time:

Our team receives a high volume of enquiries and aims to respond within three business days, usually sooner. While staff may not always have immediate answers, they will work with the wider team to ensure your enquiry is addressed as quickly as possible. Students are expected to communicate respectfully with administration staff via phone or email, recognising that workloads may fluctuate during busy periods.

Non-Contact Periods

Non-contact periods are scheduled throughout the year to allow trainers to focus on essential activities, including assessment validation, professional development, administrative tasks, and rest. During these times, trainers are unavailable for student support or assessment marking. Non-contact weeks may coincide with public and school holiday periods.

The Foundation also observes an annual two-week closure in December and January, during which both training staff and support services may be unavailable. Course Intake Coordinators will keep students informed of these periods.

Primary Contacts

Student Support Services

This team of experienced administrators supports students throughout their learning journey. They provide tailored advice, guidance on next steps, and assistance with enquiries.

Course Intake Coordinators

Many of the Foundation's trainers also work in therapeutic services and bring industry expertise into the classroom, enriching learning experiences. Assessors focus on marking and providing feedback to ensure assessment requirements are met and may not always be present in classroom sessions.

Each group of students has a dedicated Course Intake Coordinator, who is your main point of contact throughout your study. Course Intake Coordinators assist with:

- Pre-enrolment questions and eligibility
- Developing support plans and providing one-on-one guidance
- Building relationships with students
- Ensuring all course requirements are met for successful completion

You will be introduced to your Course Intake Coordinator during Orientation and provided with their direct contact information at the start of your course, so you know exactly who to reach out to for support throughout your studies.

20. Legal and copyright information

Application and Enrolment Requirements

The Foundation reserves the right to decline enrolment if any information provided is false or misleading. All applications are subject to verification and approval. The Foundation may refuse an application if a student does not meet the entry requirements, is unlikely to meet course requirements with available support, or may not complete the course within the scheduled duration as outlined in the course brochure. Enrolment may also be cancelled if all application and enrolment steps are not completed within the specified timeframe.

As a Registered Training Organisation (RTO), the Foundation complies with national data and enrolment requirements set by the Australian Skills Quality Authority (ASQA) and the Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS). These standards ensure that all enrolments are accurate, consistent, and meet regulatory requirements for vocational education and training (VET) in Australia.

Legal Disclaimer

The Foundation reserves the right to amend policies, procedures, fees, or course content at its discretion. Students will be notified of significant changes in a timely manner. Enrolment and participation are subject to compliance with the Foundation's policies and relevant legislation. The Foundation is not liable for circumstances beyond its reasonable control that may affect course delivery or outcomes.

Copyright and Use of Materials

All materials produced by or on behalf of the Foundation are protected by copyright. The CEO, or their nominee, classifies materials into the following categories, which determine reproduction rights:

- Materials that cannot be reproduced except under the Copyright Act or licensing agreements
- Materials that may be circulated or reproduced only with specified credits and disclaimers
- Materials that may be reproduced without conditions
- Materials that are not copyrighted

If you are unsure about the reproduction or distribution rights of any materials, please consult your Facilitator.

Contact us

For further information, please reach out to us at support@childhood.org.au.

Australian Childhood Foundation

We exist for children and young people.

Our purpose is to ensure every childhood is protected from dangerous relationships and the trauma caused by abuse, violence, and exploitation. No child should carry the burden of harm, silence, or fear.

We support children and young people to heal from the impacts of trauma—so they can feel safe, seen, and whole again. And we empower the adults around them to form deeper, safer, and more positive relationships. Relationships built not on control or harm, but on love, respect, and understanding.

Because when adults are safe, present, and accountable, children can experience the world with hope, connection, and the possibility of healing and thriving.

Address: PO BOX 3335, Richmond VIC 3121

Phone: 1300 381 581

Website: www.childhood.org.au

