



**Driver Academy**  
AUSTRALIA

RTO 46350

# Reasonable Adjustment Policy and Procedures

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## Version Control

Item	Summary of update	Version	Review date
1	New comprehensive Policy and Procedures Document created.	V1.0	27/02/2026
2	Clarification on support for Wheelchair users	V1.1	03/03/2026
3			

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<b>Approval Date</b>	03/03/2026

## Copyright

### Copyright, Intellectual Property, Professional Lien and Moral Rights

#### 1. Ownership of Intellectual Property

All intellectual property rights, including copyright and any other proprietary or statutory rights, in all documents, materials, works, deliverables, methodologies, templates, frameworks, training and assessment materials, reports, data, and other content created, authored, developed, or supplied by AIS (the Works), whether in draft or final form, remain the sole and exclusive property of AIS, unless expressly agreed otherwise in writing. No right, title, or interest in the Works is transferred to the Client except as expressly set out in the Client Services Agreement and this copyright notice.

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The licence:

- is personal to that entity; and
- must not be assigned, transferred, sublicensed, novated, shared, or otherwise made available to any other entity, including (without limitation) related bodies corporate, partners, shareholders, directors, officers, contractors, affiliates, successors, stakeholders, joint venture participants, or any other third party, whether now or at any time in the future, without the prior written consent of AIS, which may be granted or withheld in AIS's absolute discretion.

Any unauthorised transfer, sharing, or use of the Works by another entity constitutes a material breach of the Client Services Agreement and an infringement of AIS's intellectual property rights.

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AIS retains a professional lien over all Works created or supplied under the Client Services Agreement and this copyright notice.

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This lien survives termination or expiry of the Agreement.

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AIS does not waive and expressly reserves all moral rights (as defined in the *Copyright Amendment (Moral Rights) Act 2000 (Cth)*) in respect of all Works created by AIS under the Client Services Agreement and this copyright notice.

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- a) fail to attribute AIS as the author of the Works, or falsely attribute the Works to another person;
- b) amend, adapt, edit, alter, distort, crop, reformat, translate, excerpt, or otherwise modify the Works; or
- c) (c) do, or omit to do, any act in relation to the Works that would, or may reasonably be expected to, be prejudicial to AIS's honour, professional reputation, or standing.

#### 6. Conditions on Consent

Where AIS provides consent under this notice, such consent may be subject to **reasonable conditions**, including but not limited to:

- mandatory attribution wording;
- quality control and audit requirements;
- version control and approval processes;
- restrictions on context, audience, format, or medium of use; and
- immediate withdrawal of consent if conditions are breached.
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#### 7. No Implied Consent

Nothing in this Agreement, any Client Services Contract, Statement of Work, or related document operates as a consent by AIS to any act or omission that would infringe AIS's moral rights or intellectual property rights, except to the extent expressly agreed in writing by AIS.

#### 8. Survival

This clause survives termination or expiry of any Agreement and continues in full force and effect.

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### Purpose

The purpose of this document is to outline Driver Academy Australia (The Academy)'s policy and procedures for identifying, implementing, and managing reasonable adjustments to training and assessment for learners with disabilities or specific needs. This process ensures that all Academy learners are provided with equitable access to learning and assessment opportunities while maintaining the integrity of the qualification.

### Definitions

- **ASQA** means Australian Skills Quality Authority, the national VET regulator and the RTO's registering body
- **Compliance Standards** refers to the Compliance Standards for National Vocational Education and Training Regulator (NVR) Registered Training Organisations (RTOs) Instrument 2025.
- **Credential Policy** refers to the Credential Policy for National Vocational Education and Training Regulator (NVR) Registered Training Organisations (RTOs) Instrument 2025.
- **Disability** means a physical, mental, sensory, or cognitive condition that may affect a learner's ability to participate fully in training and assessment activities. These are known as visible or invisible disabilities.
- **Equity** refers to ensuring that all learners have access to the same opportunities, support, and resources, allowing them to succeed regardless of their individual circumstances.
- **Outcome Standards** refers to the Outcome Standards for National Vocational Education and Training Regulator (NVR) Registered Training Organisations (RTOs) Instrument 2025.
- **Reasonable Adjustment** refers to modifications or changes made to the learning environment, delivery methods, assessment processes, or support services to accommodate the needs of learners with disabilities (visible or invisible) or specific needs, allowing them to participate in training and assessment on an equal basis.

### Scope

This policy applies to all learners enrolled in courses offered by The Academy and all staff involved in the delivery of training and assessment, including trainers, assessors, and support staff. It covers adjustments made to accommodate learners with disabilities (visible and invisible), learning difficulties, or other specific needs.

### Responsibilities

- Chief Executive Officer / Training Manager
- RTO Manager
- Trainers and Assessors
- Student Liaison Team

## Alignment

### Outcome Standards, Compliance Standards and Credential Policy for National Vocational Education and Training Regulator (NVR) Registered Training Organisations (RTOs) Instruments 2025\*

*\*Please note: the information below, including number formatting, while inconsistent, is a direct reflection of the regulatory instruments and number formatting as endorsed by the regulator ASQA.*

#### **Outcome Standards:**

##### **Standard 1.4**

The assessment system ensures assessment is conducted in a way that is fair and appropriate and enables accurate assessment judgement of VET student competency.

Performance Indicator:

An RTO demonstrates:

- a. the assessment system facilitates assessment which must be conducted in accordance with the following principles:
  - i. fairness – assessment accommodates the needs of the VET student, including implementing reasonable adjustments where appropriate and enabling reassessment where necessary;
  - ii. flexibility – assessment is appropriate to the context, training product and VET student, and assesses the VET student’s skills and knowledge that are relevant to the training product, regardless of how or where the VET student has acquired those skills or that knowledge;
  - iii. validity – assessment includes practical application components that enable the VET student to demonstrate the relevant skills and knowledge in a practical setting; and
  - iv. reliability – assessment evidence is interpreted consistently by assessors and the outcomes of assessment are comparable irrespective of which assessor is conducting the assessment.
- b. assessors make individual assessment judgements that are justified based on the following rules of evidence:
  - i. validity –assessment evidence is adequate, such that the assessor can be reasonably assured that the VET student possesses the skills and knowledge described in the training product;
  - ii. sufficiency – the quality, quantity and relevance of the assessment evidence enables the assessor to make an informed judgement of the VET student’s competency in the skills and knowledge described in the training product;
  - iii. authenticity – the assessor is assured that a VET student’s assessment evidence is the original and genuine work of that VET student; and
  - iv. currency – the assessment evidence presented to the assessor documents and demonstrates the VET student’s current skills and knowledge.

##### **Standard 2.1**

VET students have access to clear and accurate information concerning the organisation, the relevant training product, and students are made aware of any changes that may affect them.

Performance indicator:

An RTO demonstrates:

- a. all information provided to VET students by the organisation or any third parties is clear, accurate and current;
- b. how it identifies which information VET students require prior to their enrolment and how that information is communicated to VET students prior to their enrolment;

- c. the following information is easily accessible to VET students:
  - i. the training product code and title, duration, modes of delivery, training delivery, location, training commencement dates, scheduling, any requirements to commence or complete the training product including assessment requirements, whether any licencing or occupational licence requirements apply, and details of any third party arrangements that apply to the delivery of the training;
  - ii. the training support services and wellbeing support services that are available to the VET student, and how the student can access those services;
  - iii. all fees, costs and charges associated with the provision of the training product which VET students may incur, including payment terms and conditions, any applicable refund policies and the availability of any relevant government training entitlements and subsidies;
- d. any obligations or liabilities which may be imposed on VET students undertaking the training product, including any obligations requiring VET students to acquire any materials, equipment or IT, any costs and processes associated with withdrawing from training, and costs and processes associated with obtaining a Student Identifier, and any requirements for VET students to undertake work placements;
  - i. the organisation provides all VET students with documentation prior to enrolment or before any fees are required to be paid which sets out:
  - ii. the training which the organisation or third parties will provide the VET student;
  - iii. all fees, costs and charges which the VET student will be required to pay; and
  - iv. any obligations or liabilities which may be imposed by the organisation or third parties on the VET student; and
- e. that it informs VET students, as soon as practicable, of any changes to training products or the organisation's operations that may affect VET students, including any changes relating to the transition of superseded, deleted, or expired training products.

### **Standard 2.4**

Reasonable adjustments are made to support VET students with disability to access and participate in training and assessment on an equal basis.

Performance Indicator:

An RTO demonstrates:

1. VET students are supported to disclose their disability, if the VET student wishes to do so;
2. reasonable adjustments are made for VET students with disability where appropriate; and
3. where reasonable adjustments are not appropriate or possible, the reasons why are communicated to the VET student as soon as reasonably practicable.

### **Standard 4.1**

A registered training organisation operates with integrity and maintains accountability for the delivery of quality services.

Performance Indicator:

An RTO demonstrates:

- a. the organisation and its governing persons are fit and proper persons, having regard to the Fit and Proper Person Requirements made under section 186 of the Act, as in force from time to time;
- b. its governing persons are suitable persons to oversee the operation of the organisation;
- c. its governing persons act diligently and make informed decisions which facilitate compliance with this instrument [these Standards] and any other instrument [the Compliance Requirements] made under section 185 of the Act, as in force from time to time; and
- d. the governing persons lead a culture of integrity, fairness and transparency in the organisation's delivery of services.

## Policy

The Academy is committed to ensuring that all learners have fair and equitable access to training and assessment, regardless of their individual needs. Reasonable Adjustment supports learners who may have a disability, learning difficulty, or other special requirement by making appropriate modifications to training and assessment methods and activities.

These adjustments are designed to maintain the integrity of the qualification and comply with legislative requirements, including the Outcome Standards above and other licensing and regulatory requirements that may be state / territory specific, while enabling learners to demonstrate their competency in their chosen course.

## Principles

The Academy will uphold the following principles when considering Reasonable Adjustment on a case-by-case basis:

- **Individual Needs:** Adjustments are tailored to meet the specific needs of each learner, considering their individual circumstances, preferences, and the nature of their disability.
- **Maintaining Integrity:** Adjustments must not compromise the competency standards, learning outcomes or the integrity of the qualification. Learners must still demonstrate the required skills and knowledge to be deemed competent.
- **Fairness and Equity:** Adjustments are provided fairly and equitably, ensuring that all learners have the opportunity to participate and succeed in their training.
- **Safety:** Adjustments must not compromise the safety of the learner or others.

## Identifying the Need for Reasonable Adjustment

### Pre-Enrolment and Identification:

- **Disclosure:** Learners are encouraged to disclose any disabilities or specific needs during the pre-enrolment registration or initial enquiry process to facilitate appropriate adjustments.
- **LLND Assessment:** The Language, Literacy, Numeracy and Digital competency (LLND) assessment, which is generally conducted during enrolment, where The Academy suspects a learner has LLND challenges, and may also identify the need for reasonable adjustments.
- **Consultation with Learners:** Trainers, assessors, and support staff will consult with learners to discuss their specific needs and explore suitable adjustments to support their participation.
- **Self-Referral:** Learners may request reasonable adjustments at any time during their training by contacting their trainer, assessor, or RTO Manager.

## Types of Reasonable Adjustment

- **Assessment Adjustments:** Modifying assessment tasks, allowing extra time, providing oral assessments instead of written, or using alternative assessment formats.
- **Environmental Adjustments:** Adjusting the physical environment, such as providing wheelchair access or creating a quiet space for learners with sensory sensitivities.

**Note** – Wheelchair-bound learners will need to provide an approved special purpose driver training vehicle that also caters for wheelchairs for the purposes of training and assessment.

- **Use of Assistive Technology:** Providing assistive devices such as screen readers, voice-to-text software, hearing loops, or adaptive keyboards to support learners with disabilities.
- **Support Services:** Providing additional support, such as one-on-one tutoring, notetakers (scribes), or interpreters to assist learners in their training and assessment.

## Procedures

### Consultation and Planning

The Academy will work collaboratively with the learner, trainers and assessors, and relevant support services to identify appropriate adjustments that meet the learner's needs. An adjustment plan will be developed by The Academy, detailing the specific adjustments to be made, responsibilities, and any additional support required. This plan will be documented and agreed upon by all parties involved.

### Implementation of Adjustments

The Academy's assessors will implement adjustments to teaching methods, learning materials, and delivery modes as outlined in the adjustment plan. Assessors will implement adjustments to assessment processes, ensuring that modified tasks still meet the performance criteria and assessment requirements of the training package.

### Monitoring and Review of Adjustments

The effectiveness of the adjustments will be regularly reviewed by The Academy, and feedback will be sought from the learner to ensure that the adjustments are meeting their needs. Adjustment Plans may be modified as required to improve the learner's experience and outcomes.

### Documentation and Record Keeping

All information about reasonable adjustments will be kept confidential and only shared with trainer, assessors and staff involved in supporting the learner. Where possible, trainers and assessors may apply adjustments to the whole group to avoid singling anyone out. Details of all adjustments and supporting documents will be recorded in each learner's file and the aXcelerate Student Management System (SMS).

### Complaints and Appeals

Learners have the right to appeal any assessment decision regarding reasonable adjustments if they believe their needs have not been adequately addressed. Appeals must be submitted in writing using the *Appeal Form* within 30 days of receiving the decision, outlining the grounds for the appeal. All appeals will be handled in accordance with The Academy's *Complaints and Appeals Policy and Procedures*.

Any complaints related to the implementation of adjustments, which must be submitted in writing using the *Complaint Form*, will be managed as outlined in the aforementioned policy and procedures, while complaints will be handled promptly, confidentially, and in accordance with procedural fairness.

### Publication

This *Reasonable Adjustment Policy and Procedures* document will also be published on The Academy's website ([driveracademyaustralia.com.au/](http://driveracademyaustralia.com.au/)) and referenced in The Academy's *Learner Handbook*.

### Policy governance

All reasonable adjustment systems and processes must be reviewed and approved by the CEO / Training Manager or RTO Manager before publication to ensure compliance with RTO standards and regulatory requirements.

The Academy will regularly monitor its reasonable adjustment processes to ensure ongoing compliance and will promptly address any non-compliant practices or areas of improvement identified, and document this in the *Continuous Improvement Register* accordingly.