



Australian Government

Department of Education, Employment and Workplace Relations

CPPACC4018A Prepare, deliver and evaluate public education sessions on access

Release: 1

CPPACC4018A Prepare, deliver and evaluate public education sessions on access

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit specifies the competency required to develop, present and evaluate educational and information sessions on issues relating to access for people with disabilities.

The unit requires the ability to use presentation techniques and communication and interpersonal skills to convey information on the access requirements contained in the Disability Discrimination Act (DDA) Premises Standard, the Building Code of Australia and the relevant Australian standards to members of the public, building owners and managers and people working in the building industry.

Application of the Unit

Application of the unit

This unit of competency supports the access consulting service of teaching, lecturing and presenting seminars.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability skills

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Identify the information requirements of the target group.	1.1 The information requirements of the <i>target groups</i> of public education sessions are identified. 1.2 Existing resources are reviewed for suitability in relation to the target group. 1.3 The specific information requirements of the target group are researched.
2 Plan and develop educational presentations on disability access.	2.1 Presentation outcomes are determined with the sponsor or client and are agreed upon. 2.2 <i>Presentation strategies</i> are chosen to match the <i>characteristics of the target audience</i> , the subject matter to be presented, the location and the <i>delivery method</i> . 2.3 <i>Presentation aids and materials</i> are selected to enhance audience understanding of key concepts and ideas. 2.4 Presentation text and aids are prepared using appropriate media and allowing time to review and revise prior to the presentation.
3 Deliver the presentation.	3.1 The desired outcomes of the presentation are explained and discussed with the target audience. 3.2 Presentation aids, materials and examples are used effectively to support target audience understanding of key concepts and ideas. 3.3 The verbal and non-verbal communication of participants are monitored to gauge participant engagement with the presentation. 3.4 Variations in verbal and non-verbal communication are used to maintain participant involvement. 3.5 Opportunities are provided for participants to seek clarification on key issues and concepts and the presentation is adjusted to meet participant needs and preferences. 3.6 Key concepts and ideas are summarised to facilitate participant understanding.
4 Evaluate the presentation.	4.1 Audience understanding and response to the content and presentation format of the education session are assessed. 4.2 <i>Feedback</i> from the audience and observers of the education session is sought and analysed. 4.3 Adjustments necessary to improve the content and delivery of future presentations are considered and implemented as appropriate.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Required knowledge and understanding include:

- commonwealth, state and territory anti-discrimination legislation and regulations
- disability awareness
- industry codes of practice and ethics
- limitations of work role, responsibility and professional abilities
- organisational and professional procedures, social and ethical practices and business standards
- organisational policies and processes for preparing and presenting public education sessions
- presentation techniques
- principles of adult learning
- principles and techniques associated with:
 - communication
 - group dynamics and processes
 - motivation
 - planning
- range of presentation formats and media for conveying information to participants
- relevant commonwealth, state and territory legislation applying to the specific public education session e.g. building legislation and codes
- research methods
- typical target groups of public education sessions.

Required skills and attributes include:

- analytical skills to:
 - interpret and apply legislative requirements pertaining to disability access
 - interpret the impacts of the full range of disabilities and the limitations that each disability places on the individual's ability to access the environment
 - interpret how the full range of environmental barriers impacts on people with disabilities (who may have any of many impairments)
- application skills to:
 - apply relevant codes of practice and other legislative requirements to work processes
 - apply disability awareness to work processes
 - maintain knowledge of current codes, standards, regulations, practices and industry updates
- communication skills to:
 - explain clearly the objectives of the public education sessions to target audience
 - explain clearly information on existing and proposed policies and issues relating to the provision of access

- explain clearly information on legislation relating to the provision of access, and the relationship between the various pieces of legislation
- impart knowledge and ideas through oral, written and visual means
- consult effectively with people interested in public education programs
- interpersonal skills to:
 - relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
 - relate to participants in public education sessions
 - facilitate change for greater awareness of disability access
 - analyse own work practices and process outcomes critically
 - engage colleagues and share disability access knowledge
 - adapt to new workplace situations
- literacy skills to:
 - assess and use workplace information
 - interpret relevant legislation, regulations and existing policy documents for inclusion in public education sessions
 - prepare and manage documentation
 - prepare presentations for public education sessions
- organisational skills to:
 - access the resources required for presenting public education sessions
 - implement guidelines for the delivery of public education sessions
- research and evaluation skills to:
 - identify the information needs of target groups for public education sessions
 - source and evaluate information relevant to target group needs
- teamwork skills to:
 - work effectively with other people.
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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Overview of assessment

- This unit of competency could be assessed on its own or as part of an integrated assessment activity involving other competencies relevant to the job function.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

- A person who demonstrates competency in this unit must be able to provide evidence of:
 - recognising the needs and desires of people with disabilities to engage fully in all aspects of society, and their right to do so
 - interpreting accurately the impacts of the full range of disabilities and the limitations that each

disability places on the individual's ability to access the environment

- interpreting accurately how the full range of environmental barriers impact on any of the impairments that people with disabilities might have
- applying organisational management policies and procedures, including quality assurance requirements, to the presentation of public education sessions
- identifying organisational objectives for conducting public education sessions
- identifying the information needs of target groups
- developing effective public education sessions with available resources
- ensuring the information presented in the public education sessions is current, relevant and appropriate to the needs of the target groups
- monitoring the public education sessions' content and delivery methods to gauge audience response
- conducting regular reviews of the effectiveness of the sessions.

Context of and specific resources for assessment

- Resource implications for assessment include:
 - a registered provider of assessment services
 - competency standards
 - assessment materials and tools
 - suitable assessment venue/equipment
 - workplace documentation
 - candidate special requirements
 - cost and time considerations.
- Validity and sufficiency of evidence requires that:
 - competency will need to be demonstrated over a period of time reflecting the scope of the role
 - where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice
 - with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence
 - all assessment that is part of a structured learning experience must include a combination of direct,

indirect and supplementary evidence

- where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Target group may include:

- building developers, owners and managers
- community and disability groups
- educational institutions
- organisations developing DDA Action Plans
- professionals who interact with access consultants:
 - building certifiers
 - architects
 - building designers
 - regulatory authorities.

Presentation strategies may involve:

- oral presentations
- discussion
- questioning
- simulations and role play
- demonstration.

Characteristics of the target audience may relate to:

- language, literacy and numeracy needs
- cultural background
- educational background or general knowledge
- gender
- age
- physical ability
- previous experience with the topic.

Delivery method may include:

- face to face
- via video conference
- computer-assisted methods.

Presentation aids and materials may include:

- video and audio recordings
- overhead projectors
- data projectors
- paper-based materials
- photographs
- models
- diagrams and charts
- posters

whiteboards.

Feedback can be obtained from:

- interviews with participants and observers
- focus group interviews
- written feedback from participants
- reviewing videotape of the presentation.

Unit Sector(s)

Unit sector

Access consulting