



Australian Government

Department of Education, Employment and Workplace Relations

CPPACC4001A Apply disability awareness to assessing access situations

Release: 1

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Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit specifies the competency required to apply the knowledge of disability to the implementation of the Disability Discrimination Act (DDA) Premises Standard and relevant state and territory anti-discrimination legislation. Access consultants must understand the impact of environment on disability and the impact of disability on the environment. Access consultants must implement these skills and knowledge in all aspects of their work.

The unit requires the ability to work sensitively in relation to disability issues and to display appropriate attitudes when planning and implementing work that impacts on people with disabilities.

Application of the Unit

Application of the unit

This unit of competency supports the full range of access consulting services. The application of disability awareness is fundamental to working as an access consultant. This unit of competency will support all aspects of the work of access consultants.

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 Apply disability awareness when dealing with clients.	<p>1.1 Current definitions of disability as defined in <i>legislation</i> are understood and applied.</p> <p>1.2 Contemporary <i>definitions of disability discrimination</i> as defined in legislation are understood and applied.</p> <p>1.3 The impact of the <i>disabilities</i> is addressed when dealing with <i>clients</i>.</p>
2 Apply disability awareness when assessing environmental and service issues.	<p>2.1 Disability awareness is applied when assessing environmental and service issues.</p> <p>2.2 Barriers to full participation in the community by people with disabilities are identified.</p>
3 Apply disability awareness when determining appropriate actions.	<p>3.1 The effect of the disabilities on the need for environmental modification is identified and applied.</p> <p>3.2 The relationship between the modification to the environment and the <i>benefit</i> to people with disabilities is understood and applied when determining appropriate actions.</p> <p>3.3 Appropriate environmental modifications are designed based on the needs of people with disabilities.</p>

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:

- all disabilities
- commonwealth, state and territory anti-discrimination legislation and regulations
- industry codes of practice and ethics
- limitations of work role, responsibility and professional abilities
- organisational and professional procedures and business standards
- privacy legislation and confidentiality requirements
- processes for recording data and administering records
- relevant commonwealth, state and territory building legislation and Australian standards
- research methods.

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
 - maintain knowledge of current codes, standards, regulations, practices and industry updates
 - use workplace equipment and communication methods
- communication skills to:
 - explain clearly information on disabilities and disability issues
 - consult effectively with clients
 - impart knowledge and ideas through oral, written and visual means
 - negotiate appropriate access solutions with clients to meet the needs of people with disabilities
- interpersonal skills to:
 - relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
 - consult and provide advice in a sensitive and appropriate manner
 - facilitate change for greater awareness of disability access
 - analyse own work practices and process outcomes critically
 - adapt to new workplace situations

- literacy skills to:
 - assess and use workplace information
 - read and interpret legislation regarding disability and disability discrimination
 - read and understand information on the nature of disabilities
 - read and record data
- organisational skills to:
 - prepare and administer documentation
 - implement organisational policies and procedures
- problem-solving skills to:
 - assess environmental barriers and develop appropriate access solutions.

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 impacts on any of the impairments that people with disabilities might have
 - developing practical and effective access solutions to the full range of environmental barriers to permit people with disabilities to live independent and productive lives in the community
 - complying with occupational health and safety regulations applicable to workplace operations
 - applying organisational management policies

and procedures, including quality assurance requirements.

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.

Legislation may include:

- Australian standards
- Building Code of Australia
- DDA
- DDA Education Standard
- DDA Premises Standard
- DDA Transport Standard
- state and territory anti-discrimination and building legislation.

Definitions of disability discrimination are:

- included in the commonwealth, state and territory anti-discrimination legislation and regulations.

Disabilities may include:

- physical
 - ambulant
 - non-ambulant
- sensory
 - vision
 - hearing
- neurological
 - intellectual
- learning
- psychiatric
- physical disfigurement

the presence in the body of disease-causing organisms.

Clients may include:

- building owners and managers
- building designers
- builders
- building certifiers and surveyors
- educational authorities
- educational service providers
- community service providers
- health service providers
- other providers of services to the public e.g. shops
- professionals
- transport providers
- transport operators

public utilities.

Benefit may include:

- overcoming the barriers to accessing the community and can be conceptualised in a framework such as the Enabler Model
- people with disabilities benefit from the removal of access barriers through the ability to access the community and all it provides
- the community benefits from the financial and social contribution of people with disabilities.

Unit Sector(s)

Unit sector

Access consulting