



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **CPPACC4003A Assess construction plans**

**Release: 1**

## **CPPACC4003A Assess construction plans**

### **Modification History**

Not Applicable

### **Unit Descriptor**

#### **Unit descriptor**

This unit specifies the competency required to work with clients to ensure that the construction plan provides adequate access for people with disabilities. Access consultants must be able to read and interpret construction plans and working drawings. Access consultants need to know the access requirements of the Disability Discrimination Act (DDA) Premises Standard, the Building Code of Australia and the relevant Australian standards in order to assess construction plans.

The unit requires the ability to communicate with clients on the interpretation and implementation of the DDA Premises Standard and building legislation.

### **Application of the Unit**

#### **Application of the unit**

This unit of competency supports a number of access consulting services, including providing specific advisory and audit services and assessing building plans for the provision of access for people with disabilities.

### **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

- |   |  |
|---|--|
| <b>1 Respond to client inquiry.</b>                   | <p>1.1 The <i>client</i> requesting the assessment of construction plans is identified and their authority to act is established in accordance with <i>organisational requirements</i>.</p> <p>1.2 Client needs are discussed and confirmed using effective <i>interpersonal skills and communication techniques</i> in accordance with organisational requirements.</p> <p>1.3 Personal competence and organisational capability to respond to client needs are determined and assessed.</p> <p>1.4 Authority to proceed is negotiated with the client and documented in accordance with organisational requirements.</p> |
| <b>2 Establish client relationship.</b>               | <p>2.1 Contractual arrangements are negotiated, confirmed, documented and stored in accordance with client, organisational and <i>legislative requirements</i>.</p> <p>2.2 A <i>client brief</i> providing the required level of detail is requested and obtained in accordance with organisational requirements.</p> <p>2.3 <i>Site access arrangements</i> are negotiated and <i>relevant contact person</i> is identified in accordance with client, organisational and legislative requirements.</p> <p>2.4 Copies of all relevant construction plans and associated documentation are obtained.</p>                   |
| <b>3 Assess construction plans.</b>                   | <p>3.1 A record of all documentation received is maintained in accordance with organisational requirements.</p> <p>3.2 All documentation is assessed against the access requirements of the <i>relevant legislation</i>.</p> <p>3.3 The extent of access compliance with building legislation is determined and recorded.</p> <p>3.4 Appropriate strategies for overcoming aspects of access non-compliance are developed and documented.</p>  |
| <b>4 Prepare construction plan assessment report.</b> | <p>4.1 A report is prepared for the client in accordance with contractual arrangements and organisational requirements.</p> <p>4.2 The draft construction plan assessment report is</p>  |

**ELEMENT****PERFORMANCE CRITERIA**

- reviewed with *appropriate persons* in accordance with organisational requirements.
- 4.3 Feedback received from the review process is incorporated and the construction plan assessment report is completed.
- 5 Distribute and store the construction plan assessment report.**
- 5.1 Documentation relating to the construction plan assessment report is prepared in accordance with organisational requirements.
- 5.2 Documentation of the construction plan assessment report is forwarded to the client in accordance with contractual arrangements.
- 5.3 A copy of the construction plan assessment report and associated documentation are recorded and retained for future reference in accordance with organisational and legislative requirements.

## 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
- efficient and effective customer service
- 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, local government regulations and Australian standards
- report writing
- 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)
  - evaluate construction plans for the provision of access
  - interpret and analyse routine and non-routine situations to establish suitable methods of reporting
- 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 information on issues relating to the provision of access
  - consult effectively with clients and colleagues
  - impart knowledge and ideas through oral, written and visual means
- interpersonal skills to:
  - relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities

- provide advice in a sensitive and appropriate manner
- facilitate change for greater awareness of disability access
- analyse own work practices and process outcomes critically
- engage colleagues and share disability access knowledge
- participate in a team environment to complete tasks
- adapt to new workplace situations
- literacy skills to:
  - assess and use workplace information
- negotiation skills to:
  - clarify client requirements
  - establish contractual conditions with the client
- numeracy skills to:
  - check measurement tasks
  - perform calculations
- organisational skills to:
  - prepare and administer documentation
  - implement organisational policies and procedures
  - respond to customer service expectations
  - prepare contracts and meet contractual obligations
- report-writing skills to:
  - prepare a construction plan assessment report to meet the contractual requirements of the client
  - prepare a construction plan assessment report that meets organisational requirements
- technical skills to:
  - read and interpret plans
  - read and interpret specifications
  - carry out measurements and calculations
- technology skills to:
  - apply information technology and computer skills to prepare working documentation and reports.

## 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

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

- or as part of an integrated assessment activity involving other competencies relevant to the job function.
- 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
    - interpreting and applying anti-discrimination legislation for the provision of access
    - reading and interpreting construction plans for the provision of access and identifying any areas of non-compliance with the relevant legislation
    - preparing a construction plan assessment report that complies with legislative requirements and fulfils contractual requirements
    - complying with OHS 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.

*Client* may include:

- architect
- owner and manager
- building designer
- builder
- building certifier and surveyor
- developer.

*Organisational requirements* may be outlined and reflected in:

- access and equity policy, principles and practices
- business and performance plans
- client service policies, procedures and standards
- codes of conduct and codes of practice
- communication channels and reporting procedures
- communication of services offered
- complaint and dispute resolution procedures
- compliance with legislation, codes and workplace standards
- continuous improvement processes and standards
- defined resource parameters
- duty of care
- employer and employee rights and responsibilities

- ethical standards
- legal policies and guidelines
- occupational health and safety (OHS) policies, procedures and programs
- organisational mission statement, goals, objectives, plans, systems and processes
- policies and procedures relating to the setting of fees and the negotiation and management of contracts
- policies and procedures relating to own role, responsibilities and delegation
- privacy and confidentiality policies and procedures
- quality assurance and/or procedures manuals
- records and information management systems and processes
- style guides and other guides used to prepare documents.

***Interpersonal skills and communication techniques*** may include:

- active listening to clarify and confirm understanding
- control of tone of voice and body language
- culturally aware/sensitive use of language and concepts
- demonstrating flexibility and a willingness to negotiate
- presenting options and consequences
- providing constructive feedback
- reflection
- seeking feedback to confirm understanding of needs
- summarising and paraphrasing to check understanding
- using effective presentation aids (e.g. audiovisual slides, diagrams, photographs and pictures)
- using language that is:
  - accurate, articulate and concise
  - positive, confident and cooperative
  - verbal or non-verbal.

***Legislative requirements*** may be outlined and reflected in:

- Australian standards
- relevant commonwealth, state and territory legislation that affects organisational operation:
  - OHS
  - building
  - environmental
  - equal employment opportunity
  - industrial relations

- anti-discrimination and diversity
  - codes of practice
  - local government regulations and by-laws
  - privacy legislation
  - quality assurance and certification requirements
  - trade practices laws and guidelines.
- Client brief*** will include:
- written instructions detailing requirements of the access consultant
  - construction plans for assessment.
- Site access arrangements*** may include:
- access and egress points
  - keys, passes and security clearances
  - OHS requirements, including personal protective equipment
  - timing of access.
- Relevant contact person*** may include:
- identified contact
  - owner and manager
  - site supervisor.
- Relevant legislation*** may include:
- Australian standards
  - Austroads traffic engineering guidelines
  - Building Code of Australia
  - DDA
  - DDA Education Standard
  - DDA Premises Standard
  - DDA Transport Standard
  - state and territory building legislation
  - state and territory transport legislation
  - local government building regulations
  - local government transport regulations.
- Appropriate person*** may include:
- another member of the assessment team
  - business partner or colleague
  - staff member.

## **Unit Sector(s)**

### **Unit sector**

Access consulting