



Australian Government

Department of Education, Employment and Workplace Relations

CPPACC4013A Contribute effectively to building development teams

Release: 1

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Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit specifies the competency required to work with building development teams to ensure that the completed project provides adequate access for people with disabilities. In addition to the project architect, development teams may include consultants from a range of disciplines including engineering, fire engineering, workplace health and safety, landscape architects as well as access consultants.

In order to work effectively in development teams, access consultants must have good communication and interpersonal skills.

Access consultants contribute their knowledge of the access requirements of the Disability Discrimination Act (DDA) Premises Standard, the Building Code of Australia (BCA) and relevant Australian standards to the development team processes. These processes include the design brief, the concept design, working drawings, tender documentation (e.g. specifications), contract documentation and administration services.

Application of the Unit

Application of the unit

This unit of competency supports the access consulting service of working with building development teams to ensure 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
1 Review project documentation.	<p>1.1 <i>Project documentation</i> is checked upon receipt to ensure that it is full and complete, and satisfies <i>organisational requirements</i>.</p> <p>1.2 Project documentation is interpreted to determine the extent to which the provision of access satisfies relevant <i>legislation and codes</i>.</p> <p>1.3 Ambiguities in the documentation are clarified with <i>relevant persons</i> in accordance with organisational requirements.</p>
2 Identify potential issues of concern.	<p>2.1 Areas of potential non-compliance are identified and documented in accordance with organisational requirements.</p> <p>2.2 Issues of concern to be raised with the development team for clarification are identified in accordance with organisational requirements.</p>
3 Convey potential issues of concern to team members.	<p>3.1 Issues of concern and supporting reasons are articulated and presented to the development team using effective <i>interpersonal skills and communication techniques</i>.</p> <p>3.2 Advice is provided to the development team regarding the adequacy of access provision using effective interpersonal skills and communication techniques in accordance with organisational requirements.</p>
4 Contribute to discussions on potential solutions.	<p>4.1 Ongoing advice regarding potential solutions to issues concerning the adequate provision of access is provided to the development team.</p> <p>4.2 Constructive contributions are made to all development team discussions and processes, according to own competencies and organisational requirements.</p> <p>4.3 Advice on access issues is provided in an <i>agreed format</i> and in accordance with organisational requirements.</p> <p>4.4 Agreed decisions are documented in accordance with organisational requirements.</p>
5 Review implementation strategies.	<p>5.1 Agreed decisions made at development team meetings are monitored to ensure timely and effective implementation.</p> <p>5.2 Installation activities resulting from development team agreed decisions are monitored for</p>

ELEMENT**PERFORMANCE CRITERIA**

effectiveness and compliance with relevant legislation, building codes and organisational requirements.

6 Report on compliance.

6.1 Construction is inspected upon completion for access compliance as specified in the relevant legislation and building codes.

6.2 A report on the adequacy of the access provision as specified in the relevant legislation and building codes is provided to the development team in accordance with the organisational 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:

- appropriate personal protective equipment (PPE)
- commonwealth, state and territory anti-discrimination legislation and regulations
- disability awareness
- efficient and effective customer service
- group processes and team behaviour:
 - causes of stress or conflict in teams
 - role and function of workplace teams
 - stages of team development.
 - strategies for managing or reducing conflict
 - team dynamics
- how to source and access documentation to meet the requirements of the relevant standards, codes and legislation
- industry codes of practice and ethics
- limitations of work role, responsibility and professional abilities
- occupational health and safety (OHS) legislation and procedures
- organisational and professional procedures and business standards
- principles of effective communication
- 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 the provision of access in relation to legislative requirements
- application skills to:
 - apply relevant codes of practice and other legislative requirements to work processes
 - apply and adhere to all OHS regulations, policies and processes in the workplace
 - 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
 - ask questions to clarify understanding and to lead discussion to determine concerns and generate potential solutions to access issues
 - consult effectively with other team members and the client
 - 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
 - adapt to new workplace situations
- literacy skills to:
 - assess and use workplace information
 - read and interpret plans and specifications
 - read and interpret project documentation
 - interpret building industry terminology and jargon
 - read and understand instructions concerning OHS and the use of equipment, tools and PPE
 - read and record data
- negotiation skills to:
 - present logical arguments when proposing possible solutions to ensure the appropriate provision of access
- numeracy skills to:
 - check measurements in plans and other documentation

- perform calculations, such as those necessary to determine the provision of access
- organisational skills to:
 - collect, organise and collate project information
 - respond to requests for information from other team members
 - implement organisational policies and procedures
 - prepare and administer documentation
- problem-solving skills to:
 - develop appropriate strategies to address areas of access non-compliance
 - report-writing skills to:
 - prepare a report on the adequacy of the access provisions that meets organisational requirements
- research skills to:
 - source information to assist in developing potential solutions to the provision of appropriate access
- teamwork skills to:
 - work effectively with other people
- technical skills to:
 - read and interpret plans and specifications
 - carry out measurements and calculations
 - select appropriate tools and equipment
 - safely handle tools and equipment
- 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 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
- interpreting and applying anti-discrimination legislation for the provision of access
- interpreting and applying building legislation for the provision of access
- reading and interpreting construction plans and other project documentation for the provision of access
- identifying any areas of non-compliance with the relevant legislation and informing other members of the building development team of the non-compliance issue
- communicating effectively with other building development team members to determine access requirements and to ensure that regulatory, client and other stakeholder requirements are addressed
- communicating possible solutions that address access requirements to other building development team members in a professional manner using clear and logical reasoning
- recording, storing securely and maintaining documentation in accordance with relevant standards, codes, legislative requirements and workplace procedures
- 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.

Project documentation may be from any part of the building cycle and may include:

- the design brief
- the concept design
- working drawings
- tender documentation (e.g. specifications)
- contract documentation
- administration services.

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
- 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.

Legislation and codes may include:

- DDA
- BCA.

Relevant person may include:

- colleague
- business partner.

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.

Agreed format may include:

- a verbal presentation
- a written report.

Unit Sector(s)

Unit sector

Access consulting