



Australian Government

Department of Education, Employment and Workplace Relations

CPPACC5004A Apply building codes and standards to accessible large-scale buildings

Release: 1

CPPACC5004A Apply building codes and standards to accessible large-scale buildings

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the competency required to ensure the building process complies with the Disability Discrimination Act (DDA) Premises Standard, the Building Code of Australia (BCA) and relevant Australian standards, and results in accessible developments. The unit applies to residential and commercial buildings.

It includes the evaluation and interpretation of building requirements, the classification of buildings according to BCA criteria and the development of strategies for disability access compliance.

This unit is based on BCGSV5011A Apply building codes and standards to residential buildings.

Application of the Unit

Application of the unit

This unit of competency supports a number of access consulting services where there is a breadth, depth and complexity of tasks and often the requirement to make decisions and provide recommendations involving non-routine situations. These access consulting services include conducting building access audits, assessing building plans, providing advice on building renovations and serving on a BCA Access Panel.

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 |
|---|--|
| <p>1 Analyse the purpose and basic intent of the BCA.</p> | <p>1.1 Objectives of the BCA and the purpose of the respective components of the code are researched and evaluated.</p> <p>1.2 The deemed-to-satisfy (DTS) concept for construction to meet BCA requirements is researched and evaluated.</p> <p>1.3 The hierarchy of commonwealth, state and territory <i>building access legislation</i> is identified and documented.</p> |
| <p>2 Locate and interpret the requirements of the codes and standards that are applicable to access compliance of specific projects.</p> | <p>2.1 Relevant clauses from building access legislation that apply to specific projects are identified and documented.</p> <p>2.2 Prescriptive requirements of the relevant legislative clauses are determined and documented.</p> <p>2.3 Special requirements that may be applicable to specific areas are identified and documented.</p> |
| <p>3 Classify buildings.</p> | <p>3.1 The class of building is determined according to BCA criteria and with regard to intended use.</p> <p>3.2 BCA requirements for disability access are determined and documented.</p> <p>3.3 Disability access requirements are interpreted for multiple classifications and documented.</p> |
| <p>4 Apply appropriate assessment methods to access compliance with the BCA.</p> | <p>4.1 Appropriate assessment methods are selected to determine building access compliance with the intent of the BCA.</p> <p>4.2 Alternative solutions to building accessibility problems that comply with BCA requirements are identified and documented.</p> <p>4.3 Assessment methods used to determine whether a building solution to an accessibility problem complies with performance requirements or DTS provisions of the BCA are analysed and applied.</p> <p>4.4 Assessment methods are identified and confirmed as appropriate to meet the DTS provisions of the BCA.</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:

- BCA and primary referenced Australian standards
- commonwealth, state and territory anti-discrimination legislation and regulations
- DTS provisions
- disability awareness
- industry codes of practice and ethics
- international codes, standards, regulations and practices
- limitations of work role, responsibility and professional abilities
- nature of building materials and effect on performance
- processes for preparing and administering documentation
- processes for interpreting reports, working drawings and specifications
- relevant commonwealth, state and territory building legislation, local government regulations and Australian standards
- research methodologies and analytical processes
- role, responsibilities and powers of building certifiers
- structural and construction principles of buildings
- relevant terminology and definitions in hazard identification.

Required skills and attributes include:

- analytical skills to:
 - analyse, evaluate and apply legislative requirements pertaining to disability access
 - analyse and evaluate the impacts of the full range of disabilities and the limitations that each disability places on the individual's ability to access the environment
 - analyse and evaluate how environmental barriers impact on people with disabilities
 - analyse and evaluate building legislation
- application skills to:
 - apply relevant anti-discrimination and building legislation
 - apply industry building codes of practice and ethics, and other legislative requirements to work processes
 - apply disability awareness to work processes
 - apply current Australian and international building codes, standards, regulations and practices
- communication skills to:
 - explain clearly information on 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
 - consult effectively with clients and colleagues

- impart knowledge and ideas through oral, written and visual means
- use workplace equipment and communication methods
- interpersonal skills to:
 - adapt to new workplace situations
 - analyse own work practices and process outcomes critically
 - consult and provide advice in a sensitive and appropriate manner
 - facilitate change for greater awareness of disability access
 - relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
- literacy skills to:
 - assess and use workplace information
 - read and interpret plans, specifications and structural drawings
- organisational skills to:
 - prepare and manage documentation
 - plan and organise assessment methods
 - develop and implement organisational policies and procedures
- research and evaluation skills to:
 - source, analyse and evaluate building legislative requirements
 - source, analyse and evaluate legislative requirements for the provision of access.

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

- identifying accurately the hierarchy of commonwealth, state and territory building access legislation
- interpreting and applying accurately building codes and standards for the provision of access
- identifying alternative approaches to building accessibility problems that comply with BCA requirements
- 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.

Building access legislation includes:

- Australian standards
- DDA
- DDA Premises Standard
- DDA Transport Standard
- BCA
- state and territory building legislation
- commonwealth, state and territory anti-discrimination legislation and regulations
- local government regulations.

Unit Sector(s)

Unit sector

Access consulting