



**Australian Government**

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

# **CPPACC5011A Prepare a concept design for accessible building work**

**Release: 1**

## **CPPACC5011A Prepare a concept design for accessible building work**

### **Modification History**

Not Applicable

### **Unit Descriptor**

#### **Unit descriptor**

This unit specifies the competency required to prepare a concept design to ensure that the building work provides adequate access for people with disabilities. The concept design should be appropriate and relevant to the nature of the design project. It should portray a design idea that enables the designer to investigate and communicate at a very general level the overall nature of the project. The concept design must clearly illustrate any client requests such as construction methodology and space allocation while ensuring that the development will provide adequate access for people with disabilities.

Access consultants need to know the access requirements of the Disability Discrimination Act (DDA) Premises Standard, the DDA Transport Standard, the DDA Education Standard, the Building Code of Australia (BCA) and relevant Australian standards in order to create concept designs for accessible buildings. They must be able to communicate with the client to elicit the purpose and function of the proposed building, and determine their needs and any limitations that impact on the design.

### **Application of the Unit**

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This unit of competency supports several 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 are providing advice on building renovations and renovations to private dwellings, and developing designs for accessible buildings.

### **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 Assess client requirements.	1.1 Client's <i>aspirations</i> for the development project are elicited and confirmed using effective <i>interpersonal skills and communication techniques</i> in accordance with <i>organisational requirements</i> . 1.2 Design consequences of the client's aspirations are evaluated. 1.3 The impact of the class of development is determined in accordance with <i>relevant legislation</i> . 1.4 <i>Legislative requirements for access</i> are determined in accordance with the class of development.
2 Assess access limitations imposed by the development.	2.1 Topographical limitations to accessible design are identified and documented. 2.2 <i>Limitations</i> to accessible design due to existing conditions are identified and documented.
3 Create concept design.	3.1 Initial <i>concept design</i> drawings portraying <i>design features</i> that reflect the client's aspirations are prepared. 3.2 The concept design is reviewed with <i>appropriate person(s)</i> in accordance with organisational requirements. 3.3 Feedback received from the review process is incorporated into the concept drawings.
4 Discuss concept design with client.	4.1 Concept design drawings are presented to the client and the rationale for the design features are presented in relation to the client's aspirations. 4.2 The concept design is discussed with the client and agreed ideas are incorporated progressively. 4.3 The concept design is reviewed in accordance with legislative requirements to ensure required disability access is provided.
5 Distribute and store documentation.	5.1 Final agreed concept design drawings are prepared for the client in accordance with contractual arrangements and organisational requirements. 5.2 The design drawings and associated documentation are forwarded to the client in accordance with contractual arrangements. 5.3 A copy of the design drawings and associated documentation are recorded and retained for future reference in accordance with organisational and legislative requirements.

**ELEMENT**

**PERFORMANCE CRITERIA**

## 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:

- anthropometric principles of accessible building design and fitout
- commonwealth, state and territory anti-discrimination legislation and regulations
- designs for the creative use of space
- structural and construction principles of buildings
- disability awareness
- efficient and effective customer service
- ergonomic principles of accessible building design and fitout
- functional systems of the human body
- industry codes of practice and ethics
- international codes, standards, regulations and practices
- limitations of work role, responsibility and professional abilities
- measurements and calculations
- organisational and professional procedures and business standards
- principles of design relating to accessible buildings and fitouts
- principles of risk management
- processes for recording data and administering records
- processes for reading and interpreting plans, working drawings and specifications
- relevant commonwealth, state and territory building legislation, local government regulations and Australian standards
- report writing

research methodology and analytical processes.

#### 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
- application skills to:
  - apply relevant codes of practice 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:

- obtain information from the client on their aspirations for the project and provide advice on the design consequences
- explain clearly information on issues and legislation relating to the provision of access
- impart knowledge and ideas through oral, written and visual means
- use workplace equipment and communication methods
- 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
  - engage colleagues and share disability access knowledge
  - adapt to new workplace situations
- literacy skills to:
  - assess and use workplace information
  - read and interpret legislation that could impact on the proposed design
- organisational skills to:
  - prepare and manage documentation
  - develop communication strategies that ensure that the client is kept informed during the design process
  - collect, store and retrieve data for inclusion in the documentation provided to the client
  - develop and implement organisational policies and procedures
- technical skills to:
  - develop designs that respond creatively to the client's requirements.

## 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.

- |   |  |
|---|--|
| <b>Overview of assessment</b>   | <ul style="list-style-type: none"><li>• 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.</li></ul>                          |
| <b>Critical aspects for assessment and evidence required to demonstrate</b> | <ul style="list-style-type: none"><li>• A person who demonstrates competency in this unit must be able to provide evidence of:<ul style="list-style-type: none"><li>• recognising the needs and desires of people with</li></ul></li></ul> |

**competency in this unit**

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
- integrating an understanding of disability awareness into the concept design for the provision of access
- communicating effectively with clients to establish their design requirements for access
- identifying and applying relevant building and anti-discrimination legislation to ensure access
- preparing a concept design that complies with legislative requirements and fulfils contractual 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.

*Aspirations* may include:

- purpose and function
- financial return
- general aesthetics of the building
- impact of landscaping.

*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.
- access and equity policy, principles and practices

*Organisational*

*requirements* may be outlined and reflected in:

- 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 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 procedures manuals
- records and information management systems and processes
- style guides and other guides used to prepare documents.

*Relevant legislation* may include:

- town planning requirements:
  - traffic control
  - car parking
  - building heights
  - landscaping
  - heritage
  - signage
- environmental considerations
- building legislation.

*Legislative requirements for access* may include:

- Australian standards
- BCA
- DDA Education Standard
- DDA Premises Standard
- DDA Transport Standard

- Limitations** may include:
- local government building regulations
  - state and territory building legislation.
  - easements
  - availability of services e.g. area without sewers
  - placement of existing services e.g. water mains, sewers and stormwater drains
  - soil type
- presence of hidden rock.
- Concept designs** should be:
- inclusive - capable of addressing the multiple issues of the design project
  - visually descriptive - powerful enough to guide the development of full design documentation
  - adaptable - flexible enough to accept change
  - sustainable - able to endure manipulations and transformations during the design process without a loss of identity.
- Design features** may include:
- horizontal and vertical functional zoning
  - zoning of degrees of privacy
  - horizontal and vertical circulation
  - site conditions and context
  - spatial hierarchy and relationships
  - geometric properties
  - natural and artificial lighting conditions
  - structure and enclosure.
- Appropriate person** may include:
- another member of the design team
  - business partner or colleague
  - staff member.

## **Unit Sector(s)**

### **Unit sector**

Access consulting