Australian Government

Department of Education, Employment and Workplace Relations

CPPACC8001A Research and analyse access and use requirements for people with diverse disabilities

Release: 1

CPPACC8001A Research and analyse access and use requirements for people with diverse disabilities

Modification History

New unit

Unit Descriptor

This unit of competency specifies the outcomes required by access consultants to research and analyse complex and highly specialised information relating to access and use requirements for people with diverse disabilities in order to build a significant knowledge base for application to their work. It includes developing an in-depth understanding of the range and nature of variations in people's abilities and disabilities, the implications for the provision of access to and use of the built environment, and the extent and limitations of compliance requirements.

Application of the Unit

This unit of competency supports access consultants in all aspects of their work. Maintaining the currency of access and use information is fundamental to the role.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Pre-Requisites

Not applicable.

Employability Skills Information

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 performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1	Develop and manage a knowledge bank on access to the built environment for people with disabilities	1.1	Sources of information on the requirements of people with *disabilities* to enable access to and use of the built environment are researched and evaluated.
		1.2	Sources of information on compliance requirements for access to and use of the built environment are researched and evaluated.
		1.3	Forums for discussion and debate regarding effects of disabilities on access to and use of the built environment are researched and used.
		1.4	*Processes* are put in place to ensure access to and currency of information regarding legislative changes and best practice solutions.
		1.5	Information management system is developed and maintained to ensure currency and availability of information in knowledge bank.
		1.6	Information is shared and discussed with internal or external personnel as required.
2	Analyse effects of disabilities on access to and use of the built environment.	2.1	Static and functional *anthropometrics* of people with physical disabilities are researched, and requirements for access and use are analysed and confirmed.
		2.2	Functional abilities and needs of people with sensory impairment are researched and requirements for access and use are analysed and confirmed.
		2.3	Functional abilities and needs of people with cognitive impairment are researched and requirements for access and use are analysed and confirmed.

		2.4	Advancements in *ergonomic practices and data* are monitored and relevant information is applied to analysis of requirements for access to and use of the built environment.
3	Analyse compliance requirements for access to and use of the built environment.	3.1	Content and application of relevant *legislation, codes and standards* are analysed in relation to ergonomic principles and access and use requirements of people with disabilities.
		3.2	Content and application of relevant government development policies and urban planning regulations are analysed in relation to ergonomic principles and access and use requirements of people with disabilities.
		3.3	Conflicting compliance provisions and access issues that are not the subject of legislation are identified, and access solutions are analysed and critiqued in relevant forums.
4	Contribute to the development of the access consulting sector.	4.1	Opportunities for learning and reflection on the needs of people with disabilities and the principles of access and use are sought, and findings and ideas are discussed with colleagues and refined.
		4.2	Research findings on best practices in access and use provision are documented and shared with colleagues and relevant professionals within the framework of access governance.
		4.3	Opportunities for participation in professional debate and decision making regarding access and use compliance issues and solutions are sought and contributions made.
		4.4	Opportunities for improvement of access and use provisions are sought and contributions made.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- language and literacy skills to:
    - exchange complex information with people from diverse backgrounds using relevant language and format
        - interpret complex legal and technical documents regarding access to and use of the built environment, such as:
        - Australian and international standards
        - Australian and international guideline documents
        - National Construction Code (NCC) deemed-to-satisfy requirements, performance requirements and alternative solutions
        - NCC Part A, Part D, Part E, Part F, Part H, and relevant state variations
        - NCC Guide
        - Disability Discrimination Act
        - Disability (Access to Premises – Buildings) Standards, known as the Premises Standards (PS)
            - research papers
- learning skills to:
    - maintain currency of own professional knowledge
    - participate in debate on relevant issues
    - undertake appropriate professional development
- numeracy skills to:
    - calculate and analyse for compliance with complex technical documents, legislation and relevant standards regarding access to and use of the built environment
- planning and organising skills to:
    - manage documentation
    - ensure currency of legal and regulatory requirements
- problem-solving skills to:
    - analyse access and use issues for people with disabilities
    - identify gaps and conflicts in compliance requirements and seek resolution
- technical skills to visualise environments in three-dimensions (3-D) and conduct cognitive 'walk through', applying knowledge of needs of people with disabilities
- technology skills to develop and maintain electronic information management system

Required knowledge

- access and use compliance requirements, including but not restricted to:
  - codes
  - guidelines
  - legislation
  - local authority policies
  - protocols
  - regulations
  - standards
- accessibility requirements relating to equipment used by people with disabilities, such as:
  - assistance animals
  - audio frequency induction loops
  - braille and tactile signage
  - long white canes
  - TTY telephones
  - walking frames
  - wheelchairs
- best practices in access and use, including measures that exceed compliance requirements
- gaps and trends in, interrelation of, and conflict between compliance requirements
- policy development, legislative and regulatory frameworks relating to access to and use of the built environment
- principles of access to and use of the built environment, including:
  - adaptable design
  - best practice solutions to access and use requirements
- principles of ergonomics
- range of information, policy and support sources to inform professional work
- scope of functions of the human body, including:
  - auditory and visual processing
  - cognitive functions
  - mobility
  - psychiatric conditions
- social construction of disability, including:
  - effects of restriction of autonomy
  - institutional models
  - medical models
  - social, civic and economic inclusion
- static and functional anthropometrics, including:
  - measurements of the body dimensions of people both with and without disabilities
  - reach ranges of people with and without disabilities

- step and gait of people with and without disabilities, including people who are blind or vision impaired and using a white cane or a guide dog
- visual range capabilities of people with and without vision loss
- types of disabilities and combinations of disabilities and related range of functional limitations, including:
  - auditory
  - cognitive
  - mobility
  - muscle wasting and weakness
  - psychiatric
  - vision

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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 the required skills and knowledge specified in this unit. In particular, the person should demonstrate the ability to: • select and subscribe to reliable sources of information on: • requirements of people with disabilities for access to and use of the built environment • current and proposed compliance requirements • evaluate new information regarding: • effects of disabilities on access to and use of the built environment • advancements in ergonomic practices • develop an information management system to underpin own knowledge bank on access issues and solutions • analyse existing and proposed compliance requirements and debate related issues in relevant forums • evaluate best practices in access and use provision and discuss in relevant forums.
Context of and specific resources for assessment	Assessment of essential underpinning knowledge may be conducted in an off-site context and is to comply with regulatory and Australian standards' requirements. Resource implications for assessment include access to: • information management systems

	• relevant industry publications and forums.

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Method of assessment	Assessment methods must: - satisfy the endorsed Assessment Guidelines of the CPP07 Property Services Training Package - include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application - reinforce the integration of employability skills with workplace tasks and job roles - confirm that competency is verified and able to be transferred to other circumstances and environments.
Guidance information for assessment	This unit could be assessed on its own or in combination with other units relevant to the job function. Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. Assessment processes and techniques should, as far as is practical, take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed.

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, if used in the performance criteria, is detailed below. 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) may also be included.

Disabilities may include:	- a single disability or combination of disabilities - impairment: problem in body function or structure, such as significant damage or loss - activity limitation: difficulty in executing core functions of self-care, mobility or communication - participation restriction: problem in involvement in life situations, such as school or employment - permanent or temporary disabilities.
Processes may include:	- development and maintenance of networks with relevant personnel - membership of relevant associations - subscriptions to relevant publications, e-forums and websites.

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Anthropometrics refers to:	• measurements of the human body dimensions of people both with and without disabilities • reach ranges of people both with and without disabilities • step and gait of people both with and without disabilities, including people who are blind and vision impaired using a white cane or a guide dog • visual range capabilities of people with and without vision loss.
Ergonomic practices and data may include:	• details of wheelchair circulation and reach requirements • scientific study of persons in their own environment to measure their potential to navigate or operate equipment • research data, such as Guide to Ergonomics Principles in the Design and Selection of Office Furniture (AMD 16084) 1990 • impact of technologies on ergonomic performance, efficiency and effectiveness.
Legislation, codes and standards may include:	• Australian and international standards • Australian and international guideline documents • Disability (Access to Premises – Buildings) Standards • Disability Discrimination Act and regulations and amendments • Disability Standards for Accessible Public Transport (DSAPT) • Disability Standards for Education • NCC • state, territory and local authority legislation, regulations and planning requirements.

Unit Sector(s)

Access consulting

Custom Content Section

Not applicable.

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