



**Australian Government**

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

# **CUEIND03B Integrate accessibility principles into work practices**

**Revision Number: 1**

## CUEIND03B Integrate accessibility principles into work practices

### Modification History

Not applicable.

### Unit Descriptor

<b>Unit descriptor</b>	<p>This unit describes the skills and knowledge required to integrate the principles of universal access into all work practices.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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### Application of the Unit

<b>Application of the unit</b>	<p>People working in any role in any industry apply the skills and knowledge outlined in this unit, which focuses on a general knowledge of accessibility issues and the ways in which work practices may be reviewed and adjusted to ensure the needs of those with disabilities are met. This unit is written so that it may be contextualised to meet particular industry requirements.</p> <p>The generic nature of this unit means that combined assessment and/or training with a wide range of other units within many Training Packages is appropriate.</p>
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### Licensing/Regulatory Information

Not applicable.

## Pre-Requisites

<b>Prerequisite units</b>		

## Employability Skills Information

<b>Employability skills</b>	This unit contains employability skills.
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## 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.
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## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Source information on accessibility	<p>1.1. Identify relevant <i><b>sources of information</b></i> on accessibility issues appropriate to the work context</p> <p>1.2. Review accessibility information and extract key information to inform work practice</p>
2. Apply principles of accessibility to work activities	<p>2.1. Identify <i><b>accessibility requirements</b></i> of colleagues/customers and potential barriers within own area of work</p> <p>2.2. Assess the ways in which accessibility requirements are met through review of current work practices</p> <p>2.3. Where appropriate, consult with relevant colleagues/customers on <i><b>ways to enhance accessibility</b></i></p> <p>2.4. Adjust work practices to enhance accessibility within scope of individual responsibility</p>
3. Encourage consideration of accessibility issues in the workplace	<p>3.1. Share relevant information on accessibility issues with colleagues</p> <p>3.2. Where appropriate, make recommendations to others on ways to improve accessibility within the organisation</p>

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- research and literacy skills sufficient to source and interpret information on accessibility
- problem solving skills to adjust space to provide better access for people with diverse needs

#### Required knowledge

- types of disabilities, prevalence of disability in Australia and associated barriers to accessibility
- accessibility issues and considerations specific to the particular work/industry context
- accessibility guidelines which may exist for the particular work context, e.g. Web Content Accessibility Guidelines
- concept of reasonable adjustment and how it may be applied in a given work/industry context
- legislation that relates to accessibility, including Disability Discrimination Act and occupational health and safety legislation

## Evidence Guide

<b>EVIDENCE GUIDE</b>	
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.	
<b>Overview of assessment</b>	
<b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b>	<p>The following evidence is critical to the judgement of competence in this unit:</p> <ul style="list-style-type: none"> <li>• knowledge of accessibility issues for a particular work/industry context</li> <li>• ability to apply knowledge to work practices.</li> </ul>
<b>Context of and specific resources for assessment</b>	<p>The assessment context must provide for:</p> <ul style="list-style-type: none"> <li>• project or work activities that allow the candidate to apply knowledge of accessibility issues to a particular work/industry context</li> </ul>
<b>Method of assessment</b>	<p>Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:</p> <ul style="list-style-type: none"> <li>• review of ideas created by the candidate to suggest ways of improving accessibility in a given work context</li> <li>• oral or written questioning to assess knowledge of relevant legislation, guidelines or particular user requirements</li> <li>• review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.</li> </ul> <p>Assessment methods should closely reflect workplace demands and the needs of particular groups (e.g. people with disabilities, and people who may have literacy or numeracy difficulties such as speakers of languages other than English, remote communities and those with interrupted schooling).</p>
<b>Guidance information for assessment</b>	<p>Assessment of this unit requires access to:</p> <ul style="list-style-type: none"> <li>• sources of information as relevant to the industry context.</li> </ul>

## 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, 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.

***Sources of information*** on accessibility issues may include:

- anti-discrimination legislation
- Australian standards
- disability legislation
- materials published by advocacy groups
- organisational policies and procedures

***Accessibility requirements*** may include or relate to:

- access to information, e.g. accessible and targeted promotional materials in alternative formats
- accessible websites, multimedia and virtual displays
- changes in individual communication style or behaviour for specific disability groups
- need for reasonable adjustment in the workplace
- physical access
- working conditions

***Ways to enhance accessibility*** may include:

- adjusting policies and procedures
- changing design and presentation methods
- communication methods for particular audiences, e.g. sign language interpreting
- making physical alterations to the workplace
- providing training on accessibility issues
- seeking partnerships or consultation with advocacy/community groups

## Unit Sector(s)

<b>Unit sector</b>	
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## Competency field

Competency field	Industry capability - workplace effectiveness
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## Co-requisite units

Co-requisite units		