



Australian Government

**Department of Education,
Science and Training**



PRD01 Property Development and Management Training Package

Volume 5 of 5

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Review Date: 31 December 2005

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PRD01 Property Development and Management Training Package

The material contained within this document refers only to the endorsed components of PRD01 Property Development and Management Training Package for the Access Consulting Services Sector.

This volume is not to be used in isolation, but must be used in the context of the whole endorsed Training Package.

Volume 5 of 5

Separate documents exist that cover the endorsed components of PRD01 Property Development and Management Training Package for each of the following:

- Real Estate and Stock & Station Agency Sectors
- Spatial Information Services Sector
- Business Broking Sector
- Property Operations and Development Sector

This Training Package is to be reviewed by 31 December 2005.

PRD01 Property Development and Management Training Package

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Version Modification History

The version details of this endorsed Training Package are in the table below. The latest information is at the top of the table.

Version	Release Date	Comments
5	8/08/2005	The review date for this Training Package has now been extended to 31 December 2005.
5	20/06/2005	Addition of Access Consulting sector units of competency and two additional qualifications: PRD40605 Certificate IV in Property (Access Consulting) and PRD50605 Diploma of Property (Access Consulting)
4	8/06/2004	Addition of Property Operations and Development Sector competency standards and four additional qualifications PRD30504 Certificate III in Property (Operations), PRD40504 Certificate IV in Property (Operations), PRD50504 Diploma of Property, Asset and Facilities Management and PRD60504 Advanced Diploma of Property, Asset and Facilities Management
3	23/09/2003	Addition of Business Broking Sector standards and two additional qualifications PRD40403 Certificate IV in Property (Business Broking) and PRD50403 Diploma of Property (Business Broking)
2	11/12/2002	Release of Spatial Information Services Sector
1	1/06/2001	Primary release including Real Estate and Stock and Station Sectors

Forms control: All endorsed training packages will have a version number displayed on the imprint page of every volume constituting that training package. Every training package will display an up-to-date copy of this modification history form, to be placed immediately after the contents page of the first volume of the training package. Comments on changes will only show sufficient detail to enable a user to identify the nature and location of the change. Changes to training packages will generally be batched at quarterly intervals. This modification history form will be included within any displayed sample of that training package and will constitute all detail available to identify changes.

Scope and development of the Training Package for the Access Consulting sector

National competency standards for Access Consulting provide a vocational pathway for this industry sector.

Access consultants provide advice on the provision of access to people with disabilities and their families and to governments, the building industry, designers, owners and managers of buildings and facilities.

It is generally agreed that the Access Consulting sector offers services across nineteen main areas of activity. Access consultants may only provide some of these services or may offer all of the services.

The services are broadly described as:

- 1 Facilitate the development of Disability Discrimination Act Action Plans
- 2 Assist in the development of policy planning
- 3 Conduct building access audits
- 4 Assess building plans
- 5 Work with building development teams
- 6 Provide advice on renovations
- 7 Provide advice on renovations to private dwellings
- 8 Develop designs for accessible buildings
- 9 Provide advice on accessible transport buildings and conduct access audits
- 10 Provide advice on accessible transport conveyances and conduct access audits
- 11 Provide advice on accessible educational facilities and conduct access audits
- 12 Provide advice on accessible aged care facilities and conduct access audits
- 13 Provide advice on accessible playgrounds and conduct access audits
- 14 Provide advice on accessible urban streetscape design and conduct access audits
- 15 Provide advice on accessible rural and national parks and conduct access audits
- 16 Teach, lecture and present seminars
- 17 Prepare expert witness reports and give evidence in court
- 18 Provide expert judgement, information and advice
- 19 Serve on a Building Code of Australia Access Panel

Qualifications Framework

The Australian Qualifications Framework

What is the Australian Qualifications Framework?

A brief overview of the Australian Qualifications Framework (AQF) follows. For a full explanation of the AQF see the *AQF Implementation Handbook, 3rd Edition 2002*. You can download it from the Australian Qualifications Advisory Board (AQFAB) website (www.aqf.edu.au) or obtain a hard copy by contacting AQFAB on phone 03 9639 1606 or by emailing AQFAB on aqfab@curriculum.edu.au

The AQF provides a comprehensive, nationally consistent framework for all qualifications in post-compulsory education and training in Australia. In the vocational education and training (VET) sector it assists national consistency for all trainees, learners, employers and providers by enabling national recognition of qualifications and Statements of Attainment.

Training Package qualifications in the VET sector must comply with the titles and guidelines of the AQF. Endorsed Training Packages provide a unique title for each AQF qualification which must always be reproduced accurately.

Qualifications

Training Packages can incorporate the following eight AQF qualifications.

- Certificate I in ...
- Certificate II in ...
- Certificate III in ...
- Certificate IV in ...
- Diploma of ...
- Advanced Diploma of ...
- Vocational Graduate Certificate of ...
- Vocational Graduate Diploma of ...

On completion of the requirements defined in the Training Package, a Registered Training Organisation (RTO) may issue a nationally recognised AQF qualification. Issuance of AQF qualifications must comply with the advice provided in the *AQF Implementation Handbook* and the Australian Quality Training Framework *Standards for Registered Training Organisations*, particularly Standard 10.

Statement of Attainment

Where an AQF qualification is partially achieved through the achievement of one or more endorsed units of competency, an RTO may issue a Statement of Attainment. Issuance of Statements of Attainment must comply with the advice provided in the *AQF Implementation Handbook* and the Australian Quality Training Framework *Standards for Registered Training Organisations*, particularly Standard 10.

Under the *Standards for Registered Training Organisations*, RTOs must recognise the achievement of competencies as recorded on a qualification or Statement of Attainment issued by other RTOs. Given this, recognised competencies can progressively build towards a full AQF qualification.

AQF Guidelines and Learning Outcomes

The *AQF Implementation Handbook* provides a comprehensive guideline for each AQF qualification. A summary of the learning outcome characteristics and their distinguishing features for each VET related AQF qualification is provided below.

Certificate I

Characteristics of Learning Outcomes

Breadth, depth and complexity of knowledge and skills would prepare a person to perform a defined range of activities most of which may be routine and predictable.

Applications may include a variety of employment related skills including preparatory access and participation skills, broad-based induction skills and/or specific workplace skills. They may also include participation in a team or work group.

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

- demonstrate knowledge by recall in a narrow range of areas;
- demonstrate basic practical skills, such as the use of relevant tools;
- perform a sequence of routine tasks given clear direction
- receive and pass on messages/information.

Certificate II

Characteristics of Learning Outcomes

Breadth, depth and complexity of knowledge and skills would prepare a person to perform in a range of varied activities or knowledge application where there is a clearly defined range of contexts in which the choice of actions required is usually clear and there is limited complexity in the range of operations to be applied.

Performance of a prescribed range of functions involving known routines and procedures and some accountability for the quality of outcomes.

Applications may include some complex or non-routine activities involving individual responsibility or autonomy and/or collaboration with others as part of a group or team.

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

- demonstrate basic operational knowledge in a moderate range of areas;
- apply a defined range of skills;
- apply known solutions to a limited range of predictable problems;
- perform a range of tasks where choice between a limited range of options is required;
- assess and record information from varied sources;
- take limited responsibility for own outputs in work and learning.

Certificate III

Characteristics of Learning Outcomes

Breadth, depth and complexity of knowledge and competencies would cover selecting, adapting and transferring skills and knowledge to new environments and providing technical advice and some leadership in resolution of specified problems. This would be applied across a range of roles in a variety of contexts with some complexity in the extent and choice of options available.

Performance of a defined range of skilled operations, usually within a range of broader related activities involving known routines, methods and procedures, where some discretion and judgement is required in the selection of equipment, services or contingency measures and within known time constraints.

Applications may involve some responsibility for others. Participation in teams including group or team co-ordination may be involved.

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

- demonstrate some relevant theoretical knowledge
- apply a range of well-developed skills
- apply known solutions to a variety of predictable problems
- perform processes that require a range of well-developed skills where some discretion and judgement is required
- interpret available information, using discretion and judgement
- take responsibility for own outputs in work and learning
- take limited responsibility for the output of others.

Certificate IV

Characteristics of Learning Outcomes

Breadth, depth and complexity of knowledge and competencies would cover a broad range of varied activities or application in a wider variety of contexts most of which are complex and non-routine. Leadership and guidance are involved when organising activities of self and others as well as contributing to technical solutions of a non-routine or contingency nature.

Performance of a broad range of skilled applications including the requirement to evaluate and analyse current practices, develop new criteria and procedures for performing current practices and provision of some leadership and guidance to others in the application and planning of the skills. Applications involve responsibility for, and limited organisation of, others.

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

- demonstrate understanding of a broad knowledge base incorporating some theoretical concepts
- apply solutions to a defined range of unpredictable problems
- identify and apply skill and knowledge areas to a wide variety of contexts, with depth in some areas
- identify, analyse and evaluate information from a variety of sources
- take responsibility for own outputs in relation to specified quality standards
- take limited responsibility for the quantity and quality of the output of others.

Diploma

Characteristics of Learning Outcomes

Breadth, depth and complexity covering planning and initiation of alternative approaches to skills or knowledge applications across a broad range of technical and/or management requirements, evaluation and co-ordination.

The self directed application of knowledge and skills, with substantial depth in some areas where judgement is required in planning and selecting appropriate equipment, services and techniques for self and others.

Applications involve participation in development of strategic initiatives as well as personal responsibility and autonomy in performing complex technical operations or organising others. It may include participation in teams including teams concerned with planning and evaluation functions. Group or team co-ordination may be involved.

The degree of emphasis on breadth as against depth of knowledge and skills may vary between qualifications granted at this level.

Distinguishing Features of Learning Outcomes

Do the competencies or learning outcomes enable an individual with this qualification to:

- demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas
- analyse and plan approaches to technical problems or management requirements
- transfer and apply theoretical concepts and/or technical or creative skills to a range of situations
- evaluate information, using it to forecast for planning or research purposes
- take responsibility for own outputs in relation to broad quantity and quality parameters
- take some responsibility for the achievement of group outcomes.

Advanced Diploma

Characteristics of Learning Outcomes

Breadth, depth and complexity involving analysis, design, planning, execution and evaluation across a range of technical and/or management functions including development of new criteria or applications or knowledge or procedures.

The application of a significant range of fundamental principles and complex techniques across a wide and often unpredictable variety of contexts in relation to either varied or highly specific functions. Contribution to the development of a broad plan, budget or strategy is involved and accountability and responsibility for self and others in achieving the outcomes is involved.

Applications involve significant judgement in planning, design, technical or leadership/guidance functions related to products, services, operations or procedures.

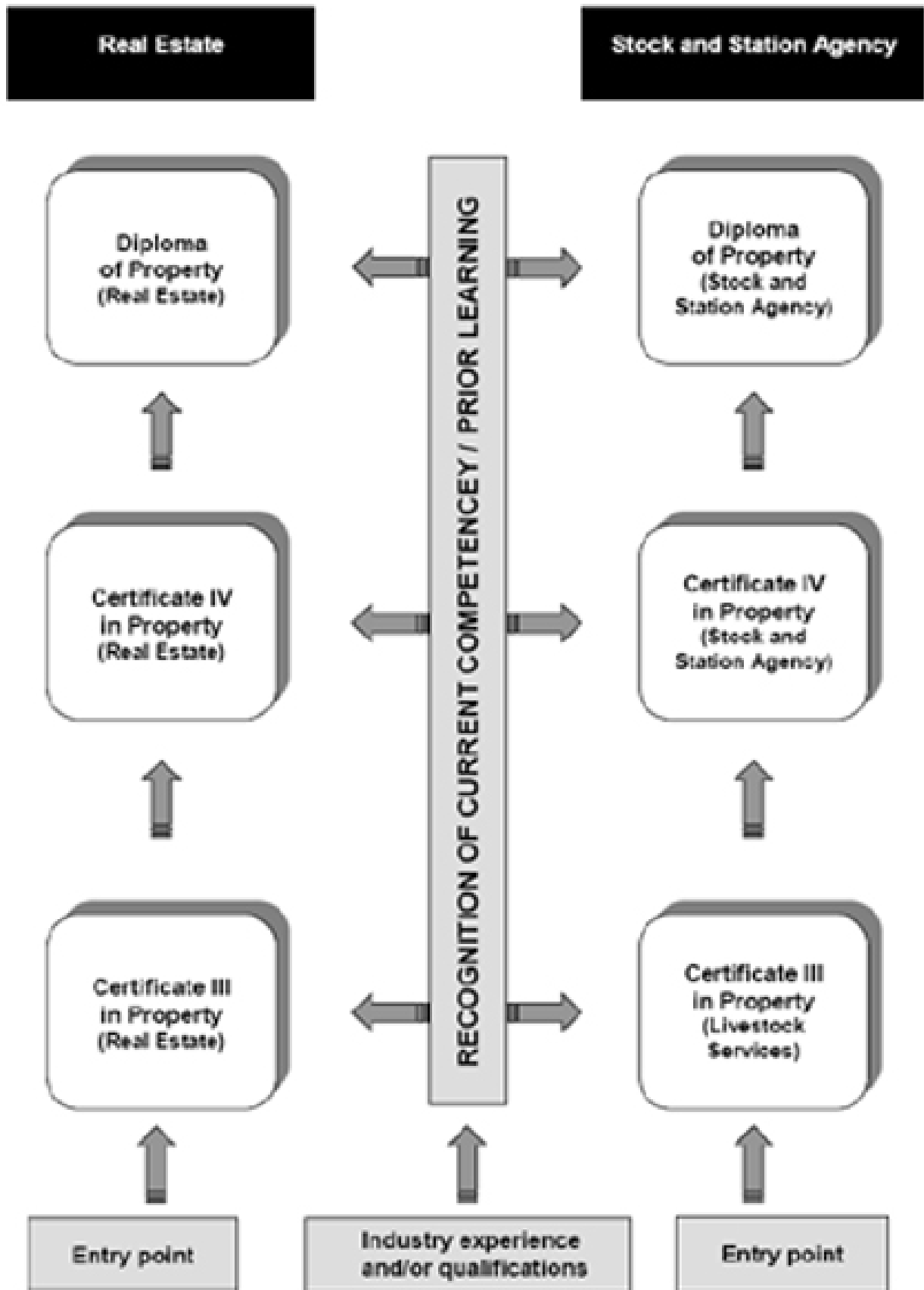
The degree of emphasis on breadth as against depth of knowledge and skills may vary between qualifications granted at this level.

Distinguishing Features of Learning Outcomes

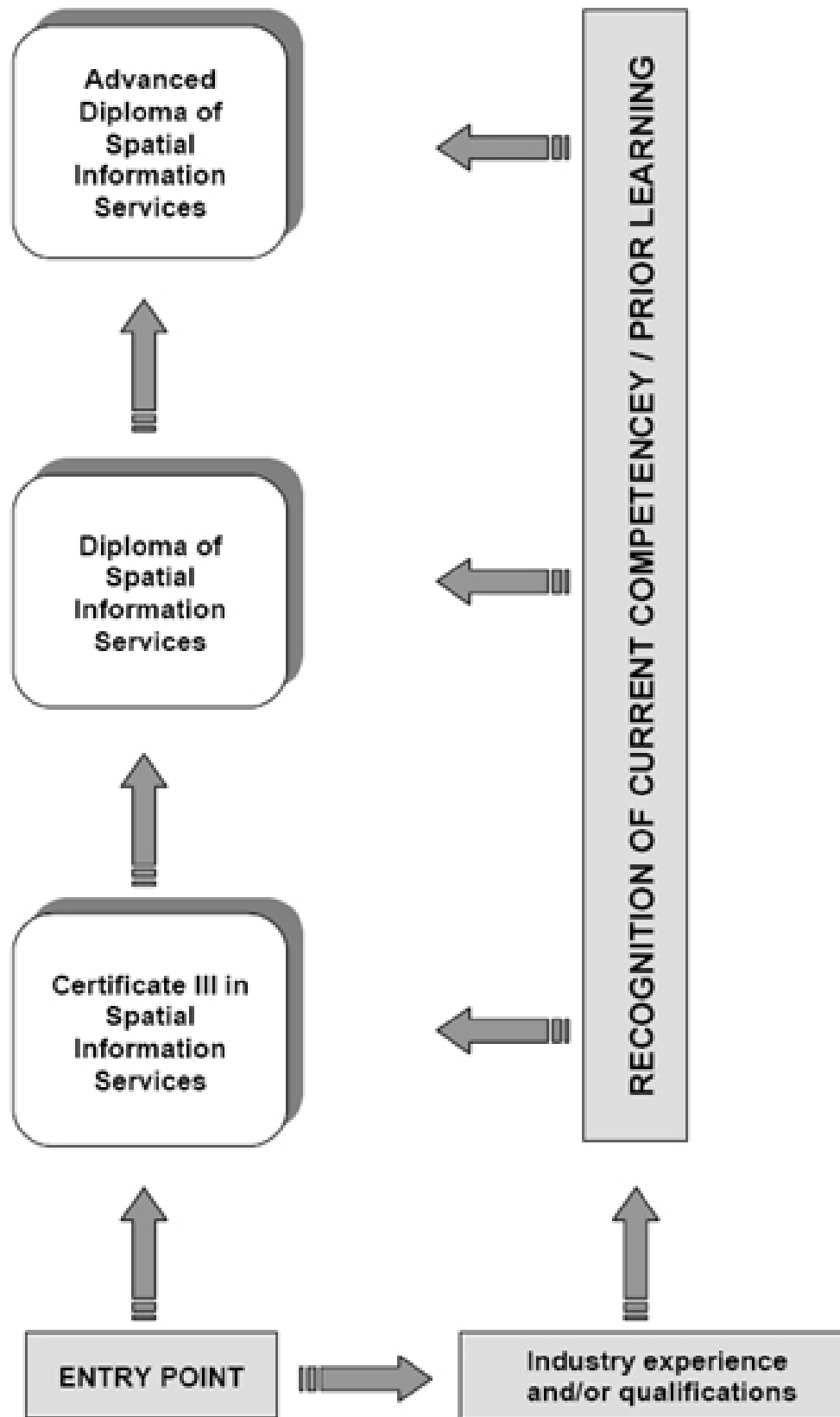
Do the competencies or learning outcomes enable an individual with this qualification to:

- demonstrate understanding of specialised knowledge with depth in some areas
- analyse, diagnose, design and execute judgements across a broad range of technical or management functions
- generate ideas through the analysis of information and concepts at an abstract level
- demonstrate a command of wide-ranging, highly specialised technical, creative or conceptual skills
- demonstrate accountability for personal outputs within broad parameters
- demonstrate accountability for personal and group outcomes within broad parameters.

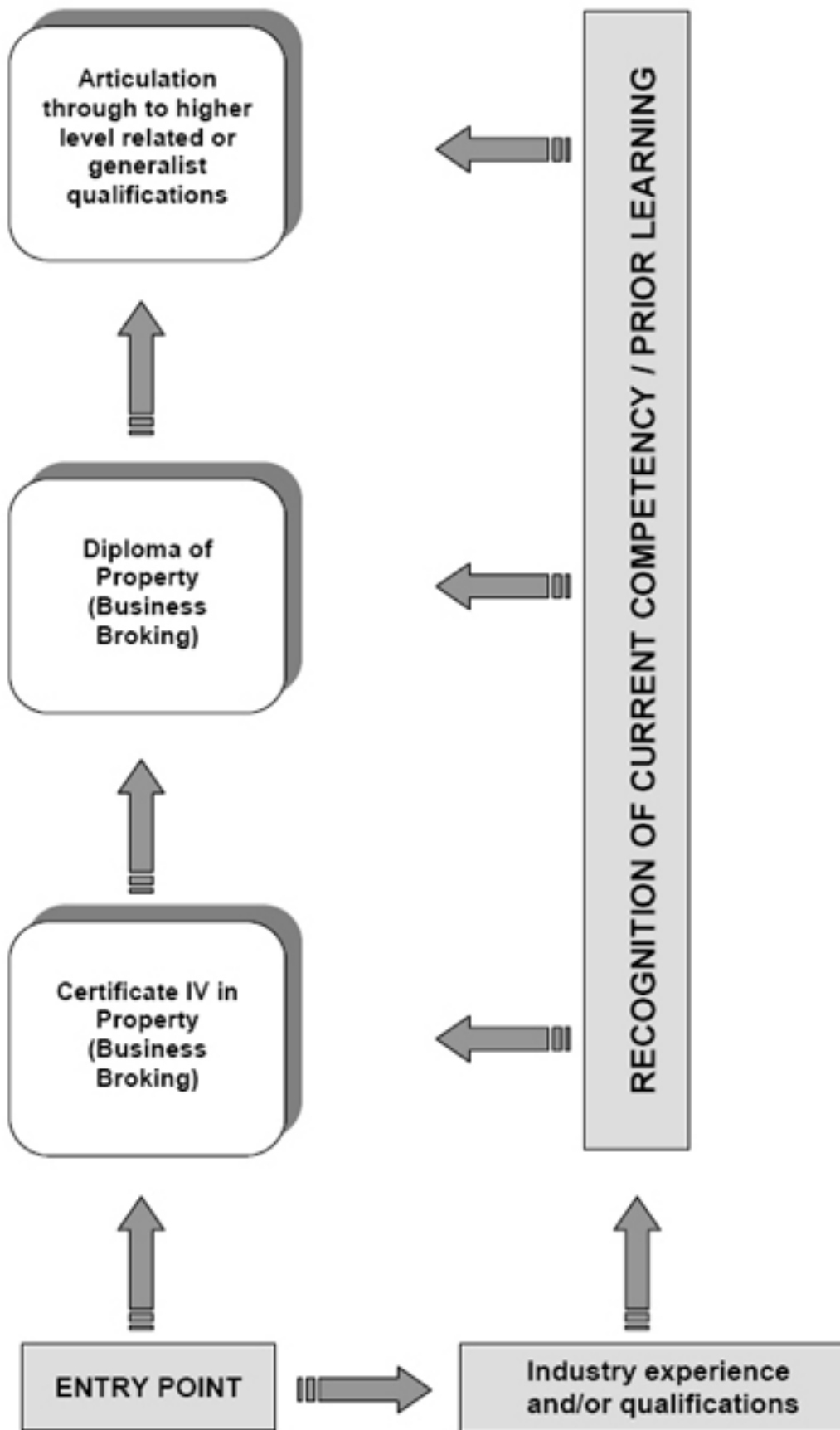
Real Estate/Stock and Station Agency Qualification Flowchart



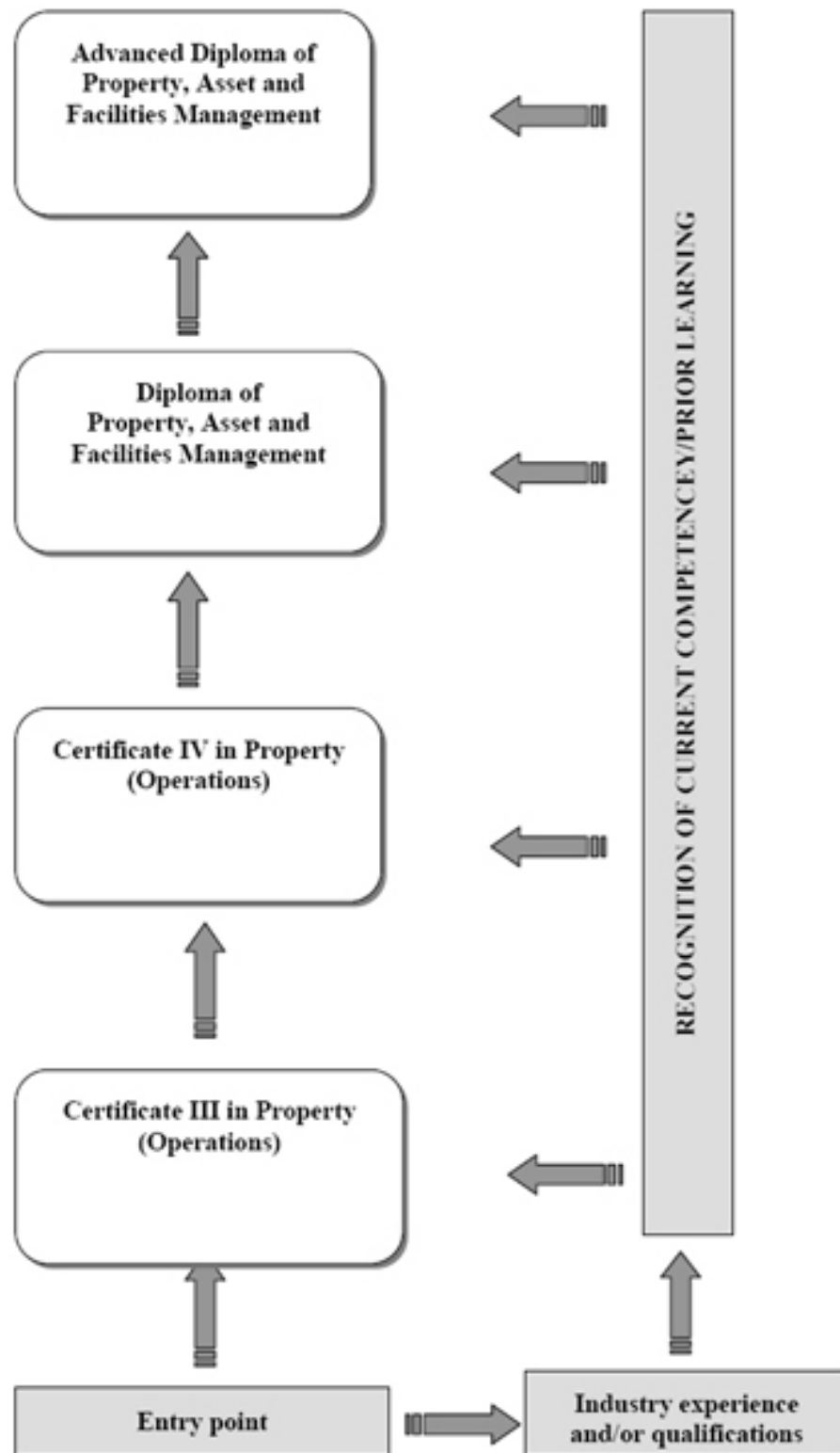
Spatial Information Services Qualification Flowchart



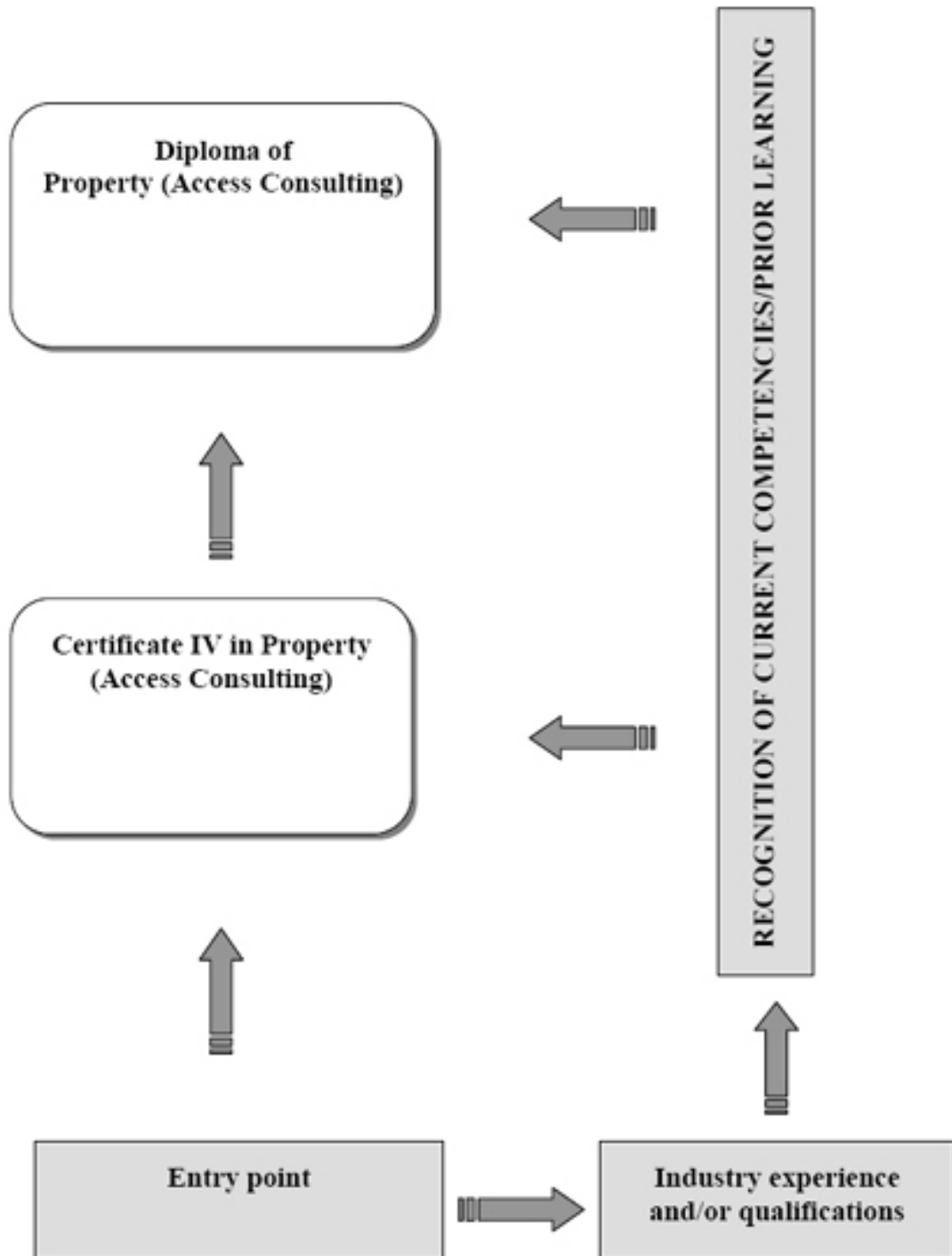
Business Broking Qualification Flowchart



Property Operations and Development Qualifications Flowchart



Access Consulting qualifications flowchart



Assessment Guidelines

Introduction

These Assessment Guidelines provide the endorsed framework for assessment of units of competency in this Training Package. They are designed to ensure that assessment is consistent with the Australian Quality Training Framework (AQTF) *Standards for Registered Training Organisations*. Assessments against the units of competency in this Training Package must be carried out in accordance with these Assessment Guidelines.

Assessment System Overview

This section provides an overview of the requirements for assessment when using this Training Package, including a summary of the AQTF requirements; licensing/registration requirements; and assessment pathways.

Benchmarks for Assessment

Assessment within the National Training Framework is the process of collecting evidence and making judgements about whether competency has been achieved to confirm whether an individual can perform to the standards expected in the workplace, as expressed in the relevant endorsed unit of competency.

In the areas of work covered by this Training Package, the endorsed units of competency are the benchmarks for assessment. As such, they provide the basis for nationally recognised Australian Qualifications Framework (AQF) qualifications and Statements of Attainment issued by Registered Training Organisations (RTOs).

Australian Quality Training Framework Assessment Requirements

Assessment leading to nationally recognised AQF qualifications and Statements of Attainment in the vocational education and training sector must meet the requirements of the AQTF as expressed in the *Standards for Registered Training Organisations*.

The *Standards for Registered Training Organisations* can be downloaded from the DEST website at www.dest.gov.au or can be obtained in hard copy from DEST. The following points summarise the assessment requirements under the AQTF.

Registration of Training Organisations

Assessment must be conducted by, or on behalf of, an RTO formally registered by a State or Territory Registering/Course Accrediting Body in accordance with the *Standards for Registered Training Organisations*. The RTO must have the specific units of competency and/or AQF qualifications on its scope of registration. See Section 1 of the *Standards for Registered Training Organisations*.

Quality Training and Assessment

Each RTO must have systems in place to plan for and provide quality training and assessment across all its operations. See Standard 1 of the *Standards for Registered Training Organisations*.

Assessor Competency Requirements

Each person involved in training, assessment or client service must be competent for the functions they perform. See Standard 7 of the *Standards for Registered Training Organisations* for assessor competency requirements. Standard 7 also specifies the competencies that must be held by trainers.

Assessment Requirements

The RTO's assessments must meet the requirements of the endorsed components of Training Packages within its scope of registration. See Standard 8 of the *Standards for Registered Training Organisations*.

Assessment Strategies

Each RTO must identify, negotiate, plan and implement appropriate learning and assessment strategies to meet the needs of each of its clients. See Standard 9 of the *Standards for Registered Training Organisations*.

Mutual Recognition

Each RTO must recognise the AQF qualifications and Statements of Attainment issued by any other RTO. See Standard 5 of the *Standards for Registered Training Organisations*.

Access and Equity and Client Services

Each RTO must apply access and equity principles, provide timely and appropriate information, advice and support services that assist clients to identify and achieve desired outcomes. This may include reasonable adjustment in assessment. See Standard 6 of the *Standards for Registered Training Organisations*.

Partnership Arrangements

RTOs must have, and comply with, written agreements with each organisation providing training and/or assessment on its behalf. See Standard 1.6 of *Standards for Registered Training Organisations*.

Recording Assessment Outcomes

Each RTO must have effective administration and records management procedures in place, and must record AQF qualifications and Statements of Attainment issued. See Standards 4 and 10.2 of the *Standards for Registered Training*.

Issuing AQF Qualifications and Statement of Attainment

Each RTO must issue AQF qualifications and Statements of Attainment that meet the requirements of the *AQF Implementation Handbook* and the endorsed Training Packages within the scope of its registration. An AQF qualification is issued once the full requirements for a qualification, as specified in the nationally endorsed Training Package are met. A Statement of Attainment is issued where the individual is assessed as competent against fewer units of competency than required for an AQF qualification. See Standard 10 and Section 2 of the *Standards for Registered Training Organisations*.

Licensing/registration requirements

This section provides information on licensing/registration requirements for this Training Package, with the following important disclaimer.

Licensing and registration requirements that apply to specific industries, and vocational education and training, vary between each State and Territory, and can regularly change. The developers of this Training Package, and ANTA, consider that the licensing/registration requirements described in this section apply to RTOs, assessors or candidates with respect to this Training Package. While reasonable care has been taken in its preparation, the developers of this Training Package and ANTA cannot guarantee that the list is definitive or accurate at the time of reading; the information in this section is provided in good faith on that basis.

The Australian property industry licensing/regulatory environment is administered currently by departments, boards or offices in the eight States/Territories. Generally, across all Australian jurisdictions persons seeking to conduct business in the property industry must meet the requirements

of, and gain, a 'real estate licence' to operate.

ACT	Agents Board of the ACT PO Box 960 CIVIC SQUARE ACT 2608 Phone (02) 6205 0603 www.fairtrading.act.gov.au Link to Agents Board from this URL
New South Wales	NSW Department of Fair Trading 1 Fitzwilliam Street PARRAMATTA NSW 2150 Phone (02) 9619 8733 www.fairtrading.nsw.gov.au
Northern Territory	Agents Licensing Board GPO Box 4160 DARWIN NT 0801 Phone (08) 8999 6962 www.nt.gov.au
Queensland	Office of Fair Trading Client Services Branch GPO Box 3111 BRISBANE QLD 4001 Phone (07) 3245 1523 www.fairtrading.qld.gov.au
South Australia	Office of Consumer & Business Affairs Business and Occupational Services GPO Box 1719 ADELAIDE SA 5001 Phone (08) 8204 9686 www.ocba.sa.gov.au
Tasmania	Auctioneers' & Real Estate Agents' Council of Tasmania 2 Davey Street HOBART TAS 7000 Phone (03) 6234 2700 www.thecouncil.com.au
Victoria	Business Licensing Authority 452 Flinders Street MELBOURNE VIC 3000 Phone (03) 9627 7299 www.bla.vic.gov.au
Western Australia	Real Estate Agents & Business Agents Supervisory Board 219 St Georges Terrace PERTH WA 6000

	Phone (08) 9282 0871 www.reba.wa.gov.au
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Real Estate and Stock and Station Agency

In order to conduct assessment for statutory licensing or other industry registration requirements, assessors may have to meet additional requirements. Similarly, selected units of competency and qualifications in this Training Package have been identified as forming a basis for a range of statutory licensing and registration systems. Currently, however, licensing requirements in the property services industry (Real Estate and Stock and Station Agency sectors) vary across jurisdictions.

RTOs and candidates should contact the relevant licensing body in their State/Territory for specific advice in relation to Real Estate and Stock and Station Agents licence requirements. Please refer to the table above following for contact details across jurisdictions.

Spatial Information Services

Licensing and regulatory arrangements do not affect the Spatial Information Services vocational qualifications. There are some State/Territory variations in the licensing requirements for some vocations that fall under the banner of Spatial Information Services but licensing applies at a higher level than the qualifications offered by this Training Package.

Business Broking

Persons seeking to conduct business sales transactions must meet the requirements of, and gain, a 'licence' to operate. In the development of the Business Broking competency standards care has been taken to identify aspects of competence required in the area of business sales by licensing authorities. The development of the Business Broking standards may lead to opportunities for mutual recognition and national consistency in the area of licensing. The proposed qualifications may provide a base for portability of registration across jurisdictions. Flexible use of required electives may assist where there are different requirements. Business Broking units of competency may also be appropriate for Continuing Professional Development (CPD) purposes.

Candidates should contact the relevant licensing body in their State/Territory for specific advice in relation to Real Estate and/or Business Broking licence requirements in their State/Territory (refer table at the beginning of this section for details).

Property Operations and Development

In the development of the Property Operations and Development competency standards care has been taken to identify aspects of competency required by licensing authorities. The development of the Property Operations and Development competency standards may lead to opportunities for mutual recognition and national consistency in the area of licensing. The proposed qualifications may provide a base for portability of registration across jurisdictions. Flexible use of required electives may assist where there are different requirements. The Property Operations and Development units of competency may also be appropriate for Continuing Professional Development (CPD) purposes.

Candidates should contact the relevant licensing body for specific advice in relation to licence requirements in their State or Territory (refer table at the beginning of this section for details).

Access Consulting

The developers of this Training Package consider that no licensing or registration requirements apply to RTOs, assessors or candidates with respect to the Access Consulting sector of this Training Package. However, a number of state and territory building regulatory authorities may decide to introduce licensing or registration requirements for access consultants upon the introduction of the Disability Discrimination Act Premises Standard if they are providing advice on access issues in relation to buildings. Contact the relevant state or territory department(s) to check if there are any licensing or

registration requirements with which you must comply.

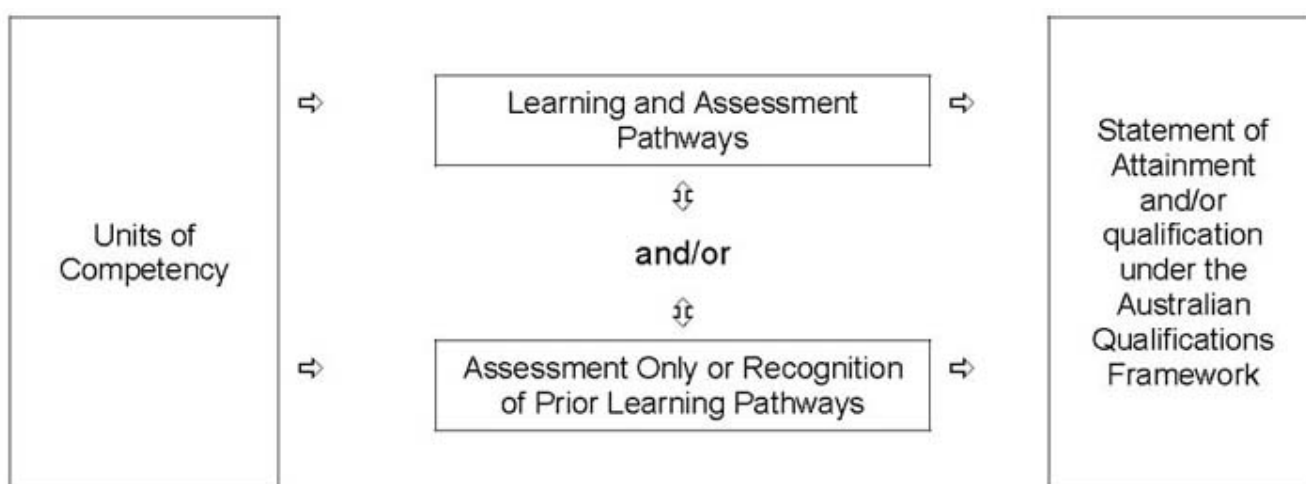
Issues concerning the anticipated impact of regulatory requirements have been integrated into the performance criteria of the relevant units and must be reflected in the assessment process.

Pathways

The competencies in this Training Package may be attained in a number of ways including through:

- formal or informal education and training
- experiences in the workplace
- general life experience, and/or
- any combination of the above.

Assessment under this Training Package leading to an AQF qualification or Statement of Attainment may follow a learning and assessment pathway, an assessment-only or recognition pathway, or a combination of the two as illustrated in the following diagram.



Each of these assessment pathways leads to full recognition of competencies held - the critical issue is that the candidate is competent, not how the competency was acquired.

Assessment, by any pathway, must comply with the assessment requirements set out in the *Standards for Registered Training Organisations*.

Learning and Assessment Pathways

Usually, learning and assessment are integrated, with assessment evidence being collected and feedback provided to the candidate at anytime throughout the learning and assessment process.

Learning and assessment pathways may include structured programs in a variety of contexts using a range of strategies to meet different learner needs. Structured learning and assessment programs could be: group-based, work-based, project-based, self-paced, action learning-based; conducted by distance or e-learning; and/or involve practice and experience in the workplace.

Learning and assessment pathways to suit New Apprenticeships have a mix of formal structured training and structured workplace experience with formative assessment activities through which candidates can acquire and demonstrate skills and knowledge from the relevant units of competency.

Assessment-Only or Recognition of Prior Learning Pathway

Competencies already held by individuals can be formally assessed against the units of competency in this Training Package, and should be recognised regardless of how, when or where they were achieved.

In an assessment-only or Recognition of Prior Learning (RPL) pathway, the candidate provides current, quality evidence of their competency against the relevant unit of competency. This process may be directed by the candidate and verified by the assessor, such as in the compilation of portfolios; or directed by the assessor, such as through observation of workplace performance and skills application, and oral and/or written assessment. Where the outcomes of this process indicate that the candidate is competent, structured training is not required. The RPL requirements of Standard 8.2 of the *Standards for Registered Training Organisations* must be met.

As with all assessment, the assessor must be confident that the evidence indicates that the candidate is currently competent against the endorsed unit of competency. This evidence may take a variety of forms and might include certification, references from past employers, testimonials from clients, and work samples. The onus is on candidates to provide sufficient evidence to satisfy assessors that they currently hold the relevant competencies. In judging evidence, the assessor must ensure that the evidence of prior learning is:

- authentic (the candidate's own work)
- valid (directly related to the current version of the relevant endorsed unit of competency)
- reliable (shows that the candidate consistently meets the endorsed unit of competency)
- current (reflects the candidate's current capacity to perform the aspect of the work covered by the endorsed unit of competency), and
- sufficient (covers the full range of elements in the relevant unit of competency and addresses the four dimensions of competency, namely task skills, task management skills, contingency management skills, and job/role environment skills).

The assessment only or recognition of prior learning pathway is likely to be most appropriate in the following scenarios:

- candidates enrolling in qualifications who want recognition for prior learning or current competencies
- existing workers
- individuals with overseas qualifications
- recent migrants with established work histories
- people returning to the workplace, and
- people with disabilities or injuries requiring a change in career.

Combination of Pathways

Where candidates for assessment have gained competencies through work and life experience and gaps in their competence are identified, or where they require training in new areas, a combination of pathways may be appropriate.

In such situations, the candidate may undertake an initial assessment to determine their current competency. Once current competency is identified, a structured learning and assessment program ensures that the candidate acquires the required additional competencies identified as gaps.

Assessor Requirements

This section identifies the mandatory competencies for assessors, and clarifies how others may contribute to the assessment process where one person alone does not hold all the required competencies.

Assessor Competencies

The *Standards for Registered Training Organisations* specify mandatory competency requirements for assessors. For information, Standard 7.3 from the *Standards for Registered Training Organisations* follows:

- 7.3 a The RTO must ensure that assessments are conducted by a person who has:
- i the following competencies¹ from the Training Package for Assessment and Workplace Training, or demonstrated equivalent competencies:
 - a TAAASS401A Plan and organise assessment;
 - b TAAASS402A Assess competence;
 - c TAAASS404A Participate in assessment validation;
 - ii relevant vocational competencies, at least to the level being assessed.
- b However, if a person does not have all of the competencies in Standards 7.3 a (i) and the vocational competencies as defined in 7.3 a (ii), one person with the competencies listed in Standard 7.3 a (i), and one or more persons who have the competencies listed in Standard 7.3 a (ii) may work together to conduct assessments.

¹ A person who holds the competencies BSZ401A Plan assessment, BSZ402A Conduct assessment, and BSZ403A Review assessment from the Training Package for Assessment and Workplace Training will be accepted for the purposes of this standard. A person who has demonstrated equivalent competencies to BSZ401A and BSZ402A and BSZ403A in the period up to 12 months following publication of the Training and Assessment Training Package will also be accepted for the purposes of this standard.

Designing Assessment Tools

This section provides an overview on the use and development of assessment tools.

Use of Assessment Tools

Assessment tools provide a means of collecting the evidence that assessors use in making judgements about whether candidates have achieved competency.

There is no set format or process for the design, production or development of assessment tools. Assessors may use prepared assessment tools, such as those specifically developed to support this Training Package, or they may develop their own.

Using Prepared Assessment Tools

If using prepared assessment tools, assessors should ensure these are benchmarked, or mapped, against the current version of the relevant unit of competency. This can be done by checking that the materials are listed on the National Training Information Service (<http://www.ntis.gov.au>). Materials on the list have been noted by the National Training Quality Council as meeting their quality criteria for Training Package support materials.

Developing Assessment Tools

When developing assessment tools, assessors must ensure that they:

- are benchmarked against the relevant unit or units of competency
- are reviewed as part of the validation of assessment strategies as required under 9.2 (i) of the *Standards for Registered Training Organisations*
- meet the assessment requirements expressed in the *Standards for Registered Training Organisations*, particularly Standards 8 and 9.

A key reference for assessors developing assessment tools is TAA04 Training and Assessment Training Package and the unit of competency TAAASS403A *Develop assessment tools*. There is no set format or process for the design, production or development of assessment materials.

Conducting Assessment

This section details the mandatory assessment requirements and provides information on equity in assessment including reasonable adjustment.

Mandatory Assessment Requirements

Assessments must meet the criteria set out in Standard 8 from the *Standards for Registered Training Organisations*. For information, Standard 8 from the *Standards for Registered Training Organisations* is reproduced below.

8 RTO Assessments

The RTO's assessments meet the requirements of the endorsed components of Training Packages and the outcomes specified in accredited courses within the scope of its registration.

8.1 The RTO must ensure that assessments (including RPL):

- i. comply with the assessment guidelines included in the applicable nationally endorsed Training Packages or the assessment requirements specified in accredited courses;
- ii. lead to the issuing of a statement of attainment or qualification under the AQF when a person is assessed as competent against nationally endorsed unit(s) of competency in the applicable Training Package or modules specified in the applicable accredited course;
- iii. are valid, reliable, fair and flexible;
- iv. provide for applicants to be informed of the context and purpose of the assessment and the assessment process;
- v. where relevant, focus on the application of knowledge and skill to standard of performance required in the workplace and cover all aspects workplace performance, including task skills, task management skills, contingency management skills and job role environment skills;
- vi. involve the evaluation of sufficient evidence to enable judgements to be made about whether competency has been attained;
- vii. provide for feedback to the applicant about the outcomes of the assessment process and guidance on future options in relation to those outcomes;
- viii. are equitable for all persons, taking account of individual needs relevant to the assessment; and
- ix. provide for reassessment on appeal.

8.2 a The RTO must ensure that RPL is offered to all applicants on enrolment

- b The RTO must have an RPL process that:
- i. is structured to minimise the time and cost to applicants; and
 - ii. provides adequate information, support and opportunities for participants to engage in the RPL process.

Access and Equity

An individual's access to the assessment process should not be adversely affected by restrictions placed on the location or context of assessment beyond the requirements specified in this Training Package.

Reasonable adjustments can be made to ensure equity in assessment for people with disabilities. Adjustments include any changes to the assessment process or context that meet the individual needs of the person with a disability, but do not change competency outcomes. Such adjustments are considered 'reasonable' if they do not impose an unjustifiable hardship on a training provider or employer. When assessing people with disabilities, assessors are encouraged to apply good practice assessment methods with sensitivity and flexibility.

Further Sources of Information

The section provides a listing of useful contacts and resources to assist assessors in planning, designing, conducting and reviewing of assessments against this Training Package.

Contacts

Australian Training Products Ltd
Level 25, 150 Lonsdale Street
MELBOURNE VIC 3000
PO Box 12211
A'Beckett Street Post Office
MELBOURNE VIC 8006
Telephone: (03) 9655 0600
Fax: (03) 9639 4684
Web: www.atpl.net.au
Email: sales@atpl.net.au

Innovation and Business Industry Skills Council
Building B, Level 2
192 Burwood Road
HAWTHORN VIC 3122
Telephone: (03) 9815 7000
Fax: (03) 9815 7001
Email: virtual@ibsa.org.au

General Resources

Refer to <http://antapubs.dest.gov.au/publications/search.asp> to locate the following ANTA publications.

AQF Implementation Handbook, third Edition. Australian Qualifications Framework Advisory Board, 2002, aqf.edu.au

Australian Quality Training Framework (AQTF) - for general information go to:
www.dest.gov.au/sectors

Australian Quality Training Framework (AQTF) - for resources and information go to:
www.dest.gov.au

Australian Quality Training Framework Standards for Registered Training Organisations, Australian National Training Authority, Melbourne, 2005. Available in hard copy from State and Territory Training Authorities or can be downloaded from www.dest.gov.au

TAA04 Training and Assessment Training Package. This is available from the Innovation and Business Skills Australia (IBSA) Industry Skills Council and can be viewed, and components downloaded, from the National Training Information Service (NTIS). National Training Information Service, an electronic database providing comprehensive information about RTOs, Training Packages and accredited courses – www.ntis.gov.au *Style Guide for Training Package Support Materials*, Australian National Training Authority, Melbourne, 2003. Can be downloaded from the ANTA page at www.dest.gov.au

Assessment Resources

Training Package Assessment Guides - a range of resources to assist RTOs in developing Training Package assessment materials developed by DEST with funding from the Department of Education, Training and Youth Affairs. It is made up of 10 separate titles, as described at the ANTA publications page of www.dest.gov.au. Go to www.resourcegenerator.gov.au/loadpage.asp?TPAG.htm

Printed and/or CD ROM versions of the Guides can be purchased from Australian Training Products

(ATP). The resource includes the following guides:

- 1 Training Package Assessment Materials Kit
- 2 Assessing Competencies in Higher Qualifications
- 3 Recognition Resource
- 4 Kit to Support Assessor Training
- 5 Candidate's Kit: Guide to Assessment in New Apprenticeships
- 6 Assessment Approaches for Small Workplaces
- 7 Assessment Using Partnership Arrangements
- 8 Strategies for ensuring Consistency in Assessment
- 9 Networking for Assessors
- 10 Quality Assurance Guide for Assessment

An additional guide "Delivery and Assessment Strategies" has been developed to complement these resources.

Assessment Tool Design and Conducting Assessment

VETASSESS & Western Australian Department of Training and Employment 2000, *Designing Tests - Guidelines for designing knowledge based tests for Training Packages*. Vocational Education and Assessment Centre 1997, *Designing Workplace Assessment Tools, A self-directed learning program*, NSW TAFE.

Manufacturing Learning Australia 2000, *Assessment Solutions*, Australian Training Products, Melbourne.

Rumsey, David 1994, *Assessment practical guide*, Australian Government Publishing Service, Canberra.

Assessor Training

Australian Committee on Training Curriculum (ACTRAC) 1994, *Assessor training program - learning materials*, Australian Training Products, Melbourne.

Australian National Training Authority, *A Guide for Professional Development*, ANTA, Brisbane.

Australian Training Products Ltd *Assessment and Workplace Training, Training Package - Toolbox*, ATPL Melbourne.

Green, M, et al. 1997, *Key competencies professional development Package*, Department for Education and Children's Services, South Australia.

Victorian TAFE Association 2000, *The professional development CD: A learning tool*, VTA, Melbourne.

Assessment System Design and Management

Office of Training and Further Education 1998, *Demonstrating best practice in VET project - assessment systems and processes*, OTFE Victoria.

Toop, L., Gibb, J. & Worsnop, P. *Assessment system designs*, Australian Government Publishing Service, Canberra.

Western Australia Department of Training and VETASSESS 1998, *Kit for Skills Recognition Organisations*, WADOT, Perth.

PRDAC401A

Apply disability awareness to assessing access situations

Unit Descriptor

This unit specifies the competency required to apply the knowledge of disability to the implementation of the Disability Discrimination Act (DDA) Premises Standard and relevant state and territory anti-discrimination legislation. Access consultants must understand the impact of environment on disability and the impact of disability on the environment. Access consultants must implement these skills and knowledge in all aspects of their work.

The unit requires the ability to work sensitively in relation to disability issues and to display appropriate attitudes when planning and implementing work that impacts on people with disabilities.

Application of the Unit

This unit of competency supports the full range of access consulting services. The application of disability awareness is fundamental to working as an access consultant. This unit of competency will support all aspects of the work of access consultants.

Unit Sector

Access Consulting

ELEMENT

PERFORMANCE CRITERIA

- | | |
|--|---|
| 1. Apply disability awareness when dealing with clients. | 1.1 Current definitions of disability as defined in <i>legislation</i> are understood and applied.
1.2 Contemporary <i>definitions of disability discrimination</i> as defined in legislation are understood and applied.
1.3 The impact of the <i>disabilities</i> is addressed when dealing with <i>clients</i> . |
| 2. Apply disability awareness when assessing environmental and service issues. | 2.1 Disability awareness is applied when assessing environmental and service issues.
2.2 Barriers to full participation in the community by people with disabilities are identified. |
| 3. Apply disability awareness when determining appropriate actions. | 3.1 The effect of the disabilities on the need for environmental modification is identified and applied.
3.2 The relationship between the modification to the environment and the <i>benefit</i> to people with disabilities is understood and applied when determining appropriate actions.
3.3 Appropriate environmental modifications are designed based on the needs of people with disabilities. |

KEY COMPETENCIES

The seven key competencies represent generic skills considered necessary for effective participation by an individual in the workplace.

Performance Level 1 - at this level the candidate is required to undertake tasks effectively.

Performance Level 2 - at this level the candidate is required to manage tasks.

Performance Level 3 - at this level the candidate is required to use concepts for evaluating and reshaping tasks.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Interviewing the person with a disability to determine the impact of their disabilities and identify access needs.	3
Collecting analysing and organising information	Obtaining information from a range of sources including discussions with colleagues, interviewing the client and undertaking research; and analysing this information to develop potential solutions to meet the access needs of people with disabilities.	3
Planning and organising activities	Planning and scheduling interviews and client meetings.	1
Working with others and in teams	Collaborating with colleagues in determining the impact of the disabilities in relation to access requirements.	1
Using mathematical ideas and techniques	Not applicable in this unit.	-
Solving problems	Identifying and assessing environmental barriers in order to develop appropriate access solutions for people with disabilities.	3
Using technology	Sourcing, organising, recording and presenting information in suitable formats for future retrieval.	1

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.

Legislation may include:

- Australian standards
- Building Code of Australia
- DDA
- DDA Education Standard
- DDA Premises Standard
- DDA Transport Standard
- state and territory anti-discrimination and building legislation.

Definitions of disability discrimination are:

- included in the commonwealth, state and territory anti-discrimination legislation.

Disabilities may include:

- physical
 - ambulant
 - non-ambulant
- sensory
 - vision
 - hearing
- neurological
 - intellectual
- learning
- psychiatric
- physical disfigurement
- the presence in the body of disease-causing organisms.

Clients may include:

- building owners and managers
- building designers
- builders
- building certifiers and surveyors
- educational authorities
- educational service providers
- community service providers
- health service providers
- other providers of services to the public e.g. shops
- professionals
- transport providers
- transport operators
- public utilities.

Benefit may include:

- overcoming the barriers to accessing the community and can be conceptualised in a framework such as the Enabler Model
- people with disabilities benefit from the removal of access barriers through the ability to access the community and all it provides
- the community benefits from the financial and social contribution of people with disabilities.

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
 - developing practical and effective access solutions to the full range of environmental barriers to permit people with disabilities to live independent and productive lives in the community
 - complying with occupational health and safety 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.

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required knowledge and understanding include:

- all disabilities
- commonwealth, state and territory anti-discrimination legislation
- industry codes of practice and ethics
- limitations of work role, responsibility and professional abilities
- organisational and professional procedures, ethical practices and business standards
- privacy legislation and confidentiality requirements
- processes for recording data and administering records
- relevant commonwealth, state and territory building legislation and Australian standards
- 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)
- application skills to:
 - apply relevant codes of practice and other legislative requirements to work processes
- communication skills to:
 - explain clearly information on disabilities and disability issues
 - consult effectively with clients
 - impart knowledge and ideas through oral, written and visual means
 - negotiate appropriate access solutions with clients to meet the needs of people with disabilities
- 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
- literacy skills to:
 - assess and use workplace information
 - read and interpret legislation regarding disability and disability discrimination
 - read and understand information on the nature of disabilities
 - read and record data
- organisational skills to:
 - prepare and administer documentation
 - implement organisational policies and procedures

- problem-solving skills to:
 - assess environmental barriers and develop appropriate access solutions.

PRDAC402A

Apply building control legislation to assess small-scale buildings for access

Unit Descriptor

This unit specifies the competency required to identify, interpret and apply relevant building control legislation when assessing the accessibility of small-scale residential and commercial buildings. It includes understanding the Australian common law system and the various sources of law applicable to the accessibility of small-scale building developments, and identifying and applying the relevant professional code of practice required for the assessment and inspection of buildings.

The unit is based on BCGSV5008A Applying building control legislation to building surveying.

Application of the Unit

This unit of competency supports a number of access consulting services, including conducting a range of access audits, assessing building plans for access, working with development teams and providing advice on building renovations.

Unit Sector

Access Consulting

ELEMENT

PERFORMANCE CRITERIA

- | | |
|--|---|
| 1. Analyse the Australian administrative legal system. | <ul style="list-style-type: none"> 1.1 Differences between common law, statute law, delegated legislation and local government law are analysed and documented. 1.2 Civil law and examples of civil action relevant to building accessibility of small-scale buildings are identified and interpreted. 1.3 Administrative law relevant to building accessibility is identified and interpreted. 1.4 Individual elements of judicial review legislation are identified, interpreted and documented. |
| 2. Describe the procedures and benefits of enforcing the law. | <ul style="list-style-type: none"> 2.1 Relevant building control legislation is identified and understood in accordance with organisational requirements . 2.2 Legislative benefits and examples of building accessibility enforcement are identified, reviewed and documented. 2.3 Major regulatory enforcement strategies are identified, reviewed and documented. 2.4 Processes for addressing non-compliance issues are identified and appropriate documentation is prepared in a format suitable for review by a building certifier. |
| 3. Identify and implement the professional code of practice applicable to the assessment of access in small-scale buildings. | <ul style="list-style-type: none"> 3.1 The code of practice required by the building industry regulator is identified and interpreted in accordance with organisational requirements. 3.2 Concepts regarding duty of care as it relates to common law are identified and documented. 3.3 Concepts regarding conflict of interest as specified by relevant legislation are identified, acknowledged and guidance is sought from relevant persons . |

4. Identify the responsibilities and liabilities of access consultants and building certifiers and maintain effective working relationships.
- 4.1 **Responsibilities** and liabilities of access consultants are identified and documented.
- 4.2 Responsibilities and statutory duties of building certifiers as specified by relevant legislation are identified and documented.
- 4.3 Strategies for developing and maintaining effective working relationships between access consultants and building certifiers are implemented.

KEY COMPETENCIES

The seven key competencies represent generic skills considered necessary for effective participation by an individual in the workplace.

Performance Level 1 - at this level the candidate is required to undertake tasks effectively.

Performance Level 2 - at this level the candidate is required to manage tasks.

Performance Level 3 - at this level the candidate is required to use concepts for evaluating and reshaping tasks.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Identifying relevant legislation for the provision of access and discussing the impact of the various pieces of legislation.	2
Collecting analysing and organising information	Identifying relevant building control legislation and interpreting how it impacts on the provision of access.	2
Planning and organising activities	Planning activities to identify issues related to the provision of access in respect to common law and other impacting legislation.	2
Working with others and in teams	Discussing workplace roles and responsibilities to ensure a common shared understanding.	1
Using mathematical ideas and techniques	Not applicable in this unit.	-
Solving problems	Identifying and examining potential conflict of interest issues in a manner that meets the codes of practice and organisational requirements.	1
Using technology	Using workplace technology to store and retrieve information on relevant legislation and codes of practice.	1

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.

Relevant building control legislation may include:

- Building Code of Australia
- Australian standards
- Disability Discrimination Act (DDA)
- DDA Premises Standard
- state and territory building legislation
- local government Development Control Plan.

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
- 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, responsibility 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.

Code of practice may relate to:

- maintaining confidentiality
- using organisational property
- duty of care
- individual behaviour
- non-discriminatory practices
- misrepresentation
- clear communication of services offered and fee for services
- clear negotiation of fees.

Relevant person may include:

- professional indemnity insurer
- business partner
- colleague.

Responsibilities may include:

- working within own areas of competence
- working within the law
- maintaining a duty of care at all times in professional dealings
- providing contracted services to the standard specified in a timely and professional manner
- adhering to and implementing relevant industry codes of practice and ethics
- participating in continuous professional development programs.

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 and interpreting building and anti-discrimination legislation for the provision of access to small-scale buildings
 - interpreting relevant industry codes of practice and applying it to the personal work situation
 - identifying the processes for addressing issues of non-compliance with the relevant building control legislation
 - interpreting the responsibilities of building certifiers to ensure the provision of access to small-scale buildings
 - 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.

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required knowledge and understanding include:

- Australian legal system
- building and construction terminology and definitions
- commonwealth, state and territory anti-discrimination legislation
- disability awareness
- effective working relationships
- industry codes of practice and ethics
- legal terminology, definitions, processes and procedures used in standard court operations
- limitations of work role, responsibility and professional abilities
- organisational and professional procedures, ethical practices and business standards
- privacy legislation and confidentiality requirements
- processes for recording data and administering records
- processes for preparing and administering documentation
- relevant commonwealth, state and territory building legislation, local government regulations and Australian standards
- report writing
- research methods
- role and responsibilities of building certifiers.

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)
 - analyse the main features of the Australian legal system
 - interpret industry codes of practice and ethics
 - interpret and evaluate examples of civil action relevant to the provision of access
 - interpret the responsibilities of building certifiers as specified by legislation
- application skills to:
 - apply relevant codes of practice and other legislative requirements to work processes
 - apply disability awareness to work processes
- communication skills to:
 - explain clearly information on issues relating to the provision of access
 - impart knowledge and ideas through oral, written and visual means
 - maintain professional relationships and networks
- 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
- literacy skills to:
 - assess and use workplace information
 - interpret building industry terminology and jargon
 - read and interpret legal terminology, definitions, processes and procedures used in standard court operations
 - read and record data
- organisational skills to:
 - prepare and administer documentation
 - implement organisational policies and procedures
- research skills to:
 - source information to assist in interpreting legislation regarding the provision of access
 - source and interpret building legislative requirements
 - source and interpret case law on the provision of access
- technology skills to:
 - apply information technology and computer skills to prepare working documentation and reports.

PRDAC403A

Unit Descriptor

Assess construction plans

This unit specifies the competency required to work with clients to ensure that the construction plan provides adequate access for people with disabilities. Access consultants must be able to read and interpret construction plans and working drawings. Access consultants need to know the access requirements of the Disability Discrimination Act (DDA) Premises Standard, the Building Code of Australia and the relevant Australian standards in order to assess construction plans.

The unit requires the ability to communicate with clients on the interpretation and implementation of the DDA Premises Standard and building legislation.

Application of the Unit

This unit of competency supports a number of access consulting services, including providing specific advisory and audit services and assessing building plans for the provision of access for people with disabilities.

Unit Sector

Access Consulting

ELEMENT

PERFORMANCE CRITERIA

- | | |
|-----------------------------------|---|
| 1. Respond to client inquiry. | <p>1.1 The <i>client</i> requesting the assessment of construction plans is identified and their authority to act is established in accordance with <i>organisational requirements</i> .</p> <p>1.2 Client needs are discussed and confirmed using effective <i>interpersonal skills and communication techniques</i> in accordance with organisational requirements.</p> <p>1.3 Personal competence and organisational capability to respond to client needs are determined and assessed.</p> <p>1.4 Authority to proceed is negotiated with the client and documented in accordance with organisational requirements.</p> |
| 2. Establish client relationship. | <p>2.1 Contractual arrangements are negotiated, confirmed, documented and stored in accordance with client, organisational and <i>legislative requirements</i> .</p> <p>2.2 A <i>client brief</i> providing the required level of detail is requested and obtained in accordance with organisational requirements.</p> <p>2.3 <i>Site access arrangements</i> are negotiated and <i>relevant contact person</i> is identified in accordance with client, organisational and legislative requirements.</p> <p>2.4 Copies of all relevant construction plans and associated documentation are obtained.</p> |
| 3. Assess construction plans. | <p>3.1 A record of all documentation received is maintained in accordance with organisational requirements.</p> <p>3.2 All documentation is assessed against the access requirements of the <i>relevant legislation</i> .</p> <p>3.3 The extent of access compliance with building legislation is determined and recorded.</p> <p>3.4 Appropriate strategies for overcoming aspects of access non-compliance are developed and documented.</p> |

4. Prepare construction plan assessment report.
- 4.1 A report is prepared for the client in accordance with contractual arrangements and organisational requirements.
- 4.2 The draft construction plan assessment report is reviewed with *appropriate persons* in accordance with organisational requirements.
- 4.3 Feedback received from the review process is incorporated and the construction plan assessment report is completed.
5. Distribute and store the construction plan assessment report.
- 5.1 Documentation relating to the construction plan assessment report is prepared in accordance with organisational requirements.
- 5.2 Documentation of the construction plan assessment report is forwarded to the client in accordance with contractual arrangements.
- 5.3 A copy of the construction plan assessment report and associated documentation are recorded and retained for future reference in accordance with organisational and legislative requirements .

KEY COMPETENCIES

The seven key competencies represent generic skills considered necessary for effective participation by an individual in the workplace.

Performance Level 1 - at this level the candidate is required to undertake tasks effectively.

Performance Level 2 - at this level the candidate is required to manage tasks.

Performance Level 3 - at this level the candidate is required to use concepts for evaluating and reshaping tasks.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Preparing a report for the client containing all the relevant information upon completion of the construction plan's assessment.	3
Collecting analysing and organising information	Reading and interpreting construction plans and analysing data for inclusion in the assessment report provided to the client.	3
Planning and organising activities	Negotiating the scheduling of the assessment of the construction plan with the client to suit client requirements and other work priorities.	3
Working with others and in teams	Obtaining the assistance of work colleagues to review the draft construction plan assessment report.	2
Using mathematical ideas and techniques	Reviewing specifications and calculating the extent of the provision of access and comparing the proposed access provision to that specified in the building codes.	2
Solving problems	Comparing measurement data on the provision of access with the requirements specified in relevant legislation and standards.	1
Using technology	Recording, storing and retrieving data using word processing and other software packages.	1

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.

Client may include:

- architect
- owner and manager
- building designer
- builder
- building certifier and surveyor
- developer.

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
- occupational health and safety (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.

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.

Legislative requirements may be outlined and reflected in:

- Australian standards
- relevant commonwealth, state and territory legislation that affects organisational operation:
 - OHS
 - building
 - environmental
 - equal employment opportunity
 - industrial relations
 - anti-discrimination and diversity
- codes of practice
- local government regulations and by-laws
- privacy legislation
- quality assurance and certification requirements
- trade practices laws and guidelines.

Client brief will include:

- written instructions detailing requirements of the access consultant
- construction plans for assessment.

Site access arrangements may include:

- access and egress points
- keys, passes and security clearances
- OHS requirements, including personal protective equipment
- timing of access.

Relevant contact person may include:

- identified contact
- owner and manager
- site supervisor.

Relevant legislation may include:

- Australian standards
- Austroads traffic engineering guidelines
- Building Code of Australia
- DDA
- DDA Education Standard
- DDA Premises Standard
- DDA Transport Standard
- state and territory building legislation
- state and territory transport legislation
- local government building regulations
- local government transport regulations.

Appropriate person may include:

- another member of the assessment team
- business partner or colleague
- staff member.

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
 - reading and interpreting construction plans for the provision of access and identifying any areas of non-compliance with the relevant legislation
 - preparing a construction plan assessment report that complies with legislative requirements and fulfils contractual requirements
 - 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.

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required knowledge and understanding include:

- commonwealth, state and territory anti-discrimination legislation
- disability awareness
- efficient and effective customer service
- industry codes of practice and ethics
- limitations of work role, responsibility and professional abilities
- organisational and professional procedures, ethical practices and business standards
- 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 construction plans for the provision of access
- application skills to:
 - apply relevant codes of practice and other legislative requirements to work processes
 - apply disability awareness to work processes
- communication skills to:
 - explain clearly information on issues relating to the provision of access
 - consult effectively with clients and colleagues
 - 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
- literacy skills to:
 - assess and use workplace information
- negotiation skills to:
 - clarify client requirements
 - establish contractual conditions with the client
- numeracy skills to:
 - check measurement tasks
 - perform calculations

- organisational skills to:
 - prepare and administer documentation
 - implement organisational policies and procedures
 - respond to customer service expectations
 - prepare contracts and meet contractual obligations
- report-writing skills to:
 - prepare a construction plan assessment report to meet the contractual requirements of the client
 - prepare a construction plan assessment report that meets organisational requirements
- technical skills to:
 - read and interpret plans
 - read and interpret specifications
 - carry out measurements and calculations
- technology skills to:
 - apply information technology and computer skills to prepare working documentation and reports.

PRDAC404A

Unit Descriptor

Communicate effectively as an access consultant

This unit specifies the competency required to communicate effectively with clients and stakeholders involved in the provision of access consulting services. Access consultants are required to communicate effectively about compliance with the Disability Discrimination Act (DDA) Premises Standard, the Building Code of Australia (BCA) and other relevant commonwealth, state and territory legislation with respect to access to buildings and services.

These work functions are carried out without supervision, in an environment where appropriate methods of communication are vital to efficient assessment of facilities and services. They ensure effective relationships between access consultants, clients and other stakeholders.

Application of the Unit

This unit of competency supports the full range of access consulting services. It will support all aspects of the work of access consultants.

Unit Sector

Access Consulting

ELEMENT

PERFORMANCE CRITERIA

- | | |
|---|--|
| 1. Communicate effectively with clients and other stakeholders. | <p>1.1 The information needs of clients and other stakeholders are explored and assessed with empathy and in accordance with organisational requirements .</p> <p>1.2 Information is accessed from appropriate sources and reviewed for compliance requirements in accordance with relevant standards, codes and legislative requirements .</p> <p>1.3 Information is provided to clients and other stakeholders in a clear, accurate and appropriate manner using effective interpersonal skills and communication techniques in accordance with legislative and organisational requirements.</p> <p>1.4 Reports are prepared for clients and other stakeholders in a timely and appropriate manner in accordance with organisational requirements.</p> <p>1.5 Meetings are arranged with clients and other stakeholders to facilitate the provision and/or exchange of information and advice.</p> |
| 2. Communicate effectively with others in the work environment. | <p>2.1 Requests for information from clients, colleagues and other stakeholders are responded to in a prompt and positive manner and in accordance with organisational requirements.</p> <p>2.2 Conflict between clients and other stakeholders is resolved by negotiation in accordance with organisational requirements.</p> |
| 3. Maintain workplace records and documentation. | <p>3.1 Reports, client records and other workplace documentation are prepared and completed legibly and promptly in accordance with client and organisational requirements.</p> <p>3.2 Advice and information that comply with relevant standards, codes and legislative requirements are included in reports, client records and other workplace documentation.</p> <p>3.3 Reports, client records and other workplace documentation are recorded, retained and stored in accordance with legislative and organisational requirements.</p> |

KEY COMPETENCIES

The seven key competencies represent generic skills considered necessary for effective participation by an individual in the workplace.

Performance Level 1 - at this level the candidate is required to undertake tasks effectively.

Performance Level 2 - at this level the candidate is required to manage tasks.

Performance Level 3 - at this level the candidate is required to use concepts for evaluating and reshaping tasks.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Discussing with clients and other stakeholders the compliance requirements of legislation for the provision of access.	2
Collecting analysing and organising information	Collecting and interpreting information from a variety of sources in order to provide advice to clients and other stakeholders on the provision of access.	2
Planning and organising activities	Planning and organising meetings with clients and other stakeholders, and completing reports in a timely manner.	1
Working with others and in teams	Working collaboratively with others to ensure a high level of customer service for clients.	1
Using mathematical ideas and techniques	Not relevant to this unit.	-
Solving problems	Discussing problems and solutions with contacts who have relevant practical experience.	2
Using technology	Recording, storing securely, maintaining and updating client and other stakeholder data and documentation using appropriate technology such as personal computers and database systems.	1

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.

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

Appropriate sources may include:

- Australian standards
- BCA, including updates and interpretations
- building certifier requirements
- clients and other stakeholders
- commonwealth DDA and state and territory anti-discrimination legislation
- electrical codes
- enterprise operating procedures
- other commonwealth, state and territory, and local government legislation and regulations, including:
 - building
 - environmental
- Human Rights and Equal Opportunity Commission (HREOC) and state and territory Disability Discrimination Commissions
- industry codes of practice and ethics
- plumbing codes
- product manufacturers' technical manuals and data sheets
- workplace codes of practice.

Relevant standards, codes and legislative requirements may include:

- Australian standards
- BCA, including updates and interpretations
- building certifier requirements
- commonwealth DDA and state and territory anti-discrimination legislation
- electrical codes
- enterprise operating procedures
- other commonwealth, state and territory, and local government legislation and regulations, including:
 - building
 - environmental
- HREOC and state and territory Disability Discrimination Commissions
- industry codes of practice and ethics
- plumbing codes
- product manufacturers' technical manuals and data sheets
- workplace codes of practice.

Communicating in an appropriate manner may include:

- written correspondence:
 - formal (e.g. memorandums)
 - informal (e.g. company message pads)
- completion of pre-drafted templates
- electronic (e.g. email)
- verbal communication with written follow up.

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.

Clients and other stakeholders may include:

- agents and agent representatives
- builders and allied trades people
- building architects and designers
- building owners and occupiers
- building certifiers
- engineers
- commonwealth, state and territory, and local government authorities
- industry associations
- maintenance providers
- manufacturers and suppliers of disability access products
- other appropriate bodies or organisations
- project managers and site managers.

Client records may include:

- computer files and online data
- hard copy client history files including plans, drawings, specifications and previous reports.

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
 - collecting information from appropriate sources to prepare advice to clients on issues related to the provision of access and compliance requirements
 - communicating effectively with clients and other stakeholders to assess access requirements and to ensure that legislative, client and other stakeholder requirements are addressed
 - communicating effectively with others in the workplace to achieve workplace objectives and applying appropriate conflict resolution techniques to resolve issues of conflict
 - facilitating meetings with clients and other stakeholders
 - recording, storing securely, maintaining and updating client and other stakeholder data and documentation
 - 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.

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required knowledge and understanding include:

- commonwealth, state and territory anti-discrimination legislation
- communication techniques, including:
 - active listening to clarify and confirm understanding
 - appropriate body language
 - constructive feedback
 - control of tone of voice and body language
 - culturally aware/sensitive use of language and concepts
 - effective presentation aids (e.g. audiovisual slides, diagrams, photographs and pictures)
 - feedback to confirm understanding of needs
 - flexibility and a willingness to negotiate
 - language that is:
 - accurate, articulate and concise
 - positive, confident and cooperative
 - verbal or non-verbal
 - presenting options and consequences
 - reflection
 - summarising and paraphrasing to check understanding
- disability awareness
- efficient and effective customer service
- 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
- organisational and professional procedures, ethical practices and business standards
- principles of the communication process
- processes for recording data and administering records
- relevant commonwealth, state and territory legislation applying to the specific area of work e.g. building legislation, codes and Australian standards
- writing reports and other workplace documentation.

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 information and advice needs of clients and other stakeholders
- application skills to:
 - apply relevant codes of practice and other legislative requirements to work processes

- apply disability awareness to work processes
- communication skills to:
 - be culturally aware and use language sensitively
 - consult effectively with clients and colleagues
 - exercise control of tone of voice and body language
 - explain clearly information on issues relating to the provision of access
 - impart knowledge and ideas through oral, written and visual means
 - lead discussion to determine client and other stakeholder concerns and identify client needs
 - practise reflection
 - present options and explain consequences
 - provide constructive feedback
 - seek feedback to confirm understanding of needs
 - summarise and paraphrase to check understanding
 - use active listening to clarify and confirm understanding
 - use effective presentation aids (e.g. audiovisual slides, diagrams, photographs and pictures)
 - use effective telephone techniques
 - use language that is:
 - accurate, clear and concise
 - positive, confident and cooperative
 - use questioning effectively to clarify understanding
- 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
- literacy skills to:
 - assess and use workplace information
 - produce accurate and legible reports and other forms of written communication
 - read and record data
 - process written and verbal information
 - numeracy skills to:
 - perform basic calculations related to the job
- organisational skills to:
 - collect, organise and collate information
 - implement organisational policies and procedures
 - respond to requests from clients and other stakeholders
 - respond to customer service expectations
 - prepare and administer documentation
- report-writing skills to:
 - prepare access reports to meet the contractual requirements of the client
 - prepare access reports that meet organisational requirements
- teamwork skills to:
 - work effectively with other people
- technical skills to:
 - facilitate meetings
 - use conflict resolution techniques
- technology skills to:
 - apply information technology and computer skills to prepare

working documentation and materials for presentation.

PRDAC405A

Unit Descriptor

Conduct a building access audit

This unit specifies the competency required to perform inspections of existing buildings to assess accessibility. The building inspections may be conducted for a wide range of purposes, including building upgrades, and on behalf of potential building purchasers. The assessments are made using current building codes and standards or 'when built' legislation. The access audit report will provide a description of accessibility, advice on compliance with existing legislation and usability by people with disabilities, and where necessary suggestions for corrective action.

The unit requires the ability to communicate with building owners and managers on the interpretation and implementation of the Disability Discrimination Act (DDA) and building legislation.

Application of the Unit

The access consultant may either work alone or as a member of a team.

This unit of competency supports the access consulting service of conducting building access audits to assess the provision of access for people with disabilities.

Unit Sector

Access Consulting

ELEMENT

PERFORMANCE CRITERIA

- | | |
|-----------------------------------|--|
| 1. Respond to client inquiry. | <p>1.1 The <i>client</i> requesting the building access audit is identified and their authority to act is established in accordance with <i>organisational requirements</i> .</p> <p>1.2 Client needs are discussed and confirmed using effective <i>interpersonal skills and communication techniques</i> in accordance with organisational requirements.</p> <p>1.3 Personal competence and organisational capability to respond to client needs are determined and assessed.</p> <p>1.4 Authority to proceed is negotiated with client and documented in accordance with organisational requirements.</p> |
| 2. Establish client relationship. | <p>2.1 Contractual arrangements are negotiated, confirmed, documented and stored in accordance with client, organisational and <i>legislative requirements</i> .</p> <p>2.2 A <i>client brief</i> providing the required level of detail is requested in accordance with organisational requirements.</p> <p>2.3 <i>Site access arrangements</i> are negotiated and <i>relevant contact person</i> is identified in accordance with client, organisational and legislative requirements.</p> <p>2.4 Copies of all relevant building plans and associated documentation of the property to be audited are obtained.</p> |

3. Prepare for the building access audit.
 - 3.1 A **building access audit checklist** appropriate to the scale of the audit task is prepared.
 - 3.2 **Personnel** required to efficiently conduct the building access audit are assembled and briefed.
 - 3.3 Tools and equipment required to efficiently conduct the building access audit are assembled.
 - 3.4 Tools and equipment are calibrated to manufacturers' specifications prior to conducting the building access audit.
 - 3.5 Site is accessed in accordance with the agreed site access arrangements.
4. Conduct the building access audit.
 - 4.1 The extent to which the external areas within the property boundary, including reserved disability parking and continuous path of travel, comply with the requirements of **building legislation** for access for people with disabilities is determined.
 - 4.2 Accessible path of travel to and within all spaces in the building, required by building legislation to be accessible, is determined.
 - 4.3 Appropriate strategies for overcoming any areas of access non-compliance are developed and documented.
5. Prepare the building access audit report.
 - 5.1 A building access audit report is prepared for the client in accordance with contractual arrangements and organisational requirements.
 - 5.2 The draft building access audit report is reviewed with **appropriate persons** in accordance with organisational requirements.
 - 5.3 Feedback received from the review process is incorporated and the building access audit report is completed.
6. Distribute and store the building access audit report.
 - 6.1 The building access audit report documentation is prepared in accordance with organisational arrangements.
 - 6.2 The building access audit report documentation is forwarded to the client in accordance with contractual arrangements.
 - 6.3 A copy of the building access audit report and associated documentation are recorded and retained for future reference in accordance with organisational and legislative requirements .

KEY COMPETENCIES

The seven key competencies represent generic skills considered necessary for effective participation by an individual in the workplace.

Performance Level 1 - at this level the candidate is required to undertake tasks effectively.

Performance Level 2 - at this level the candidate is required to manage tasks.

Performance Level 3 - at this level the candidate is required to use concepts for evaluating and reshaping tasks.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Preparing a report for the client that contains all the relevant information upon completion of the building access assessment.	3
Collecting analysing and organising information	Collecting data through the use of a structured audit checklist and analysing the data for inclusion in the report provided to the client.	3
Planning and organising activities	Negotiating the scheduling of audit activities with the client to suit client and other work priorities.	3
Working with others and in teams	Working with other team members to conduct measurement tasks and record building access audit data.	2
Using mathematical ideas and techniques	Calculating such things as gradients and luminance contrast, and comparing the level of provision of access with that specified in the building codes.	2
Solving problems	Comparing measurement data with Deemed-to-Satisfy requirements presented in the relevant codes and standards.	1
Using technology	Recording, storing and retrieving data using word processing and other software packages.	1

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.

Client may include:

- architect
- owner and manager
- building designer
- builder
- building certifier and surveyor
- developer
- potential property purchaser.

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.

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.

Legislative requirements may be outlined and reflected in:

- relevant commonwealth, state and territory legislation that affects organisational operation:
 - OHS
 - building
 - environmental
 - equal employment opportunity
 - industrial relations
 - anti-discrimination and diversity
- Australian standards
- codes of practice
- local government regulations and by-laws
- privacy legislation
- quality assurance and certification requirements
- trade practices laws and guidelines.

Client brief may include:

- written instructions detailing requirements of the access consultant and building plans.

Site access arrangements may include:

- access and egress points
- keys, passes and security clearances
- OHS requirements, including PPE
- timing of access.

Relevant contact person may include:

- identified contact
- owner and manager
- site supervisor.

Building access audit checklist may be developed in-house or purchased commercially, and may include the following:

- building/facility identification and data sheet
- minimum requirements summary sheets (spaces and special areas):
 - parking and passenger set-down zones
 - site-accessible paths and elements
 - entrances
 - building-accessible paths of travel
 - rooms and spaces (e.g. assembly areas and fitting rooms)
 - toilets and bathrooms
 - special purpose facilities (e.g. restaurants, medical facilities, shops and libraries)
 - special features (e.g. signage, alarms and tactile ground surface indicators)
 - additions and alterations
 - historic preservation
- technical requirement audit forms:
 - parking and passenger set-down zones
 - exterior access paths
 - ramps
 - kerb ramps
 - step ramps
 - stairs
 - entrances and exits, including safe havens to await rescue
 - gates and doors
 - lobbies and corridors (interior access paths)
 - platform lifts
 - lifts
 - rooms and spaces
 - assembly areas
 - toilets and bathrooms
 - bathtubs and showers
 - dressing and fitting rooms
 - signage
 - tactile ground surface indicators
 - alarms
 - drinking fountains
 - telephones
 - automated teller machines
- special purpose building technical requirement audit forms:
 - restaurants and cafeterias
 - medical facilities
 - retail shops
 - libraries
 - hotels and motels
 - transportation premises
 - access audit report forms
 - building access audit report forms.

Personnel may include:

- business partners
- existing staff
- new staff.

Building legislation may include:

- Australian standards
- Building Code of Australia
- DDA
- DDA Premises Standard
- state and territory building legislation
- local government building regulations.

Appropriate person may include:

- another member of the building access audit team
- business partner or colleague
- staff member.

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 building plans accurately
 - using measurement tools correctly and recording collected data accurately
 - preparing a building access audit report that complies with legislative requirements and fulfils contractual requirements
 - 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.

REQUIRED SKILLS AND KNOWLEDGE

This 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
- disability awareness
- efficient and effective customer service
- limitations of work role, responsibility and professional abilities
- occupational health and safety (OHS) legislation and procedures
- organisational and professional procedures, ethical practices and business standards
- 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
- communication skills to:
 - explain clearly information on issues relating to the provision of access
 - identify client needs
 - consult effectively with clients and colleagues
 - 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
- literacy skills to:
 - assess and use workplace information

- 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:
 - clarify client requirements
 - establish the contractual conditions with the client
 - establish the site access arrangements
- numeracy skills to:
 - undertake measurement tasks
 - perform calculations, such as those necessary to determine the provision of access
- organisational skills to:
 - prepare and administer documentation
 - implement organisational policies and procedures
 - respond to customer service expectations
 - prepare contracts and meet contractual obligations
- problem-solving skills to:
 - develop appropriate strategies for addressing areas of access non-compliance
- report-writing skills to:
 - prepare a building access audit report to meet the contractual requirements of the client
 - prepare a building access audit report 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
 - carry out measurements and calculations
 - select and prepare appropriate tools and equipment in readiness for use in a building access audit
 - safely handle tools and equipment
- technology skills to:
 - apply information technology and computer skills to prepare working documentation and reports.

PRDAC406A

Unit Descriptor

Conduct a playground access audit

This unit specifies the competency required to perform inspections of playgrounds to assess accessibility. Playground inspections may be conducted for the purposes of determining safety for, and usability by, people with disabilities.

The assessments are made using current Australian standards and relevant state and territory legislation. The access audit report will provide a description of safety and accessibility, advice on compliance with existing legislation and usability by people with disabilities, and where necessary suggestions for corrective action.

The unit requires an understanding of the concept of play and its contribution to all stages of child development. Access consultants require the ability to communicate with playground owners and managers on the interpretation and implementation of the Disability Discrimination Act and other relevant legislation.

The access consultant may either work alone or as a member of a team.

Application of the Unit

This unit of competency supports the access consulting service of providing advice on accessible playgrounds and conducting playground access audits to assess the provision of access for people with disabilities.

Unit Sector

Access Consulting

ELEMENT

PERFORMANCE CRITERIA

- | | |
|-----------------------------------|--|
| 1. Respond to client inquiry. | <p>1.1 The <i>client</i> requesting the playground access audit is identified and their authority to act is established in accordance with <i>organisational requirements</i> .</p> <p>1.2 Client needs are discussed and confirmed using effective <i>interpersonal skills and communication techniques</i> in accordance with organisational requirements.</p> <p>1.3 Personal competence and organisational capability to respond to client needs are determined and assessed.</p> <p>1.4 Authority to proceed is negotiated with client and documented in accordance with organisational requirements.</p> |
| 2. Establish client relationship. | <p>2.1 Contractual arrangements are negotiated, confirmed, documented and stored in accordance with client, organisational and <i>legislative requirements</i> .</p> <p>2.2 A <i>client brief</i> providing the required level of detail is requested in accordance with organisational requirements.</p> <p>2.3 <i>Site access arrangements</i> are negotiated and <i>relevant contact person</i> is identified in accordance with client, organisational and legislative requirements.</p> <p>2.4 Copies of all relevant plans of the playground and associated documentation are obtained.</p> |

- | | |
|---|--|
| 3. Prepare for the playground access audit. | <p>3.1 A playground access audit checklist appropriate to the scale of the audit task is prepared.</p> <p>3.2 Personnel required to efficiently conduct the playground access audit are assembled and briefed.</p> <p>3.3 Tools and equipment required to efficiently conduct the playground access audit are assembled.</p> <p>3.4 Tools and equipment are calibrated to manufacturers' specifications prior to conducting the playground access audit.</p> <p>3.5 Site is accessed in accordance with the agreed site access arrangements.</p> |
| 4. Conduct the playground access audit. | <p>4.1 Access to the playground from the property boundary, car park or passenger set-down area is assessed for the extent to which it satisfies the requirements for people with disabilities.</p> <p>4.2 Each station of the playground including the associated space, other play facilities and open playing spaces are assessed against relevant Australian standards and state and territory legislation for safety, including fall-safe surfaces, protruding objects and entrapment areas, etc.</p> <p>4.3 Each station of the playground is assessed and a statement of the recreation opportunity spectrum is prepared.</p> <p>4.4 Each feature of the recreation opportunity spectrum is assessed for access for people with disabilities and features of the playground found to be inaccessible are recorded.</p> <p>4.5 Appropriate strategies for overcoming any areas of access non-compliance are developed and documented.</p> |
| 5. Prepare the playground access audit report. | <p>5.1 A playground access audit report is prepared for the client in accordance with contractual arrangements and organisational requirements.</p> <p>5.2 The draft playground access audit report is reviewed with appropriate persons in accordance with organisational requirements.</p> <p>5.3 Feedback received from the review process is incorporated and the playground access audit report is completed.</p> |
| 6. Distribute and store the playground access audit report. | <p>6.1 Playground access audit report documentation is prepared in accordance with organisational arrangements.</p> <p>6.2 Playground access audit report documentation is forwarded to the client in accordance with contractual arrangements.</p> <p>6.3 A copy of the playground access audit report and associated documentation are recorded and retained for future reference in accordance with organisational and legislative requirements .</p> |

KEY COMPETENCIES

The seven key competencies represent generic skills considered necessary for effective participation by an individual in the workplace.

Performance Level 1 - at this level the candidate is required to undertake tasks effectively.

Performance Level 2 - at this level the candidate is required to manage tasks.

Performance Level 3 - at this level the candidate is required to use concepts for evaluating and reshaping tasks.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Preparing a report for the client that contains all the relevant information, upon completion of the playground access audit.	3
Collecting analysing and organising information	Collecting data through the use of a structured audit checklist and analysing the data for inclusion in the report provided to the client.	3
Planning and organising activities	Negotiating the scheduling of audit activities with the client to suit client and other work priorities.	3
Working with others and in teams	Working with other team members to conduct measurement tasks and record playground access audit data.	2
Using mathematical ideas and techniques	Calculating such things as gradients and luminance contrast, and comparing the level of provision of access with that specified in the Australian standards.	2
Solving problems	Comparing measurement data with Deemed-to-Satisfy requirements presented in the relevant codes and standards.	1
Using technology	Recording, storing and retrieving data using word processing and other software packages.	1

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.

Client may include:

- architect
- owner and manager
- building designer
- builder and developer
- building certifier and surveyor
- early childhood centre
- local government
- school.

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.

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.

Legislative requirements may be outlined and reflected in:

- relevant commonwealth, state and territory legislation that affects organisational operation:
 - OHS
 - building
 - environmental
 - equal employment opportunity
 - industrial relations
 - anti-discrimination and diversity
- Australian standards
- codes of practice
- local government regulations and by-laws
- privacy legislation
- quality assurance and certification requirements
- trade practices laws and guidelines.

Client brief may include:

- written instructions detailing requirements of the access consultant
- playground plans.

Site access arrangements may include:

- access and egress points
- keys, passes and security clearances
- OHS requirements, including PPE
- timing of access.

Relevant contact person may include:

- identified contact
- owner and manager
- site supervisor.

Playground access audit checklist may be developed in-house or purchased commercially, and may include the following:

- playground identification and data sheet
- minimum requirements summary sheets (spaces and special areas):
 - parking and passenger set-down zones
 - site-accessible paths and elements
 - entrances
 - playground-accessible paths of travel
 - individual stations (e.g. ramps, slides, climbing bars and sandpits)
 - special features (e.g. tunnels, mazes and chimes)
 - parent supervision site
- technical requirement audit forms:
 - parking and passenger set-down zones
 - exterior access paths
 - ramps
 - kerb ramps
 - step ramps
 - stairs
 - entrances and exits
 - gates and doors
 - playground stations
 - fall-safe surfaces
 - toilets and showers
 - signage
 - tactile ground surface indicators
 - drinking fountains
 - telephones
- playground access audit report form.

Personnel may include:

- business partners
- existing staff
- new staff.

Other play facilities may include:

- areas for digging and planting activities
- cubby houses
- sandpits
- natural settings
- water play areas.

Relevant Australian standards include:

- AS 1924.1-1981 Playground equipment for parks, schools and domestic use - General requirements
- AS 1924.2-1981 Playground equipment for parks, schools and domestic use - Design and construction - Safety aspects (incorporating Amendment 1)
- AS 2555-1982 Supervised adventure playgrounds - Guide to establishment and administration
- AS/NZS 4422-1996 Playground surfacing - Specifications, requirements and test method
- AS/NZS 4486.1-1997 Playgrounds and playground equipment - Development, installation, inspection, maintenance and operation.

Recreation opportunity spectrum refers to:

- a complete listing of all the play experiences that can be gained from the playground.

Appropriate person may include:

- another member of the playground access audit team
- business partner or colleague
- staff member.

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
 - applying an understanding of the developmental role of children's play in the provision of playground access advice
 - interpreting and applying anti-discrimination legislation for the provision of access
 - interpreting and applying legislation for the provision of access
 - reading and interpreting plans accurately
 - using measurement tools correctly and recording collected data accurately
 - preparing a playground access audit report that complies with legislative requirements and fulfils contractual requirements
 - 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.

REQUIRED SKILLS AND KNOWLEDGE

This 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
- concept of play:
 - importance of play to all children
 - links between play patterns and child developmental stages
 - types of play e.g. creative play, physical play and social play
- disability awareness
- efficient and effective customer service
- limitations of work role, responsibility and professional abilities
- occupational health and safety (OHS) legislation and procedures
- organisational and professional procedures, ethical practices and business standards
- 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
 - evaluate playground facilities to assess if a full range of play opportunities are available for children with disabilities
- 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
- communication skills to:
 - explain clearly information on issues relating to the provision of access
 - identify client needs
 - consult effectively with clients and colleagues
 - 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
- literacy skills to:
 - assess and use workplace information
 - interpret building industry and playground terminology and jargon
 - read and understand instructions concerning OHS and the use of equipment, tools and PPE
 - read and record data
- negotiation skills to:
 - clarify client requirements
 - establish the contractual conditions with the client
 - establish the site access arrangements
- numeracy skills to:
 - undertake measurement tasks
 - perform calculations, such as those necessary to determine the provision of access
- organisational skills to:
 - prepare and administer documentation
 - implement organisational policies and procedures
 - respond to customer service expectations
 - prepare contracts and meet contractual obligations
- problem-solving skills to:
 - develop appropriate strategies for addressing areas of access non-compliance
- report-writing skills to:
 - prepare a playground access audit report to meet the contractual requirements of the client
 - prepare a playground access audit report 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
 - carry out measurements and calculations
 - select and prepare appropriate tools and equipment in readiness for use in a playground access audit
 - safely handle tools and equipment
- technology skills to:
 - apply information technology and computer skills to prepare working documentation and reports.

PRDAC407A

Unit Descriptor

Conduct a streetscape access audit

This unit specifies the competency required to perform access audits of the urban streetscape. The streetscape audit may be conducted on behalf of developers or local government for the purposes of reviewing compliance, or on behalf of local government for precinct accessibility upgrades. The assessments are made using current traffic engineering codes and standards. The access audit report will provide a description of accessibility, advice on compliance with existing legislation and usability by people with disabilities, and where necessary suggestions for corrective action.

The unit requires the ability to communicate with developers, traffic engineers and local government personnel on the interpretation and implementation of the Disability Discrimination Act (DDA) and traffic engineering legislation.

The access consultant may either work alone or as a member of a team.

Application of the Unit

This unit of competency supports the access consulting service of providing advice on accessible urban streetscape design and conducting access audits to assess the provision of access for people with disabilities.

Unit Sector

Access Consulting

ELEMENT

PERFORMANCE CRITERIA

- | | |
|-----------------------------------|---|
| 1. Respond to client inquiry. | <p>1.1 The <i>client</i> requesting a streetscape access audit is identified and their authority to act is established in accordance with <i>organisational requirements</i> .</p> <p>1.2 Client needs are discussed and confirmed using effective <i>interpersonal skills and communication techniques</i> in accordance with organisational requirements.</p> <p>1.3 Personal competence and organisational capability to respond to client needs are determined and assessed.</p> <p>1.4 Authority to proceed is negotiated with client and documented in accordance with organisational requirements.</p> |
| 2. Establish client relationship. | <p>2.1 Contractual arrangements are negotiated, confirmed, documented and stored in accordance with client, organisational and <i>legislative requirements</i> .</p> <p>2.2 A <i>client brief</i> providing the required level of detail is requested in accordance with organisational requirements.</p> <p>2.3 <i>Site access arrangements</i> are negotiated and <i>relevant contact person</i> is identified in accordance with client, organisational and legislative requirements.</p> <p>2.4 Copies of all relevant plans of the streetscape district and associated documentation are obtained.</p> |

- | | |
|--|---|
| 3. Prepare for the access audit. | <p>3.1 A streetscape access audit checklist appropriate to the scale of the audit task is prepared.</p> <p>3.2 Personnel required to efficiently conduct the streetscape access audit are assembled and briefed.</p> <p>3.3 Tools and equipment required to efficiently conduct the streetscape access audit are assembled.</p> <p>3.4 Tools and equipment are calibrated to manufacturers' specifications prior to conducting the streetscape access audit.</p> <p>3.5 Site is accessed in accordance with the agreed site access arrangements.</p> |
| 4. Conduct a streetscape access audit. | <p>4.1 On-street car parking and the extent to which reserved disability parking is provided are determined.</p> <p>4.2 The extent of pedestrian footpaths throughout the district required to be accessible by traffic engineering legislation is determined.</p> <p>4.3 The provision of wayfinding aids is assessed in accordance with the DDA and relevant Australian standards.</p> <p>4.4 The provision of accessibility features for people with mobility disabilities is assessed in accordance with the DDA and relevant Australian standards.</p> <p>4.5 Aspects of the urban streetscape that do not comply with access requirements of relevant legislation are determined.</p> <p>4.6 Appropriate strategies for overcoming any areas of access non-compliance are developed and documented.</p> |
| 5. Prepare the streetscape access audit report. | <p>5.1 A streetscape access report is prepared for the client in accordance with contractual arrangements and organisational requirements.</p> <p>5.2 The draft streetscape access audit report is reviewed with appropriate persons in accordance with organisational requirements.</p> <p>5.3 Feedback received from the review process is incorporated and the streetscape access audit report is completed.</p> |
| 6. Distribute and store the streetscape access audit report. | <p>6.1 Streetscape access audit report documentation is prepared in accordance with organisational arrangements.</p> <p>6.2 Streetscape access audit report documentation is forwarded to the client in accordance with contractual arrangements.</p> <p>6.3 A copy of the streetscape access audit report and associated documentation are recorded and retained for future reference in accordance with organisational and legislative requirements .</p> |

KEY COMPETENCIES

The seven key competencies represent generic skills considered necessary for effective participation by an individual in the workplace.

Performance Level 1 - at this level the candidate is required to undertake tasks effectively.

Performance Level 2 - at this level the candidate is required to manage tasks.

Performance Level 3 - at this level the candidate is required to use concepts for evaluating and reshaping tasks.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Preparing a report for the client that contains all the relevant information, upon completion of the streetscape access audit.	3
Collecting analysing and organising information	Collecting data through the use of a structured audit checklist and analysing the data for inclusion in the report provided to the client.	3
Planning and organising activities	Negotiating the scheduling of audit activities with the client to suit client and other work priorities.	3
Working with others and in teams	Working with other team members to conduct measurement tasks and record streetscape access audit data.	2
Using mathematical ideas and techniques	Calculating gradients and luminance contrast, and comparing the level of provision of access with that specified in relevant legislation.	2
Solving problems	Comparing measurement data with requirements presented in the relevant legislation, traffic engineering guidelines and standards and identifying strategies to overcome areas of non-compliance.	1
Using technology	Recording, storing and retrieving data using word processing and other software packages.	1

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.

Client may include:

- architect
- owner and manager
- building designer
- builder
- building certifier and surveyor
- developer.

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.

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.

Legislative requirements may be outlined and reflected in:

- relevant commonwealth, state and territory legislation that affects organisational operation:
 - OHS
 - building
 - environmental
 - equal employment opportunity
 - industrial relations
 - anti-discrimination and diversity
- Australian standards
- codes of practice
- local government regulations and by-laws
- privacy legislation
- quality assurance and certification requirements
- trade practices laws and guidelines.

Client brief may include:

- written instructions detailing requirements of the access consultant
- plans of the streetscape.

Site access arrangements may include:

- access and egress points
- keys, passes and security clearances
- OHS requirements, including PPE
- timing of access.

Relevant contact person may include:

- identified contact
- owner and manager
- site supervisor.

Streetscape access audit checklist may be developed in-house or purchased commercially, and may include the following:

- precinct map showing streetscape identification and data sheet
- minimum requirements summary sheets (spaces and special areas):
 - on-street parking and passenger set-down zones
 - bus and light rail stops
 - pedestrian footpaths
 - street intersections
 - pedestrian crossings including light-controlled crossings, zebra crossings and puffin crossings
 - accessibility features for people with mobility disabilities e.g. kerb ramps
 - accessibility features for people with vision impairment e.g. wayfinding features such as tactile ground surface indicators (TGSIs) and audible pedestrian operated signals (POS)
 - street furniture and vegetation
 - historic preservation
- technical requirement audit forms:
 - parking and passenger set-down zones
 - access paths
 - ramps
 - kerb ramps
 - step ramps
 - stairs
 - bus and light rail shelters
 - audible POS
 - TGSIs
 - signage
 - drinking fountains
 - telephones
 - automated teller machines
- streetscape audit report forms.

Personnel may include:

- business partners
- existing staff
- new staff.

Traffic engineering legislation may include:

- Australian standards
- Austroads traffic engineering guidelines
- DDA
- DDA Transport Standard
- state and territory traffic legislation
- local government traffic regulations and by-laws.

Wayfinding aids may include:

- audible POS
- continuous accessible path of travel
- TGSIs.

Accessibility features for people with mobility disabilities may include:

- continuous accessible path of travel
- ramps
 - kerb ramps
 - step ramps.

Relevant legislation may include:

- Australian standards
- DDA
- DDA Transport Standard
- traffic engineering legislation
- state and territory traffic legislation
- local government traffic regulations and by-laws.

Appropriate person may include:

- another member of the streetscape access audit team
- business partner or colleague
- staff member.

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
 - interpreting and applying anti-discrimination legislation for the provision of access
 - interpreting and applying traffic engineering legislation for the provision of access
 - reading and interpreting plans accurately
 - using measurement tools correctly and recording collected data accurately
 - preparing a streetscape access audit report that complies with legislative requirements and fulfils contractual requirements
 - 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.

REQUIRED SKILLS AND KNOWLEDGE

This 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
- disability awareness
- efficient and effective customer service
- limitations of work role, responsibility and professional abilities
- occupational health and safety (OHS) legislation and procedures
- organisational and professional procedures, ethical practices and business standards
- 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
- communication skills to:
 - explain clearly information on issues relating to the provision of access
 - identify client needs
 - consult effectively with clients and colleagues
 - 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
- literacy skills to:
 - assess and use workplace information

- interpret building and transport terminology and jargon
- read and understand instructions concerning OHS and the use of equipment, tools and PPE
- read and record data
- negotiation skills to:
 - clarify client requirements
 - establish the contractual conditions with the client
 - establish the site access arrangements
- numeracy skills to:
 - undertake measurement tasks
 - perform calculations, such as those necessary to determine the provision of access
- organisational skills to:
 - prepare and administer documentation
 - implement organisational policies and procedures
 - respond to customer service expectations
 - prepare contracts and meet contractual obligations
- problem-solving skills to:
 - develop appropriate strategies for addressing areas of access non-compliance
- report-writing skills to:
 - prepare a streetscape access audit report to meet the contractual requirements of the client
 - prepare a streetscape access audit report 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
 - carry out measurements and calculations
 - select and prepare appropriate tools and equipment in readiness for use in a streetscape access audit
 - safely handle tools and equipment
- technology skills to:
 - apply information technology and computer skills to prepare working documentation and reports.

PRDAC408A**Conduct a transport conveyance and boarding device access audit****Unit Descriptor**

This unit specifies the competency required to perform inspections of transport conveyances and boarding devices to assess accessibility. The inspections may be conducted for the purposes of upgrading existing transport conveyances and boarding devices and for providing recommendations on new transport conveyances.

The access audit report will provide a description of accessibility, advice on compliance with existing legislation and usability by people with disabilities, and where necessary suggestions for corrective action.

The unit requires the ability to communicate with transport providers and operators on the interpretation and implementation of the Disability Discrimination Act (DDA), DDA Transport Standard and relevant Australian standards.

Application of the Unit

The access consultant may either work alone or as a member of a team.

This unit of competency supports the access consulting service of providing advice on transport conveyances and conducting transport conveyance access audits to assess the provision of access for people with disabilities.

Unit Sector

Access Consulting

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|-----------------------------------|--|
| 1. Respond to client inquiry. | <p>1.1 The <i>client</i> requesting the <i>transport conveyance</i> and <i>boarding device</i> access audit is identified and their authority to act is established in accordance with <i>organisational requirements</i> .</p> <p>1.2 Client needs are discussed and confirmed using effective <i>interpersonal skills and communication techniques</i> in accordance with organisational requirements.</p> <p>1.3 Personal competence and organisational capability to respond to client needs are determined and assessed.</p> <p>1.4 Authority to proceed is negotiated with client and documented in accordance with organisational requirements.</p> |
| 2. Establish client relationship. | <p>2.1 Contractual arrangements are negotiated, confirmed, documented and stored in accordance with client, organisational and <i>legislative requirements</i> .</p> <p>2.2 A <i>client brief</i> providing the required level of detail is requested in accordance with organisational requirements.</p> <p>2.3 <i>Transport conveyance access arrangements</i> are negotiated and <i>relevant contact person</i> is identified in accordance with client, organisational and legislative requirements.</p> <p>2.4 Copies of all relevant transport conveyances' plans and associated documentation are obtained.</p> |

- | | |
|---|--|
| 3. Prepare for the transport conveyance access audit. | <ul style="list-style-type: none"> 3.1 A <i>transport conveyance access audit checklist</i> appropriate to the scale of the audit task is prepared. 3.2 Personnel required to efficiently conduct the transport conveyance access audit are assembled and briefed. 3.3 Tools and equipment required to efficiently conduct the transport conveyance access audit are assembled. 3.4 Tools and equipment are calibrated to manufacturers' specifications prior to conducting the transport conveyance access audit. 3.5 Transport conveyances and boarding devices are accessed in accordance with contractual arrangements. |
| 4. Conduct the transport conveyance access audit. | <ul style="list-style-type: none"> 4.1 The extent to which the boarding device provides access to the transport conveyance for people with disabilities and complies with the access requirements of transport legislation is determined. 4.2 The extent to which paths of travel to, and within all spaces of, the transport conveyance comply with access requirements of <i>transport legislation</i> is determined. 4.3 The fitout of transport conveyances that is required to be accessible is assessed for compliance with transport legislation. 4.4 Aspects of the transport conveyances and boarding devices that do not comply with access requirements of transport legislation are determined. 4.5 Appropriate strategies for overcoming areas of non-compliance are developed and documented. |
| 5. Prepare the transport conveyance access audit report. | <ul style="list-style-type: none"> 5.1 A transport conveyance access audit report is prepared for the client in accordance with contractual arrangements and organisational requirements. 5.2 The draft transport conveyance access audit report is reviewed with <i>appropriate persons</i> in accordance with organisational requirements. 5.3 Feedback received from the review process is incorporated and the transport conveyance access audit report is completed. |
| 6. Distribute and store the transport conveyance access audit report. | <ul style="list-style-type: none"> 6.1 Transport conveyance access audit report documentation is prepared in accordance with organisational arrangements. 6.2 Transport conveyance access audit report documentation is forwarded to the client in accordance with contractual arrangements. 6.3 A copy of the transport conveyance access audit report and associated documentation are recorded and retained for future reference in accordance with organisational and legislative requirements . |

KEY COMPETENCIES

The seven key competencies represent generic skills considered necessary for effective participation by an individual in the workplace.

Performance Level 1 - at this level the candidate is required to undertake tasks effectively.

Performance Level 2 - at this level the candidate is required to manage tasks.

Performance Level 3 - at this level the candidate is required to use concepts for evaluating and reshaping tasks.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Preparing a report for the client that contains all the relevant information upon completion of the transport conveyance access audit.	3
Collecting analysing and organising information	Collecting data through the use of a structured audit checklist and analysing the data for inclusion in the report provided to the client.	3
Planning and organising activities	Negotiating the scheduling of audit activities with the client to suit client and other work priorities.	3
Working with others and in teams	Working with other team members to conduct measurement tasks and record transport conveyance access audit data.	2
Using mathematical ideas and techniques	Comparing the level of provision of access with that specified in relevant legislation.	2
Solving problems	Comparing measurement data with requirements presented in transport legislation and standards, and identifying strategies to overcome areas of non-compliance.	1
Using technology	Recording, storing and retrieving data using word processing and other software packages.	1

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.

Client may include:

- transport conveyance provider
- transport conveyance operator
- state and territory transport authorities
- local government.

Transport conveyances are used to provide a public transport service and may include:

- aircraft
- buses and coaches
- ferries
- taxis
- trains, trams, light rail, monorails and rack railways
- any other rolling stock, vehicle or vessel classified as public transport.

Boarding device may include:

- aerobridge
- bus ramp
- taxi ramp
- taxi hoist
- water craft gangway.

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.

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.

Legislative requirements may be outlined and reflected in:

- relevant commonwealth, state and territory legislation that affects organisational operation:
 - OHS
 - building
 - environmental
 - equal employment opportunity
 - transport
 - industrial relations
 - anti-discrimination and diversity
- Australian standards
- codes of practice
- local government regulations and by-laws
- privacy legislation
- quality assurance and certification requirements
- trade practices laws and guidelines.

Client brief may include:

- written instructions detailing requirements of the access consultant
- plans of the transport conveyance.

Transport conveyance access arrangements may include:

- access and egress points
- keys, passes and security clearances
- OHS requirements, including PPE
- timing of access.

Relevant contact person may include:

- identified contact
- transport service provider
- transport service operator
- site supervisor.

Transport conveyance access audit checklist may be developed in-house or purchased commercially and may include the following:

- transport conveyances and boarding devices identification and data sheet
- minimum requirements summary sheets (spaces and special areas):
 - passenger set-down zones
 - boarding devices
 - entrances to conveyances
 - accessible paths of travel within conveyances
 - manoeuvring areas
 - allocated spaces
 - toilets
 - public address system
 - special features (e.g. signage, alarms and tactile ground surface indicators)
- technical requirement audit forms:
 - passenger set-down zones
 - boarding devices
 - entrances
 - fare payment and ticket validation systems
 - ramps
 - stairs
 - lifts
 - platform lifts
 - doors and doorways
 - access paths
 - manoeuvring areas
 - allocated spaces
 - toilets
 - signage
 - tactile ground surface indicators
 - alarms
 - public address systems
- transport conveyance access audit report form.

Transport legislation may include:

- Australian Design Rule 58 - Conveyances
- Australian standards
- DDA
- DDA Transport Standard
- local government transport regulations
- state and territory transport legislation.

Appropriate person may include:

- another member of the transport conveyance access audit team
- business partner or colleague
- staff member.

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 transport legislation for the provision of access
 - reading and interpreting plans accurately
 - using measurement tools correctly and recording collected data accurately
 - preparing a transport conveyances audit report that complies with legislative requirements and fulfils contractual requirements
 - 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.

REQUIRED SKILLS AND KNOWLEDGE

This 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
- disability awareness
- efficient and effective customer service
- limitations of work role, responsibility and professional abilities
- occupational health and safety (OHS) legislation and procedures
- organisational and professional procedures, ethical practices and business standards
- privacy legislation and confidentiality requirements
- processes for recording data and administering records
- relevant commonwealth, state and territory transport 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
- communication skills to:
 - explain clearly information on issues relating to the provision of access
 - identify client needs
 - consult effectively with clients and colleagues
 - 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
- literacy skills to:

- assess and use workplace information
- interpret transport 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:
 - clarify client requirements
 - establish the contractual conditions with the client
 - establish the site access arrangements
- numeracy skills to:
 - undertake measurement tasks
 - perform calculations, such as those necessary to determine the provision of access
- organisational skills to:
 - prepare and administer documentation
 - implement organisational policies and procedures
 - respond to customer service expectations
 - prepare contracts and meet contractual obligations
- problem-solving skills to:
 - develop appropriate strategies for addressing areas of access non-compliance
- report-writing skills to:
 - prepare a transport conveyance access audit report to meet the contractual requirements of the client
 - prepare a transport conveyance access audit report 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
 - carry out measurements and calculations
 - select and prepare appropriate tools and equipment in readiness for use in a transport conveyance access audit
 - safely handle tools and equipment
- technology skills to:
 - apply information technology and computer skills to prepare working documentation and reports.

PRDAC409A**Unit Descriptor****Conduct a transport premises access audit**

This unit specifies the competency required to perform inspections of transport premises to assess accessibility. The inspections may be conducted for the purposes of upgrading existing transport premises and for providing recommendations on new transport facilities.

The access audit report will provide a description of accessibility, advice on compliance with existing legislation and usability by people with disabilities, and where necessary suggestions for corrective action.

The unit requires the ability to communicate with transport providers and operators on the interpretation and implementation of the Disability Discrimination Act (DDA), DDA Transport Standard and relevant building legislation.

The access consultant may either work alone or as a member of a team.

Application of the Unit

This unit of competency supports the access consulting service of providing advice on transport buildings and conducting access audits to assess the provision of access for people with disabilities.

Unit Sector

Access Consulting

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|-----------------------------------|---|
| 1. Respond to client inquiry. | <p>1.1 The <i>client</i> requesting the <i>transport premises</i> access audit is identified and their authority to act is established in accordance with <i>organisational requirements</i> .</p> <p>1.2 Client needs are discussed and confirmed using effective <i>interpersonal skills and communication techniques</i> in accordance with organisational requirements.</p> <p>1.3 Personal competence and organisational capability to respond to client needs are determined and assessed.</p> <p>1.4 Authority to proceed is negotiated with client and documented in accordance with organisational requirements.</p> |
| 2. Establish client relationship. | <p>2.1 Contractual arrangements are negotiated, confirmed, documented and stored in accordance with client, organisational and <i>legislative requirements</i> .</p> <p>2.2 A <i>client brief</i> providing the required level of detail is requested in accordance with organisational requirements.</p> <p>2.3 <i>Site access arrangements</i> are negotiated and <i>relevant contact person</i> is identified in accordance with client, organisational and legislative requirements.</p> <p>2.4 Copies of all relevant plans of the transport premises and associated documentation are obtained.</p> |

- | | |
|---|---|
| 3. Prepare for the transport premises access audit. | <p>3.1 A transport premises access audit checklist appropriate to the scale of the audit task is prepared.</p> <p>3.2 Personnel required to efficiently conduct the transport premises access audit are assembled and briefed.</p> <p>3.3 Tools and equipment required to efficiently conduct the transport premises access audit are assembled.</p> <p>3.4 Tools and equipment are calibrated to manufacturers' specifications prior to conducting the transport premises access audit.</p> <p>3.5 Transport premises site is accessed in accordance with site access arrangements.</p> |
| 4. Conduct the transport premises access audit. | <p>4.1 The extent to which the outdoor areas within the property boundary comply with the requirements of the transport legislation for access for people with disabilities is determined.</p> <p>4.2 The presence of on-site car parking and the extent to which reserved disability parking is provided are determined.</p> <p>4.3 The extent to which paths of travel to and within all spaces of the building comply with access requirements of transport legislation is determined.</p> <p>4.4 The fitout of the transport premises required to be accessible for compliance with transport legislation is assessed.</p> <p>4.5 Aspects of the property, including car parking, continuous paths of travel and fitout, that do not comply with access requirements of transport legislation are determined.</p> <p>4.6 Appropriate strategies for overcoming areas of non-compliance are developed and documented.</p> |
| 5. Prepare the transport premises access audit report. | <p>5.1 A transport premises access audit report is prepared for the client in accordance with contractual arrangements and organisational requirements.</p> <p>5.2 The draft transport premises access audit report is reviewed with appropriate persons in accordance with organisational requirements.</p> <p>5.3 Feedback received from the review process is incorporated and the transport premises access audit report is completed.</p> |
| 6. Distribute and store the transport premises access audit report. | <p>6.1 Transport premises access audit report documentation is prepared in accordance with organisational arrangements.</p> <p>6.2 Transport premises access audit report documentation is forwarded to the client in accordance with contractual arrangements.</p> <p>6.3 A copy of the transport premises access audit report and associated documentation are recorded and retained for future reference in accordance with organisational and legislative requirements.</p> |

KEY COMPETENCIES

The seven key competencies represent generic skills considered necessary for effective participation by an individual in the workplace.

Performance Level 1 - at this level the candidate is required to undertake tasks effectively.

Performance Level 2 - at this level the candidate is required to manage tasks.

Performance Level 3 - at this level the candidate is required to use concepts for evaluating and reshaping tasks.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Preparing a report for the client that contains all the relevant information upon completion of the transport premises access audit.	3
Collecting analysing and organising information	Collecting data through the use of a structured audit checklist and analysing the data for inclusion in the report provided to the client.	3
Planning and organising activities	Negotiating the scheduling of audit activities with the client to suit client and other work priorities.	3
Working with others and in teams	Working with other team members to conduct measurement tasks and record transport premises access audit data.	2
Using mathematical ideas and techniques	Calculating such things as gradients and luminance contrast, and comparing the level of provision of access with that specified in relevant legislation.	2
Solving problems	Comparing measurement data with requirements presented in the relevant legislation and standards, and identifying strategies to overcome areas of non-compliance.	1
Using technology	Recording, storing and retrieving data using word processing and other software packages.	1

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.

Client may include:

- architect
- owner and manager
- building designer
- builder
- building certifier and surveyor
- developer
- transport service provider
- transport service operator.

Transport premises may include:

- passenger use areas of buildings classified by the Building Code of Australia (BCA) as Class 9b Used for Public Transport.

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.

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.

Legislative requirements may be outlined and reflected in:

- relevant commonwealth, state and territory legislation that affects organisational operation:
 - OHS
 - building
 - environmental
 - equal employment opportunity
 - industrial relations
 - transport
 - anti-discrimination and diversity
- Australian standards
- Australian Design Rules
- industry codes of practice and ethics
- local government regulations and by-laws
- privacy legislation
- quality assurance and certification requirements
- trade practices laws and guidelines.

Client brief will include:

- written instructions detailing requirements of the access consultant
- transport premises plans.

Site access arrangements may include:

- access and egress points
- keys, passes and security clearances
- OHS requirements, including PPE
- timing of access.

Relevant contact person may include:

- identified contact
- owner and manager
- site supervisor.

Transport premises access audit checklist may be developed in-house or purchased commercially and may include the following:

- transport premises identification and data sheet
- minimum requirements summary sheets (spaces and special areas):
 - parking and passenger set-down zones
 - site-accessible paths and elements
 - entrances
 - building-accessible paths of travel
 - rooms and spaces (e.g. ticket offices, check-in desks, transit lounges and concourses)
 - toilets and bathrooms
 - public address systems
 - special purpose facilities (e.g. restaurants, medical facilities, shops, money exchange facilities, car rental desks and parking)
 - special features (e.g. signage, alarms and tactile ground surface indicators)
 - government regulatory facilities (e.g. customs, quarantine, immigration and security)
 - historic preservation
- technical requirement audit forms:
 - parking and passenger set-down zones
 - exterior access paths
 - ramps
 - kerb ramps
 - step ramps
 - stairs
 - entrances and exits, including safe havens to await rescue
 - gates and doors
 - interior access paths (lobbies and corridors)
 - platform lifts
 - lifts
 - rooms and spaces
 - assembly areas
 - toilets and bathrooms
 - bathtubs and showers
 - dressing and fitting rooms
 - signage
 - tactile ground surface indicators
 - alarms
 - drinking fountains
 - telephones
 - automated teller machines
 - public address systems.
- transport premises access audit report form.

Transport legislation includes:

- Australian Design Rules
- Australian standards
- BCA
- DDA
- DDA Transport Standard
- local government building regulations
- state and territory building legislation.

Appropriate person may include:

- another member of the transport premises access audit team
- business partner or colleague
- staff member.

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
 - complying with OHS regulations applicable to workplace operations
 - applying organisational management policies and procedures, including quality assurance requirements
 - interpreting and applying anti-discrimination legislation for the provision of access
 - interpreting and applying transport legislation for the provision of access
 - preparing a transport premises access audit report that complies with legislative requirements and fulfils contractual requirements
 - reading and interpreting building plans accurately
 - using measurement tools correctly and recording collected data accurately.

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.

REQUIRED SKILLS AND KNOWLEDGE

This 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
- disability awareness
- efficient and effective customer service
- limitations of work role, responsibility and professional abilities
- occupational health and safety (OHS) legislation and procedures
- organisational and professional procedures, ethical practices and business standards
- privacy legislation and confidentiality requirements
- processes for recording data and administering records
- relevant commonwealth, state and territory transport and 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
- communication skills to:
 - explain clearly information on issues relating to the provision of access
 - identify client needs
 - consult effectively with clients and colleagues
 - 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
- literacy skills to:

- assess and use workplace information
- interpret transport and 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:
 - clarify client requirements
 - establish the contractual conditions with the client
 - establish the site access arrangements
- numeracy skills to:
 - undertake measurement tasks
 - perform calculations, such as those necessary to determine the provision of access
- organisational skills to:
 - prepare and administer documentation
 - implement organisational policies and procedures
 - respond to customer service expectations
 - prepare contracts and meet contractual obligations
- problem-solving skills to:
 - develop appropriate strategies for addressing areas of access non-compliance
- report-writing skills to:
 - prepare a transport premises access audit report to meet the contractual requirements of the client
 - prepare a transport premises access audit report 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
 - carry out measurements and calculations
 - select and prepare appropriate tools and equipment in readiness for use in a transport premises access audit
 - safely handle tools and equipment
- technology skills to:
 - apply information technology and computer skills to prepare working documentation and reports.

PRDAC410A

Unit Descriptor

Conduct an aged care facility access audit

This unit specifies the competency required to perform inspections of aged care facilities to assess accessibility. Aged care facility inspections may be conducted for the purposes of determining suitability for the target age group as well as safety for, and usability by, people with disabilities.

The assessments are made using appropriate Australian standards and state and territory legislation. The access audit report will provide a description of accessibility, advice on compliance with existing legislation and usability by people with disabilities, and where necessary suggestions for corrective action.

The unit requires the ability to communicate with aged care facility owners and managers on the interpretation and implementation of the Disability Discrimination Act (DDA), DDA Premises Standard and other relevant legislation.

The access consultant may either work alone or as a member of a team.

Application of the Unit

This unit of competency supports the access consulting service of providing advice on accessible aged care facilities and conducting access audits.

Unit Sector

Access Consulting

ELEMENT

PERFORMANCE CRITERIA

- | | |
|-----------------------------------|--|
| 1. Respond to client inquiry. | <p>1.1 The <i>client</i> requesting the aged care facility access audit is identified and their authority to act is established in accordance with <i>organisational requirements</i> .</p> <p>1.2 Client needs are discussed and confirmed using effective <i>interpersonal skills and communication techniques</i> in accordance with organisational requirements.</p> <p>1.3 Personal competence and organisational capability to respond to client needs are determined and assessed.</p> <p>1.4 Authority to proceed is negotiated with client and documented in accordance with organisational requirements.</p> |
| 2. Establish client relationship. | <p>2.1 Contractual arrangements are negotiated, confirmed, documented and stored in accordance with client, organisational and <i>legislative requirements</i> .</p> <p>2.2 A <i>client brief</i> providing the required level of detail is requested in accordance with organisational requirements.</p> <p>2.3 <i>Site access arrangements</i> are negotiated and <i>relevant contact person</i> is identified in accordance with client, organisational and legislative requirements.</p> <p>2.4 Copies of all relevant plans of the aged care facility and associated documentation are obtained.</p> |

3. Prepare for the aged care facility access audit.
 - 3.1 An *aged care facility access audit checklist* appropriate to the scale of the audit task is prepared.
 - 3.2 *Personnel* required to efficiently conduct the aged care facility access audit are assembled and briefed.
 - 3.3 Tools and equipment required to efficiently conduct the aged care facility access audit are assembled.
 - 3.4 Tools and equipment are calibrated to manufacturers' specifications prior to conducting the aged care facility access audit.
 - 3.5 Site is accessed in accordance with the agreed site access arrangements.
4. Conduct the aged care facility access audit.
 - 4.1 Access from the property boundary, car park or passenger set-down area to the aged care facility is assessed for the extent to which it satisfies the requirements for people with disabilities.
 - 4.2 Each *amenity* of the aged care facility is assessed against the *relevant building legislation* for suitability for, and usability by, the target age group.
 - 4.3 Each amenity of the aged care facility is assessed against relevant Australian standards, relevant building legislation and relevant fire and occupational health and safety (OHS) legislation for safety.
 - 4.4 Each amenity of the aged care facility is assessed for access for people with disabilities, and any features of any amenity found to be inaccessible are recorded.
 - 4.5 Appropriate strategies for overcoming any areas of access non-compliance are developed and documented.
5. Prepare the aged care facility access audit report.
 - 5.1 An aged care facility access audit report is prepared for the client in accordance with contractual arrangements and organisational requirements.
 - 5.2 The draft aged care facility access audit report is reviewed with *appropriate persons* in accordance with organisational requirements.
 - 5.3 Feedback received from the review process is incorporated and the aged care facility access audit report is completed.
6. Distribute and store the aged care facility access audit report.
 - 6.1 The aged care facility access audit report and associated documentation are prepared in accordance with organisational arrangements.
 - 6.2 The aged care facility access audit report and associated documentation are forwarded to the client in accordance with contractual arrangements.
 - 6.3 A copy of the aged care facility access audit report and associated documentation are recorded and retained for future reference in accordance with organisational and legislative requirements .

KEY COMPETENCIES

The seven key competencies represent generic skills considered necessary for effective participation by an individual in the workplace.

Performance Level 1 - at this level the candidate is required to undertake tasks effectively.

Performance Level 2 - at this level the candidate is required to manage tasks.

Performance Level 3 - at this level the candidate is required to use concepts for evaluating and reshaping tasks.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Preparing a report for the client that contains all the relevant information upon completion of the aged care facility access audit.	3
Collecting analysing and organising information	Collecting data through the use of a structured audit checklist and analysing the data for inclusion in the report provided to the client.	3
Planning and organising activities	Negotiating the scheduling of audit activities with the client to suit client and other work priorities.	3
Working with others and in teams	Working with other team members to conduct measurement tasks and record aged care facility access audit data.	2
Using mathematical ideas and techniques	Comparing the level of provision of access with that specified in the relevant legislation and standards.	2
Solving problems	Comparing measurement data with requirements presented in the relevant legislation and standards, and identifying strategies to overcome areas of non-compliance.	1
Using technology	Recording, storing and retrieving data using word processing and other software packages.	1

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.

Client may include:

- architect
- owner and manager
- building designer
- builder
- building certifier and surveyor
- developer
- commonwealth, state and territory health and aged care departments.

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.

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.

Legislative requirements may be outlined and reflected in:

- relevant commonwealth, state and territory legislation that affects organisational operation:
 - OHS
 - building
 - environmental
 - equal employment opportunity
 - industrial relations
 - anti-discrimination and diversity
- Australian standards
- codes of practice
- local government regulations and by-laws
- privacy legislation
- quality assurance and certification requirements
- trade practices laws and guidelines.

Client brief may include:

- written instructions detailing requirements of the access consultant
- aged care facility plans.

Site access arrangements may include:

- access and egress points
- keys, passes and security clearances
- OHS requirements, including PPE
- timing of access.

Relevant contact person may include:

- identified contact
- owner and manager
- site supervisor.

Aged care facility access audit checklist may be developed in-house or purchased commercially, and may include the following:

- aged care facility identification and data sheet
- minimum requirements summary sheets (amenities and special areas):
 - parking and passenger set-down zones
 - site-accessible paths and elements
 - entrances
 - building-accessible paths of travel
 - individual amenities
 - residents' personal accommodation
 - communal areas (including kitchens, dining rooms, lounge rooms, recreational rooms and laundries)
 - residents' service areas
 - staff service areas
 - safety and security equipment and procedures
 - special features, including medical amenities and dementia wards
- technical requirement audit forms:
 - parking and passenger set-down zones
 - exterior access paths
 - ramps
 - kerb ramps
 - step ramps
 - stairs
 - entrances and exits
 - gates and doors
 - bedrooms
 - lounge rooms
 - toilets and showers
 - signage
 - staff sanitary stations
 - staff toilets
 - physiotherapy room
 - minor medical procedures room
 - recreational rooms
 - tactile ground surface indicators
 - drinking fountains
 - telephones
- aged care facility access audit report forms.

Personnel may include:

- business partners
- existing staff
- new staff.

Amenity may include:

- assembly halls
- car parking
- residents' communal areas
- canteens
- caretakers' buildings and equipment storage
- dining facilities/eating areas
- drinking fountains
- facilities for special needs
- general environment
- office and administration buildings
- staff rooms
- toilets
- recreational facilities
- residents' personal accommodation
- minor medical procedures rooms.

Relevant building legislation may include:

- state and territory regulations
- Australian standards
- Building Code of Australia
- DDA
- DDA Premises Standard.

Appropriate person may include:

- another member of the aged care facility access audit team
- business partner or colleague
- staff member.

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 and standards for the provision of access
 - reading and interpreting aged care facility construction plans accurately
 - using measurement tools correctly and recording collected data accurately
 - preparing an aged care facility access audit report that complies with legislative requirements and fulfils contractual requirements
 - 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.

REQUIRED SKILLS AND KNOWLEDGE

This 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
- disability awareness
- efficient and effective customer service
- limitations of work role, responsibility and professional abilities
- OHS legislation and procedures
- organisational and professional procedures, ethical practices and business standards
- privacy legislation and confidentiality requirements
- processes for recording data and administering records
- relevant commonwealth, state and territory building legislation and aged care regulations, 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
- communication skills to:
 - explain clearly information on issues relating to the provision of access
 - identify client needs
 - consult effectively with clients and colleagues
 - 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
- literacy skills to:
 - assess and use workplace information

- read and understand instructions concerning OHS and the use of equipment, tools and PPE
- read and record data
- negotiation skills to:
 - clarify client requirements
 - establish the contractual conditions with the client
 - establish the site access arrangements
- numeracy skills to:
 - undertake measurement tasks
 - perform calculations, such as those necessary to determine the provision of access
- organisational skills to:
 - prepare and administer documentation
 - implement organisational policies and procedures
 - respond to customer service expectations
 - prepare contracts and meet contractual obligations
- problem-solving skills to:
 - develop appropriate strategies for addressing areas of access non-compliance
- report-writing skills to:
 - prepare an aged care facility access audit report to meet the contractual requirements of the client
 - prepare an aged care facility access audit report 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
 - carry out measurements and calculations
 - select and prepare appropriate tools and equipment in readiness for use in an aged care facility access audit
 - safely handle tools and equipment
- technology skills to:
 - apply information technology and computer skills to prepare working documentation and reports.s

PRDAC411A

Unit Descriptor

Conduct an educational facility access audit

This unit specifies the competency required to perform inspections of educational facilities to assess accessibility. Access audits of educational facilities may be conducted for the purposes of determining their suitability for the target age group as well as safety for, and usability by, people with disabilities.

The assessments are made using appropriate Australian standards and state and territory legislation. The access audit report will provide a description of accessibility, advice on compliance with existing legislation and usability by people with disabilities, and where necessary suggestions for corrective action.

The unit requires the ability to communicate with educational facility owners and managers on the interpretation and implementation of the Disability Discrimination Act (DDA), DDA Education Standard, DDA Premises Standard and other relevant legislation.

The access consultant may either work alone or as a member of a team.

Application of the Unit

This unit of competency supports the access consulting service of providing advice on accessible education facilities and conducting access audits to assess the provision of access for people with disabilities.

Unit Sector

Access Consulting

ELEMENT

PERFORMANCE CRITERIA

- | | |
|-----------------------------------|--|
| 1. Respond to client inquiry. | <p>1.1 The <i>client</i> requesting the educational facility access audit is identified and their authority to act is established in accordance with <i>organisational requirements</i> .</p> <p>1.2 Client needs are discussed and confirmed using effective <i>interpersonal skills and communication techniques</i> in accordance with organisational requirements.</p> <p>1.3 Personal competence and organisational capability to respond to client needs are determined and assessed.</p> <p>1.4 Authority to proceed is negotiated with client and documented in accordance with organisational requirements.</p> |
| 2. Establish client relationship. | <p>2.1 Contractual arrangements are negotiated, confirmed, documented and stored in accordance with client, organisational and <i>legislative requirements</i> .</p> <p>2.2 A <i>client brief</i> providing the required level of detail is requested in accordance with organisational requirements.</p> <p>2.3 <i>Site access arrangements</i> are negotiated and <i>relevant contact person</i> is identified in accordance with client, organisational and legislative requirements.</p> <p>2.4 Copies of all relevant plans of the educational facility and associated documentation are obtained.</p> |

- | | |
|---|--|
| 3. Prepare for the educational facility access audit. | <ul style="list-style-type: none"> 3.1 An <i>educational facility access audit checklist</i> appropriate to the scale of the audit task is prepared. 3.2 <i>Personnel</i> required to efficiently conduct the educational facility access audit are assembled and briefed. 3.3 Tools and equipment required to efficiently conduct the educational facility access audit are assembled. 3.4 Tools and equipment are calibrated to manufacturers' specifications prior to conducting the educational facility access audit. 3.5 Site is accessed in accordance with the agreed site access arrangements. |
| 4. Conduct the educational facility access audit. | <ul style="list-style-type: none"> 4.1 Access from the property boundary, car park or passenger set-down area to the educational facility is assessed for the extent to which it satisfies the requirements for people with disabilities. 4.2 Each <i>amenity</i> of the educational facility is assessed against the <i>relevant building legislation</i> for suitability for, and usability by, the target age group. 4.3 Each amenity of the educational facility is assessed against relevant Australian standards for safety. 4.4 Each amenity of the educational facility is assessed for access for people with disabilities and any features of any amenity found to be inaccessible are recorded. 4.5 Appropriate strategies for overcoming any areas of access non-compliance are developed and documented. |
| 5. Prepare the educational facility access audit report. | <ul style="list-style-type: none"> 5.1 An educational facility access audit report is prepared for the client in accordance with contractual arrangements and organisational requirements. 5.2 The draft educational facility access audit report is reviewed with <i>appropriate persons</i> in accordance with organisational requirements. 5.3 Feedback received from the review process is incorporated and the educational facility access audit report is completed. |
| 6. Distribute and store the educational facility access audit report. | <ul style="list-style-type: none"> 6.1 Educational facility access audit report documentation is prepared in accordance with organisational arrangements. 6.2 Educational facility access audit report documentation is forwarded to the client in accordance with contractual arrangements. 6.3 A copy of the educational facility access audit report and associated documentation are recorded and retained for future reference in accordance with organisational and legislative requirements . |

KEY COMPETENCIES

The seven key competencies represent generic skills considered necessary for effective participation by an individual in the workplace.

Performance Level 1 - at this level the candidate is required to undertake tasks effectively.

Performance Level 2 - at this level the candidate is required to manage tasks.

Performance Level 3 - at this level the candidate is required to use concepts for evaluating and reshaping tasks.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Preparing a report for the client that contains all the relevant information upon completion of the educational facility access audit.	3
Collecting analysing and organising information	Collecting data through the use of a structured audit checklist and analysing the data for inclusion in the report provided to the client.	3
Planning and organising activities	Negotiating the scheduling of audit activities with the client to suit client and other work priorities.	3
Working with others and in teams	Working with other team members to conduct measurement tasks and record educational facility access audit data.	2
Using mathematical ideas and techniques	Comparing the level of provision of access with that specified in the legislation and standards.	2
Solving problems	Comparing measurement data with requirements presented in the relevant legislation and standards and identifying strategies to overcome areas of non-compliance.	1
Using technology	Recording, storing and retrieving data using word processing and other software packages.	1

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.

Client may include:

- architect
- owner and manager
- building designer
- builder
- building certifier and surveyor
- developer
- state and territory education departments.

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.

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.

Legislative requirements may be outlined and reflected in:

- relevant commonwealth, state and territory legislation that affects organisational operation:
 - OHS
 - building
 - environmental
 - equal employment opportunity
 - industrial relations
 - anti-discrimination and diversity
- Australian standards
- codes of practice
- local government regulations and by-laws
- privacy legislation
- quality assurance and certification requirements
- trade practices laws and guidelines.

Client brief may include:

- written instructions detailing requirements of the access consultant
- educational facility plans.

Site access arrangements may include:

- access and egress points
- keys, passes and security clearances
- OHS requirements, including PPE
- timing of access.

Relevant contact person may include:

- identified contact
- owner and manager
- site supervisor.

Educational facility access audit checklist may be developed in-house or purchased commercially, and may include the following:

- educational facility identification and data sheet
- minimum requirements summary sheets (amenities and special areas):
 - parking and passenger set-down zones
 - site-accessible paths and elements
 - entrances
 - building-accessible paths of travel
 - individual amenities
 - special features
- technical requirement audit forms:
 - parking and passenger set-down zones
 - exterior access paths
 - ramps
 - kerb ramps
 - step ramps
 - stairs
 - entrances and exits
 - gates and doors
 - seats, desks and worktops
 - toilets and showers
 - signage
 - tactile ground surface indicators
 - drinking fountains
 - telephones
- educational facility access audit report forms.

Personnel may include:

- business partners
- existing staff
- new staff.

Amenity may include:

- assembly halls
- car parking
- classrooms and lecture theatres
- specialist classrooms:
 - art and graphics areas
 - audiovisual rooms
 - break-out areas
 - computer rooms
 - domestic science rooms
 - manual arts and technical areas
 - science laboratories
 - study areas
- canteens
- caretakers' buildings and equipment storage
- dining facilities/eating areas
- drinking fountains
- facilities for special needs
- playgrounds
- office and administration buildings
- staff rooms
- toilets
- sports facilities:
 - boat sheds, ramps and jetties
 - change facilities
 - equipment storage facilities
 - gymnasiums
 - playing courts (tennis, basketball, volleyball and squash)
 - playing fields
 - stadiums
- swimming pools.

Relevant building legislation may include:

- state and territory capital works regulations
- Australian standards
- Building Code of Australia
- DDA
- DDA Education Standard
- DDA Premises Standard.

Appropriate person may include:

- another member of the playground access audit team
- business partner or colleague
- staff member.

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 other relevant legislation for the provision of access
 - reading and interpreting educational facility plans accurately
 - using measurement tools correctly and recording collected data accurately
 - preparing an educational facility access audit report that complies with legislative requirements and fulfils contractual requirements
 - 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.

REQUIRED SKILLS AND KNOWLEDGE

This 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
- disability awareness
- efficient and effective customer service
- limitations of work role, responsibility and professional abilities
- occupational health and safety (OHS) legislation and procedures
- organisational and professional procedures, ethical practices and business standards
- privacy legislation and confidentiality requirements
- processes for recording data and administering records
- relevant commonwealth, state and territory 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
- communication skills to:
 - explain clearly information on issues relating to the provision of access
 - identify client needs
 - consult effectively with clients and colleagues
 - 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
- literacy skills to:
 - assess and use workplace information

- interpret building industry and educational terminology and jargon
- read and understand instructions concerning OHS and the use of equipment, tools and PPE
- read and record data
- negotiation skills to:
 - clarify client requirements
 - establish the contractual conditions with the client
 - establish the site access arrangements
- numeracy skills to:
 - assess and use workplace information
 - interpret building industry and educational terminology and jargon
 - read and understand instructions concerning OHS and the use of equipment, tools and PPE
 - read and record data
 - clarify client requirements
 - establish the contractual conditions with the client
 - establish the site access arrangements
 - undertake measurement tasks
 - prepare and administer documentation
 - implement organisational policies and procedures
 - respond to customer service expectations
 - prepare contracts and meet contractual obligations
 - undertake measurement tasks
 - perform calculations, such as those necessary to determine the provision of access
- organisational skills to:
 - prepare and administer documentation
 - implement organisational policies and procedures
 - respond to customer service expectations
 - prepare contracts and meet contractual obligations
- problem-solving skills to:
 - develop appropriate strategies for addressing areas of access non-compliance
- report-writing skills to:
 - prepare an educational facility access audit report to meet the contractual requirements of the client
 - prepare an educational facility access audit report 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
 - carry out measurements and calculations
 - select and prepare appropriate tools and equipment in readiness for use in an educational facility access audit
 - safely handle tools and equipment
- technology skills to:
 - apply information technology and computer skills to prepare working documentation and reports.

PRDAC412A

Unit Descriptor

Conduct an outdoor recreation area access audit

This unit specifies the competency required to perform inspections to assess accessibility of city parks and landscaped areas, rural environmental parks and national parks. The inspections may be conducted to assess the existing level of accessibility for the purposes of advertising the features of the area or for facility upgrading.

The assessments are made using appropriate state and territory legislation. International best practice is adopted in situations where there is no relevant legislation. The access audit report will provide a description of accessibility, advice on compliance with existing legislation and usability by people with disabilities, and where necessary suggestions for corrective action.

The unit requires the ability to communicate with regulatory authorities, and building and property owners and managers on the interpretation and implementation of the Disability Discrimination Act (DDA) and other relevant legislation.

The access consultant may either work alone or as a member of a team.

Application of the Unit

This unit of competency supports the access consulting service of providing advice on accessible rural environmental and national parks and conducting access audits to assess the provision of access for people with disabilities.

Unit Sector

Access Consulting

ELEMENT

PERFORMANCE CRITERIA

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|-----------------------------------|---|
| 1. Respond to client inquiry. | <p>1.1 The <i>client</i> requesting the outdoor recreation area access audit is identified and their authority to act is established in accordance with <i>organisational requirements</i> .</p> <p>1.2 Client needs are discussed and confirmed using effective <i>interpersonal skills and communication techniques</i> in accordance with organisational requirements.</p> <p>1.3 Personal competence and organisational capability to respond to client needs are determined and assessed.</p> <p>1.4 Authority to proceed is negotiated with client and documented in accordance with organisational requirements.</p> |
| 2. Establish client relationship. | <p>2.1 Contractual arrangements are negotiated, confirmed, documented and stored in accordance with client, organisational and <i>legislative requirements</i> .</p> <p>2.2 A <i>client brief</i> providing the required level of detail is requested in accordance with organisational requirements.</p> <p>2.3 <i>Site access arrangements are negotiated and relevant contact person</i> is identified in accordance with client, organisational and legislative requirements.</p> <p>2.4 Copies of all relevant plans of the property to be audited and associated documentation are obtained.</p> |

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|--|---|
| 3. Prepare for the outdoor recreation area access audit. | <p>3.1 An outdoor recreation area access audit checklist appropriate to the scale of the audit task is prepared.</p> <p>3.2 Personnel required to efficiently conduct the outdoor recreation area access audit are assembled and briefed.</p> <p>3.3 Tools and equipment required to efficiently conduct the outdoor recreation area access audit are assembled.</p> <p>3.4 Tools and equipment are calibrated to manufacturers' specifications prior to conducting the outdoor recreation area access audit.</p> <p>3.5 Site is accessed in accordance with the agreed site access arrangements.</p> |
| 4. Conduct the outdoor recreation area access audit. | <p>4.1 The extent to which the outdoor recreation areas within the property boundary comply with the requirements for access for people with disabilities is determined.</p> <p>4.2 The presence of on-site car parking and the extent to which reserved disability parking is provided are determined.</p> <p>4.3 Accessible paths of travel to and within all areas of the outdoor recreation site required by relevant legislation to be accessible are determined.</p> <p>4.4 Aspects of the outdoor recreation area, car parking and continuous paths of travel that do not comply with the access requirements of relevant legislation are determined.</p> <p>4.5 Appropriate strategies for overcoming any areas of access non-compliance are developed, including strategies for alternative means of providing the full recreation opportunity spectrum for all users.</p> |
| 5. Prepare the outdoor recreation area access audit report. | <p>5.1 An outdoor recreation area access report is prepared for the client in accordance with contractual arrangements and organisational requirements.</p> <p>5.2 The draft outdoor recreation area access audit report is reviewed with appropriate persons in accordance with organisational requirements.</p> <p>5.3 Feedback received from the review process is incorporated and the outdoor recreation area access audit report is completed.</p> |
| 6. Distribute and store the outdoor recreation area access audit report. | <p>6.1 Outdoor recreation area access audit report documentation is prepared in accordance with organisational arrangements.</p> <p>6.2 Outdoor recreation area access audit report documentation is forwarded to the client in accordance with contractual arrangements.</p> <p>6.3 A copy of the outdoor recreation area access audit report and associated documentation are recorded and retained for future reference in accordance with organisational and legislative requirements .</p> |

KEY COMPETENCIES

The seven key competencies represent generic skills considered necessary for effective participation by an individual in the workplace.

Performance Level 1 - at this level the candidate is required to undertake tasks effectively.

Performance Level 2 - at this level the candidate is required to manage tasks.

Performance Level 3 - at this level the candidate is required to use concepts for evaluating and reshaping tasks.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Preparing a report for the client that contains all the relevant information upon completion of the outdoor recreation area access audit.	3
Collecting analysing and organising information	Collecting data through the use of a structured audit checklist and analysing the data for inclusion in the report provided to the client.	3
Planning and organising activities	Negotiating the scheduling of audit activities with the client to suit client and other work priorities.	3
Working with others and in teams	Working with other team members to conduct measurement tasks and record outdoor recreation area access audit data.	2
Using mathematical ideas and techniques	Comparing the level of provision of access with that specified in the relevant legislation and standards.	2
Solving problems	Comparing measurement data with requirements presented in the relevant legislation and standards and identifying strategies to overcome areas of non-compliance.	1
Using technology	Recording, storing and retrieving data using word processing and other software packages.	1

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.

Client may include:

- building and property owner and manager
- regulatory authority
- commonwealth, state, territory and local government
- developer.

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.

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.

Legislative requirements may be outlined and reflected in:

- relevant commonwealth, state and territory legislation that affects organisational operation:
 - OHS
 - building
 - environmental
 - equal employment opportunity
 - industrial relations
 - anti-discrimination and diversity
- Australian standards
- codes of practice
- local government regulations and by-laws
- privacy legislation
- quality assurance and certification requirements
- trade practices laws and guidelines.

Client brief may include:

- written instructions detailing requirements of the access consultant
- plans of the property to be audited.

Site access arrangements may include:

- access and egress points
- keys, passes and security clearances
- OHS requirements, including PPE
- timing of access.

Relevant contact person may include:

- identified contact
- owner and manager
- site supervisor.

An outdoor recreation area access audit checklist may include:

- facility identification and data sheet
- minimum requirements summary sheets (spaces and special areas):
 - parking and passenger set-down zones
 - site access - entrances
 - accessible paths of travel
 - visitor buildings - rooms and spaces
 - special purpose facilities (e.g. restaurants, medical facilities, shops and libraries)
 - special features (e.g. signage, alarms and tactile ground surface indicators)
 - historic sites
- technical requirement audit forms:
 - parking and passenger set-down zones
 - external access paths and walking tracks
 - tactile ground surface indicators
 - signage - directional
 - ramps
 - stairs
 - gates and doors
 - lifts and platform lifts
 - internal access - lobbies and corridors
 - rooms and spaces
 - assembly areas
 - toilets and showers
 - dressing and fitting rooms
 - drinking fountains
 - telephones
 - interpretive signage
 - interpretive exhibits
 - lookouts - protective barriers
 - rest areas
 - playgrounds
 - barbeque areas
 - tables and seating
- special purpose building technical requirement audit forms:
 - kiosks and retail shops
 - site manager's office
 - visitor centres
- outdoor recreation area access audit report forms.

Personnel may include:

- business partners
- existing staff
- new staff.

Relevant legislation may include:

- DDA
- DDA Premises Standard
- Building Code of Australia
- Australian standards
- international standards.

Recreation opportunity spectrum refers to:

- a complete listing of all the play experiences that can be gained from the recreation area.

Appropriate person may include:

- another member of the outdoor recreation area access audit team
- business partner or colleague
- staff member.

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
 - reading and interpreting plans of outdoor recreation areas accurately
 - using measurement tools correctly and recording collected data accurately
 - preparing an outdoor recreation area access audit report that complies with legislative requirements and fulfils contractual requirements
 - 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.

REQUIRED SKILLS AND KNOWLEDGE

This 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
- disability awareness
- efficient and effective customer service
- limitations of work role, responsibility and professional abilities
- occupational health and safety (OHS) legislation and procedures
- organisational and professional procedures, ethical practices and business standards
- 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
- communication skills to:
 - explain clearly information on issues relating to the provision of access
 - identify client needs
 - consult effectively with clients and colleagues
 - 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
- literacy skills to:
 - assess and use workplace information

- interpret building industry and outdoor recreation area terminology and jargon
- read and understand instructions concerning OHS and the use of equipment, tools and PPE
- read and record data
- negotiation skills to:
 - clarify client requirements
 - establish the contractual conditions with the client
 - establish the site access arrangements
- numeracy skills to:
 - undertake measurement tasks
 - perform calculations, such as those necessary to determine the provision of access
- organisational skills to:
 - prepare and administer documentation
 - implement organisational policies and procedures
 - respond to customer service expectations
 - prepare contracts and meet contractual obligations
- problem-solving skills to:
 - develop appropriate strategies for addressing areas of access non-compliance
- report-writing skills to:
 - prepare an outdoor recreation area access audit report to meet the contractual requirements of the client
 - prepare an outdoor recreation area access audit report 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
 - carry out measurements and calculations
 - select and prepare appropriate tools and equipment in readiness for use in an outdoor recreation area access audit
 - safely handle tools and equipment
- technology skills to:
 - apply information technology and computer skills to prepare working documentation and reports.

PRDAC413A**Contribute effectively to building development teams****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

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.

Unit Sector

Access Consulting

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|--|---|
| 1. Review project documentation. | <p>1.1 Project documentation is checked upon receipt to ensure that it is full and complete, and satisfies organisational requirements .</p> <p>1.2 Project documentation is interpreted to determine the extent to which the provision of access satisfies relevant legislation and codes.</p> <p>1.3 Ambiguities in the documentation are clarified with relevant persons 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 interpersonal skills and communication techniques .</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.
 - 4.1 Ongoing advice regarding potential solutions to issues concerning the adequate provision of access is provided to the development team.
 - 4.2 Constructive contributions are made to all development team discussions and processes, according to own competencies and organisational requirements.
 - 4.3 Advice on access issues is provided in an *agreed format* and in accordance with organisational requirements.
 - 4.4 Agreed decisions are documented in accordance with organisational requirements.

- 5. Review implementation strategies.
 - 5.1 Agreed decisions made at development team meetings are monitored to ensure timely and effective implementation.
 - 5.2 Installation activities resulting from development team agreed decisions are monitored for 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.

KEY COMPETENCIES

The seven key competencies represent generic skills considered necessary for effective participation by an individual in the workplace.

Performance Level 1 - at this level the candidate is required to undertake tasks effectively.

Performance Level 2 - at this level the candidate is required to manage tasks.

Performance Level 3 - at this level the candidate is required to use concepts for evaluating and reshaping tasks.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Discussing issues of concern about non-compliance with other team members and providing supporting reasons for the views held.	2
Collecting analysing and organising information	Interpreting and analysing the information included in project documentation.	2
Planning and organising activities	Planning and scheduling site inspections to monitor the progress and implementation of development team decisions.	2
Working with others and in teams	Understanding and respecting the roles of all team members and sharing information with them in a positive and timely manner.	3
Using mathematical ideas and techniques	Reviewing project documentation, calculating the extent of the provision of access and comparing it to that specified in the building codes.	2
Solving problems	Identifying issues of non-compliance, proposing informed suggestions and working with other team members to develop a solution that meets access requirements.	2
Using technology	Recording, storing and retrieving data using word processing and other software packages.	1

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.

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.

REQUIRED SKILLS AND KNOWLEDGE

This 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
- 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, ethical practices 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
- 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
- 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.

PRDAC414A**Unit Descriptor****Contribute to policy development**

This unit specifies the competency required to contribute to the development of policy on access for people with disabilities either within an organisation or in a public policy context. Access consultants contribute their expertise in access consulting, and their knowledge of disability awareness and relevant legislation to the policy development process. Access consultants may be either working in an organisation in a specialist role focusing on access issues for people with disabilities, or may be contracted to provide input into the development of policy on the provision of accessible services and facilities.

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

Application of the Unit

This unit of competency supports the access consulting services of assisting in the development of policy planning on the provision of accessible services and facilities for people with disabilities, and facilitating the development of Disability Discrimination Act Action Plans.

Unit Sector

Access Consulting

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|---|---|
| 1. Prepare to contribute to the policy development process. | <p>1.1 Information required to support the <i>policy</i> development process is identified, gathered and recorded in accordance with organisational requirements .</p> <p>1.2 Relevant information on the current policy is documented and presented in a format appropriate to the process purpose, context and audience.</p> <p>1.3 Clients and other stakeholders relevant to the policy development process are identified.</p> <p>1.4 Own role and responsibilities are identified and confirmed with relevant persons in accordance with organisational requirements.</p> |
| 2. Contribute to research for policy development. | <p>2.1 Research and consultation processes required to support the strategic policy development process are planned, agreed and implemented according to designated timeframes and resource constraints.</p> <p>2.2 Research and consultation process outcomes are collated, reported and presented in a format appropriate to the review purpose, context and audience.</p> <p>2.3 Factors impacting on the quality or outcomes of the research or consultation processes are identified and incorporated in reports.</p> |
| 3. Prepare briefing materials on policy issues. | <p>3.1 Briefing materials and discussion papers on access issues are prepared in an appropriate format in order to inform the policy development process.</p> <p>3.2 Reasoned argument and supporting evidence are incorporated into the briefing materials and discussion papers in order to contribute to debate associated with the policy development process.</p> |

4. Contribute to policy development debate.
- 4.1 Advice is provided regarding the adequacy of the access provisions in the policy development process using effective *interpersonal skills and communication techniques* in accordance with organisational requirements.
 - 4.2 Issues of concern and supporting reasons are articulated and presented using effective interpersonal skills and communication techniques in accordance with organisational requirements.
 - 4.3 Constructive contribution to all discussions in the policy development process is made in accordance with own competencies and organisational requirements.
 - 4.4 Advice on access issues is provided in an agreed format and in accordance with organisational requirements.

KEY COMPETENCIES

The seven key competencies represent generic skills considered necessary for effective participation by an individual in the workplace.

Performance Level 1 - at this level the candidate is required to undertake tasks effectively.

Performance Level 2 - at this level the candidate is required to manage tasks.

Performance Level 3 - at this level the candidate is required to use concepts for evaluating and reshaping tasks.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Preparing briefing materials and discussion papers to contribute ideas to the policy development process.	2
Collecting analysing and organising information	Analysing information collected through research and consultative processes and organising findings for inclusion in briefing materials and discussion papers.	2
Planning and organising activities	Planning research and consultation activities with clients and other stakeholders.	2
Working with others and in teams	Completing work tasks within designated timeframes.	2
Using mathematical ideas and techniques	Collating data extracted from surveys and questionnaires.	1
Solving problems	Identifying gaps and inadequacies in the existing policy and offering suggestions as to how these may be addressed.	2
Using technology	Recording, storing and retrieving data using word processing and other software packages.	1

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.

Information may include:

- existing organisational policies, guidelines and procedures
- Australian standards
- commonwealth, state and territory legislation and regulations that affect organisational operation including:
 - OHS
 - building access
 - environmental
 - EEO
 - industrial relations
 - anti-discrimination and diversity.

Policy refers to:

- any policy on the provision of access within an organisation either to meet its responsibilities to its own staff or to meet its community or legislative obligations.

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.

Clients and other stakeholders may include:

- architects
- builders
- building designers
- building owners and managers
- community groups
- developers
- educational service providers
- elected representatives from any level of government
- industry associations
- organisations representing people with disabilities
- other access consultants
- other departments/sections within the organisation
- other government departments and agencies
- owners and managers of transport conveyances.

Relevant person may include:

- business partner
- client
- colleague
- legal representative
- manager/supervisor.

Research may include:

- documentary research of:
 - Australian and international standards
 - Australian and other national governments
 - international agencies and organisations
 - professional and academic journals and papers
 - conference presentations and papers
- other appropriate techniques as required such as:
 - field study
 - interview
 - observation or experiment
 - questionnaire or survey
 - evaluation of similar policies in other organisations
 - monitoring developments in other government agencies or private sector organisations.

Consultation may include:

- attendance at workshops, meetings and forums
- interviews - structured, semi-structured and unstructured; group and individual
- questionnaires and other basic survey instruments.

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.

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
 - applying organisational management policies and procedures, including quality assurance requirements
 - interpreting accurately the provision of access requirements of relevant legislation and Australian standards
 - applying an understanding to the policy development process of the access needs of people with disabilities
 - identifying key stakeholders and stakeholder groups for inclusion in the research and consultation processes
 - using research techniques and consultation processes to obtain relevant data for input into the policy development process
 - based on the analysis of findings, preparing discussion papers and briefing notes on access issues in formats that are appropriate to the target audience
 - using effective interpersonal skills and communication techniques to contribute ideas and arguments concerning access issues to the policy development process.

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.

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required knowledge and understanding include:

- commonwealth, state and territory anti-discrimination legislation
- consultation processes
- effective interpersonal skills and communication techniques
- efficient and effective customer service
- equal employment opportunity (EEO), equity and diversity principles
- 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, ethical practices and business standards
- organisational policies and processes for policy development
- processes for recording data and administering records
- range of presentation formats for conveying information about the policy development process
- relevant commonwealth, state and territory legislation applying to the specific area of work e.g. building legislation and codes
- research methods
- types of clients and stakeholders involved in the policy development process
- writing discussion papers, reports and draft policy documents.

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)
 - interpret policy proposals and make recommendations
- application skills to:
 - apply relevant codes of practice and other legislative requirements to policy development processes
 - apply disability awareness to policy development processes
- communication skills to:
 - explain clearly information on issues relating to the provision of access
 - present a range of policy proposal consultation documents
 - prepare documents and other media conveying policy concepts in a manner that can be readily understood by the target audience
 - consult effectively with clients, other stakeholders and colleagues
 - 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
- literacy skills to:
 - assess and use workplace information
 - read and record data
- negotiation skills to:
 - clarify stakeholder requirements
- organisational skills to:
 - prepare and administer documentation
 - prepare contracts and meet contractual obligations
- problem-solving skills to:
 - develop policy proposals to address identified access issues
- report-writing skills to:
 - prepare reports and other documentation to meet the contractual requirements of the client
- 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
- technology skills to:
 - apply information technology and computer skills to prepare working documentation and reports.

PRDAC415A

Unit Descriptor

Contribute to team effectiveness

This unit specifies the competency required to contribute to the development and maintenance of an effective work team. Access consultants may be required to work as part of a team in a range of situations including conducting access audits, providing access advice and contributing to policy development. In many situations the access consultant will be a team member rather than the team leader. The teams may convene on a regular or irregular basis and may operate over short or long durations of time.

In a team situation access consultants are required to contribute their expertise in access consulting and their knowledge of the relevant legislation including Australian standards. In order to represent and advocate on access issues in a team situation it is important that access consultants not only have good communication and interpersonal skills but that they also accept responsibility for and take an active role in the development of efficient and effective teams.

Application of the Unit

This unit of competency supports the full range of access consulting services. The unit will support access consultants in a range of situations where they are required to be a member of a team as part of their role as an access consultant.

Unit Sector

Access Consulting

ELEMENT

PERFORMANCE CRITERIA

- | | |
|--|---|
| 1. Contribute actively in planning to achieve team outcomes. | <p>1.1 Team purpose, roles, responsibilities, goals, plans and objectives are established, agreed and documented in consultation with team members.</p> <p>1.2 Contributions are made to the planning process that provide opportunities for all team members to offer input into the planning and decision-making processes of the team.</p> |
| 2. Contribute to team cohesion. | <p>2.1 Team members are encouraged and supported to take responsibility for their own work and to assist each other in undertaking required roles and responsibilities.</p> <p>2.2 Feedback is provided to team members to encourage individual and team efforts and contributions.</p> <p>2.3 Issues, concerns and problems identified by team members are addressed within the team or referred to relevant persons as required.</p> |
| 3. Participate in and facilitate teamwork. | <p>3.1 All team members are actively encouraged to participate in and take responsibility for team activities and communication processes.</p> <p>3.2 All team members are given support to identify and resolve problems that impede performance.</p> <p>3.3 Own contribution to work team is made in a manner that provides a role model for other team members.</p> |

4. Contribute to effective communication processes.
- 4.1 **Communication** with team leader/project manager is kept open at all times.
- 4.2 Information received from team leader/ project manager is actioned as required.
- 4.3 Unresolved issues, concerns and problems raised by the team members are communicated to the team leader/project manager and followed up to ensure action is taken.

KEY COMPETENCIES

The seven key competencies represent generic skills considered necessary for effective participation by an individual in the workplace.

Performance Level 1 - at this level the candidate is required to undertake tasks effectively.

Performance Level 2 - at this level the candidate is required to manage tasks.

Performance Level 3 - at this level the candidate is required to use concepts for evaluating and reshaping tasks.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Communicating ideas and suggestions by contributing to discussions as part of the team's planning and implementation processes.	2
Collecting analysing and organising information	Analysing information collected through team processes and integrating findings into planning activities.	2
Planning and organising activities	Planning own work activities that support team requirements and assist in the equitable allocation and scheduling of work tasks amongst all team members.	2
Working with others and in teams	Working with team members and team leader to complete allocated and agreed tasks efficiently and in a timely manner.	2
Using mathematical ideas and techniques	Using mathematical processes to manipulate data relevant to team activities.	1
Solving problems	Applying problem-solving skills to emerging problems and contributing ideas for potential solutions for team consideration.	2
Using technology	Using word processing packages and spreadsheets to produce written correspondence and reports related to the team's objectives.	1

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.

Team purpose, roles, responsibilities, goals, plans and objectives may include:

- goals for individuals and the work team
- expected outcomes and inputs
- Disability Discrimination Act Action Plans, business plans and operational plans linked to strategic plans
- occupational health and safety responsibilities.

Consultation may refer to:

- attending meetings, interviews and brainstorming sessions
- using email/intranet communications, newsletters or other processes and devices that ensure that all team members have the opportunity to contribute to team effectiveness and consultation outcomes.

Responsibility for own work may involve:

- individuals and teams
- individual and joint actions.

Feedback may refer to:

- informal communication of ideas and thoughts on specific tasks, outcomes, decisions, issues or behaviour
- formal or informal gatherings between team members where there is communication on team-related matters.

Relevant persons may include:

- business partners
- colleagues
- experts in relevant professions
- other access consultants
- project managers
- staff
- team leaders.

Communication may include:

- face to face
- formal or informal intervention
- verbal, written or electronic.

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 accurately your organisation's expectations of your role and responsibilities as a member of the team
 - interpreting accurately the team's purpose, role and responsibilities and sharing a common understanding of these with other team members
 - applying an understanding of group dynamics, group facilitation, communication, planning, negotiation, goal setting and problem solving to a team situation
 - showing respect for individuals, their ideas and their contribution to the team
 - interpreting own role and responsibilities in relation to the particular team
 - using interpersonal skills and communication techniques effectively to develop trust and confidence within the team
 - using participative arrangements to plan team activities and to improve work team effectiveness
 - monitoring and evaluating work team performance to improve work team effectiveness
 - 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.

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required knowledge and understanding include:

- commonwealth, state and territory anti-discrimination legislation
- disability awareness
- group processes and team behaviour:
 - causes of stress or conflict
 - change management
 - communication
 - decision making
 - delegation and work allocation
 - facilitation
 - goal setting
 - group dynamics
 - individual behaviour and differences
 - leadership
 - motivation
 - negotiation
 - planning
 - problem solving
 - role and function of workplace teams
 - stages of team development
 - strategies for managing or reducing conflict
- industry codes of practice and ethics
- limitations of work role, responsibility and professional abilities
- organisational and professional policies and procedures, ethical practices and business standards
- organisational goals, objectives and plans
- principles of effective communication
- privacy legislation and confidentiality requirements
- your organisation's expectations of your role in the team situation.

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 performance of the team against team objectives
- application skills to:
 - apply relevant codes of practice and other legislative requirements to work processes
 - apply disability awareness to work processes
- communication skills to:
 - develop trust and confidence within the work team
 - facilitate group processes

- facilitate participative practices for group-planning, problem-solving and decision-making processes
- clearly explain information relating to team activities to other team members
- consult effectively with fellow team members
- impart knowledge and ideas through oral, written and visual means
- use active listening processes in team discussions
- use effective interpersonal skills and communication techniques
- interpersonal skills to:
 - contribute to group problem-solving and decision-making processes
 - relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
 - provide information and advice in a sensitive and appropriate manner
- leadership skills to:
 - acknowledge individual differences and behaviour in a positive manner
 - coach and mentor team members
 - delegate tasks to team members in an agreed manner
 - manage conflict amongst team members
 - motivate team members
 - negotiate with team members
 - plan and organise group processes and group tasks
 - provide feedback to team members
- literacy skills to:
 - assess and use workplace information
 - read and record data
- organisational skills to:
 - prepare and administer documentation
 - implement organisational policies and procedures.

PRDAC416A

Facilitate the development of Disability Discrimination Act Action Plans

Unit Descriptor

This unit specifies the competency required to facilitate the development of Disability Discrimination Act (DDA) Action Plans or similar plans required by state or territory legislation. It involves working with government departments, companies, building owners and service providers to develop DDA Action Plans for lodgement with the Human Rights and Equal Opportunity Commission (HREOC) or to develop similar Actions Plans based on state and territory legislation for lodgement with the relevant state and territory anti-discrimination agency. The Action Plans cover the accessibility of the service provided, the level of disability awareness of the staff and the accessibility of the buildings and grounds.

The unit requires the ability to communicate with building owners and managers on the implementation of the DDA or state and territory anti-discrimination legislation.

The access consultant will typically act as an adviser to an organisation developing a DDA Action Plan.

Application of the Unit

This unit of competency supports the access consulting service of facilitating the development of DDA Action Plans and similar plans as specified in state and territory anti-discrimination legislation.

Unit Sector

Access Consulting

ELEMENT

PERFORMANCE CRITERIA

- | | |
|-----------------------------------|--|
| 1. Respond to client inquiry. | <p>1.1 The <i>client</i> requesting access advice to facilitate the development of an Action Plan is identified and their authority to act is established in accordance with <i>organisational requirements</i> .</p> <p>1.2 Client needs are discussed and confirmed using effective <i>interpersonal skills and communication techniques</i> in accordance with organisational requirements.</p> <p>1.3 Personal competence and organisational capability to respond to client needs are determined and assessed.</p> <p>1.4 Authority to proceed is negotiated with client and documented in accordance with organisational requirements.</p> |
| 2. Establish client relationship. | <p>2.1 Contractual arrangements are negotiated, confirmed, documented and stored in accordance with client, organisational and <i>legislative requirements</i> .</p> <p>2.2 A <i>client brief</i> providing the required level of detail is requested in accordance with organisational requirements.</p> <p>2.3 Information on client's business operations, services offered, staff profiles and business premises is obtained.</p> <p>2.4 A work plan to develop an <i>Action Plan</i> in collaboration with the client is negotiated and documented.</p> |

3. Review business practices in conjunction with client.
 - 3.1 Data is collected to develop a comprehensive *customer profile* in accordance with client, organisational and legislative requirements.
 - 3.2 Customer profile data is analysed to identify shortcomings in accessibility in accordance with client, organisational and legislative requirements.
 - 3.3 Customer profile data is used to establish, in conjunction with the client, a benchmark for assessing improvements in service provision.
 - 3.4 *Communication barriers* impeding the relationship between the client and their customers are identified and documented in conjunction with the client.
 - 3.5 *Attitudinal barriers* impeding the relationship between the client and their customers are identified and documented in conjunction with the client.
 - 3.6 *Physical barriers* impeding the relationship between the client and their customers are identified and documented in conjunction with the client.

4. Facilitate the client's planning processes to achieve the objectives of the DDA.
 - 4.1 Appropriate *policies and programs* to achieve the *legislative objectives* are developed in conjunction with the client by using the information collected through the review of current business practices.
 - 4.2 Goals, targets and timeframes to implement the developed policies and programs are established and documented in conjunction with the client.
 - 4.3 Monitoring processes to measure the implementation of the developed policies and programs are established and documented in conjunction with the client.
 - 4.4 Evaluation strategies to gauge the effectiveness of the developed policies and programs in achieving compliance are developed and documented in conjunction with the client.
 - 4.5 Persons responsible for implementing the Action Plan are identified and appointed in conjunction with the client.
 - 4.6 Training and professional development opportunities to support staff in the implementation of the Action Plan are identified and documented in conjunction with the client.
 - 4.7 A grievance policy is developed and documented and procedures are implemented for handling grievances in conjunction with the client.
 - 4.8 An internal communication strategy to communicate the benefits of the Action Plan to the business and company personnel is developed and documented in conjunction with the client.
 - 4.9 An external communication and marketing strategy to inform current and potential clients about the improved service arrangements for people with disabilities is developed and documented in conjunction with the client.
 - 4.10 The Action Plan is integrated into overall business planning processes in conjunction with the client.

- | | |
|--|---|
| 5. Assist client to develop a process to review the Action Plan. | 5.1 Processes for the periodic review of Action Plan goals are established and documented in conjunction with the client. |
| | 5.2 Processes for periodic updating of the Action Plan to reflect current and future business practices are established and documented in conjunction with the client. |
| 6. Assist with Action Plan documentation and lodgement. | 6.1 All aspects of the documentation of the Action Plan are finalised in conjunction with the client. |
| | 6.2 All Action Plan documentation is collated into a suitable format in conjunction with the client and copies are retained for future reference, monitoring, evaluation and updating in accordance with organisational requirements. |
| | 6.3 Action Plan is forwarded to the HREOC in accordance with established organisational requirements and HREOC published guidelines. |

KEY COMPETENCIES

The seven key competencies represent generic skills considered necessary for effective participation by an individual in the workplace.

Performance Level 1 - at this level the candidate is required to undertake tasks effectively.

Performance Level 2 - at this level the candidate is required to manage tasks.

Performance Level 3 - at this level the candidate is required to use concepts for evaluating and reshaping tasks.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Advising clients of the importance and benefits of implementing Action Plans.	2
Collecting analysing and organising information	Collecting and analysing information on client's customers to develop a profile on existing and potential customers and their needs.	2
Planning and organising activities	Planning and scheduling the implementation of the policies and programs identified as part of the Action Plan development process.	2
Working with others and in teams	Working with the client and their staff to develop and implement the Action Plan.	2
Using mathematical ideas and techniques	Analysing statistical data for inclusion in the customer profile.	2
Solving problems	Assisting the client to develop policies and programs to incorporate into the Action Plan.	2
Using technology	Recording, storing and retrieving data using word processing and other software packages.	1

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.

Clients may include:

- companies
- government departments and agencies
- building owners
- service providers.

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
- occupational health and safety (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.

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.

Legislative requirements may relate to:

- relevant commonwealth, state and territory legislation that affects organisational operation:
 - OHS
 - environmental
 - equal employment opportunity
 - industrial relations
 - anti-discrimination and diversity
 - licensing arrangements
 - trade practices
 - privacy requirements
 - freedom of information
- Australian standards, quality assurance and certification requirements
- relevant industry codes of practice and ethics
- award and enterprise agreements.

Client brief may include:

- written instructions detailing requirements of the access consultant.

Action Plan includes:

- goals and targets to ensure that the results are measurable
- timeframes
- suggested evaluation techniques.

And is developed through:

- a review of current business practices
- devising policies and programs
- setting goals, targets and timeframes
- devising and incorporating evaluation strategies
- appointing persons to be responsible for the implementation of the Action Plan
- communicating the Action Plan to the people in the client's business.

Customer profile includes:

- the range of potential customers
- the changing nature of the potential customer base
- the frequency of known use of services by customers with disabilities.

Communication barriers may be influenced by:

- the portrayal of people with disabilities in information produced by the company
- the availability of information produced by the company in alternative formats (e.g. large print, braille, computer disk and audio tape)
- the availability of information in language suitable for people with learning disabilities or intellectual disabilities
- captioning on video displays
- company marketing strategies that advertise the availability of its business services to people with disabilities
- the familiarity of company personnel with technology and practices such as telephone typewriters, audio-induction loops and sign language
- the availability of company information in a format suitable for people who are blind or vision impaired.

Attitudinal barriers may:

- be based on stereotypes that set people apart as being different or perceived as less capable
- stereotype people according to their disabling condition rather than treating them as individuals.

And may include:

- fear of the unknown or anxiety associated with being unsure of how to behave and what to expect from a person with a disability
- fear of becoming disabled or feelings of vulnerability
- guilt or why did this misfortune happen to this person and not to me, he/she is no more deserving of it
- aversion to difficulties, weakness and a less than perfect body.

Physical barriers restrict access to premises and may involve:

- all areas to which customers are entitled to have access
- physical structures such as doors, steps and stairs
- structures designed to deliver services or promote goods such as service counters, information counters and display units
- confusing or inadequate signage
- confusing decor that may disorientate customers with vision impairment
- lack of non-visual guides to assist customers with vision impairment in wayfinding
- lack of adequate paths of travel and warning systems, such as visual fire alarms to assist with emergency evacuation.

Policies and programs may include:

- removal of physical barriers to access - supporting programs could include conducting an access audit and implementing the correctional renovations
- removal of communication barriers - supporting programs could include providing information in alternative formats, improved information technology, appropriate signage for the vision impaired and training staff in sign language
- increased disability awareness amongst staff - supporting programs could include regular disability awareness training for all existing staff, disability awareness training as a component of new staff induction procedures, mentoring staff, and the active recruitment and employment of people with disabilities
- the review and evaluation of progress of the Action Plan - supporting programs could include program implementation monitoring against targets and timeframes, and evaluation against Action Plan goals
- incorporation of the Action Plan into mainstream business planning - supporting programs could include the integration of Action Plan considerations into business marketing, communication and training programs
- informing employees about the Action Plan - supporting programs could include disability awareness training to educate staff about their role in implementing the Action Plan, and supervisors being accountable for the performance of staff in relation to the Action Plan
- publicising the organisation's commitment to people with disabilities - supporting programs could include the removal of physical access barriers, the removal of communication barriers, marketing the organisation's disability awareness initiatives, the employment of people with disabilities, and disability awareness training for staff
- the development of a complaints procedure for staff and customers - supporting programs could include publicising the complaints procedure to staff and customers, and training staff to handle complaints appropriately.

Legislative objectives will be included in:

- the DDA
- state and territory anti-discrimination legislation.

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 accurately the requirements of the commonwealth DDA or state and territory anti-discrimination legislation covering the development of Action Plans or similar plans
 - applying an understanding of the access needs of people with disabilities to the Action Plan development process
 - identifying key stakeholders for inclusion in the consultation and development processes
 - using research techniques and consultation processes to obtain relevant data for input into the Action Plan
 - using effective interpersonal skills and communication techniques to facilitate the exchange of ideas and information to support the development of an Action Plan
 - 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.

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required knowledge and understanding include:

- commonwealth DDA or similar state and territory anti-discrimination legislation requiring the completion of Action Plans or similar documents
- consultation processes
- disability awareness
- efficient and effective customer service
- 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, ethical practices and business standards
- privacy legislation and confidentiality requirements
- processes for recording data and administering records
- range of presentation formats for conveying information to participants of the Action Plan development process
- report writing
- research methods
- the principles and techniques associated with:
 - change management
 - coaching
 - communication
 - goal setting
 - group dynamics and processes
 - motivation
 - negotiation
 - planning.

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 disability awareness to work processes
- coaching skills to:
 - develop the skills of clients and their staff
- communication skills to:
 - explain clearly information on issues relating to the provision of access

- identify client needs
- explain clearly benefits of the Action Plan
- consult effectively with clients and their representatives
- 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
- literacy skills to:
 - assess and use workplace information
 - read and record data
- negotiation skills to:
 - clarify client requirements
 - establish the contractual conditions with the client
- organisational skills to:
 - assist in the implementation of organisational policies and procedures
 - prepare contracts and meet contractual obligations
 - respond to customer service expectations
 - prepare and administer documentation
- problem-solving skills to:
 - develop strategies for addressing areas of access non-compliance for consideration by the client
- report-writing skills to:
 - prepare working documentation and papers
 - assist in the preparation of the Action Plan documentation
- research skills to:
 - collect and interpret valid and reliable data
- teamwork skills to:
 - work effectively with other people
- technical skills to:
 - advise on the processes to facilitate the development of Actions Plans
 - facilitate group processes
 - encourage and facilitate planning processes
 - provide guidance during the change-management process
 - develop appropriate policies and programs to achieve the legislative objectives of the DDA or similar state and territory legislation
- technology skills to:
 - apply information technology and computer skills to prepare working documentation and reports.

PRDAC417A

Follow site occupational health and safety requirements

Unit Descriptor

This unit specifies the competency required for access consultants to work safely at client work sites. This primarily involves identifying and following the relevant occupational health and safety (OHS) duty of care legislation.

These work functions are carried out without supervision.

Access consultants should be able to demonstrate the relevant technical skills and knowledge prior to entering the site for the purposes of access consulting.

Application of the Unit

This unit of competency supports the full range of access consulting services. The adherence to site OHS requirements is a critical issue for access consultants. As part of their role, they are typically required to visit locations where OHS arrangements are already established and must be followed. This unit of competency will support access consultants in ensuring that the OHS requirements of any work location are met.

Unit Sector

Access Consulting

ELEMENT

PERFORMANCE CRITERIA

- | | |
|---|--|
| 1. Identify mandatory OHS duty of care legislation and regulations. | <p>1.1 Relevant OHS legislation and regulations are identified and sourced.</p> <p>1.2 OHS duty of care requirements necessary to work safely in an access consulting capacity are determined in relation to the specific work site.</p> <p>1.3 The OHS duty of care requirements to be provided by the client are identified.</p> |
| 2. Follow site safety requirements. | <p>2.1 Potential site safety requirements are discussed with <i>site management</i> prior to commencing work at the site.</p> <p>2.2 All <i>site safety signs</i> relevant to the project are identified.</p> <p>2.3 Relevant <i>items of personal protective equipment</i> (PPE) are identified according to the safety needs of the specific work site.</p> <p>2.4 All items of PPE are regularly maintained and comply with the requirements of the <i>relevant standards, codes and legislative requirements</i> .</p> <p>2.5 Relevant site emergency procedures that apply to visitors to the site are identified and applied where required.</p> <p>2.6 All work activities conducted on the site are performed in accordance with the requirements of the relevant standards, codes and legislative requirements.</p> |

KEY COMPETENCIES

The seven key competencies represent generic skills considered necessary for effective participation by an individual in the workplace.

Performance Level 1 - at this level the candidate is required to undertake tasks effectively.

Performance Level 2 - at this level the candidate is required to manage tasks.

Performance Level 3 - at this level the candidate is required to use concepts for evaluating and reshaping tasks.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Identifying site-specific safety requirements by following workplace safety signs or specific requirements listed in appropriate OHS legislation and mandatory regulations.	2
Collecting analysing and organising information	Collecting information from various OHS regulations and ensuring that work practices are carried out according to appropriate OHS legislation, mandatory regulations and workplace-specific requirements.	2
Planning and organising activities	Organising and scheduling visits to work sites with appropriate site personnel to ensure the maximum safety of all personnel.	1
Working with others and in teams	Not relevant to this unit.	-
Using mathematical ideas and techniques	Not relevant to this unit.	-
Solving problems	Discussing potential or actual site safety hazards with relevant site personnel.	1
Using technology	Obtaining OHS information and documentation relevant to the activities of access consultants by using appropriate technology such as personal computers, database systems and the internet.	1

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.

Site management may include:

- site managers
- site supervisors.

Types of site safety signs may include a requirement to wear:

- a hard hat
- eye and hearing protection
- foot protection.

Items of personal protective equipment may include:

- ear muffs or ear plugs
- hard hats and gloves
- safety boots or shoes
- safety glasses or goggles.

Relevant standards, codes and legislative requirements may include:

- Australian Dangerous Goods Code
- Australian standards
- Building Code of Australia
- building certifier requirements
- client and other stakeholder requirements
- other commonwealth, state and territory, and local government legislation and regulations, including:
 - building
 - environmental
- enterprise operating procedures
- industry and workplace codes of practice and ethics
- product manufacturers' technical manuals and data sheets.

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
 - identifying and interpreting mandatory OHS duty of care requirements relevant to a specific work site
 - assessing site safety risks, hazards and other requirements that impact on site-specific access consulting tasks
 - adhering to work site safety requirements and signage
 - identifying and wearing appropriate items of PPE according to access consulting tasks occurring at the work site
 - identifying and applying the safety instructions and, where required, emergency evacuation procedures at the specific work site.

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.

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required knowledge and understanding include:

- commonwealth, state and territory anti-discrimination legislation
- disability awareness
- industry codes of practice and ethics
- limitations of work role, responsibility and professional abilities
- OHS legislation, policies and procedures including:
 - employer/employee responsibilities, rights and obligations relevant to OHS in the workplace
 - implications of not following safety procedures, requirements and instructions
 - adherence to the OHS requirements of a specific work site
 - type and purpose of workplace safety signs and compliance with the requirements of the signs
- organisational and professional procedures, ethical practices and business standards
- processes for recording data and administering records
- relevant commonwealth, state and territory building legislation, local government regulations and Australian standards
- selection, use and maintenance of appropriate PPE.

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)
 - interpret and apply OHS legislative requirements, organisational policies and procedures, and work site policies and procedures
- application skills to:
 - apply relevant codes of practice and other legislative requirements to work processes
 - apply disability awareness to work processes
- communication skills to:
 - inform site management clearly, concisely and accurately of any identified potential or actual site safety hazards
 - understand and follow emergency evacuation procedures and other verbal safety instructions given by authorised work site personnel
- literacy skills to:
 - assess and use workplace information
 - read and interpret work site safety signage
 - read and follow manufacturers' specifications for the use of PPE
 - read and complete work site documentation

- organisational skills to:
 - prepare and manage documentation
 - implement organisational policies and procedures.

PRDAC418A**Unit Descriptor****Manage risk**

This unit specifies the competency required to assess and manage risk in relation to access consulting operations. It requires the identification and analysis of potential threats to determine the level of risk exposure of access consulting operations, and the implementation of a risk management plan.

Application of the Unit

This unit of competency supports the full range of access consulting services. The management of risk is a critical issue for access consultants. This unit of competency will support access consultants in ensuring that they manage their risk exposure.

Unit Sector

Access Consulting

ELEMENT**PERFORMANCE CRITERIA**

1. Identify risks.
 - 1.1 **Information** on actual and potential **risks** is collected using relevant **risk assessment tools** and assessed for currency, accuracy and relevance in accordance with **organisational requirements** .
 - 1.2 **Terms of reference** are determined in consultation with **relevant persons** and information is updated, modified and maintained in accordance with organisational requirements.
 - 1.3 **A structured plan** for identifying and assessing **risk likelihood** is developed in accordance with terms of reference and agreed timeframes.
 - 1.4 **Limitations** in identifying and assessing risks are recognised and assistance is sought as required.

2. Analyse risks.
 - 2.1 **Assessment criteria** for measuring the level of potential or existing risk, together with an assessment of consequences, are developed in accordance with the terms of reference.
 - 2.2 Valid and relevant data is analysed against the assessment criteria to determine the level of potential risk in accordance with organisational requirements.
 - 2.3 Any gaps in the assessment methodology are identified and appropriate actions are implemented in accordance with organisational requirements.
 - 2.4 **Risk assessment findings** are documented and distributed to relevant persons in accordance with organisational requirements.

3. Develop a risk management plan.
 - 3.1 ***Regulatory, industry and association standards and procedures*** for access consulting are identified and assessed.
 - 3.2 Organisational policy on ***risk management*** is analysed and interpreted.
 - 3.3 Organisational capability to either control or reduce the likelihood of actual and potential risks is analysed.
 - 3.4 Risk management plan with associated policies and procedures is developed and documented, including provisions for training and education in accordance with organisational and ***legislative requirements***.
 - 3.5 Procedures for the ongoing identification of risks are established and documented in the risk management plan.
 - 3.6 Limitations in developing a risk management plan are recognised and assistance is sought as required.

4. Implement a risk management plan.
 - 4.1 Unacceptable risks are eliminated and other risks are minimised in accordance with organisational requirements.
 - 4.2 Access consulting operations are conducted in compliance with regulatory, industry and association standards and procedures.
 - 4.3 Opportunities for professional development are identified and accessed.
 - 4.4 Access consulting operations are monitored continuously to identify potential risks.
 - 4.5 Access consulting operations are modified as necessary to comply with the risk management plan.
 - 4.6 Comprehensive relevant documentation is maintained for all service provision in accordance with regulatory and company requirements.

KEY COMPETENCIES

The seven key competencies represent generic skills considered necessary for effective participation by an individual in the workplace.

Performance Level 1 - at this level the candidate is required to undertake tasks effectively.

Performance Level 2 - at this level the candidate is required to manage tasks.

Performance Level 3 - at this level the candidate is required to use concepts for evaluating and reshaping tasks.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Discussing types of risks and potential risks associated with access consulting operations.	2
Collecting analysing and organising information	Gathering information from reliable sources to assess potential or existing risks.	3
Planning and organising activities	Developing assessment criteria to use as a basis for measuring the level of risk.	2
Working with others and in teams	Working collaboratively to manage risk.	1
Using mathematical ideas and techniques	Analysing data to assess potential or existing risks.	2
Solving problems	Identifying and assessing risks.	2
Using technology	Sourcing, organising, recording and presenting information in suitable formats.	1

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.

Information may relate to:

- government reports
- reports commissioned by the owner or manager
- other reports and relevant documentation
- lines of responsibility
- key personnel
- historical data.

Risks may relate to:

- deliberate, natural, accidental and perceived acts or omissions
- loss, disclosure, destruction or compromise of asset
- loss of goodwill, reputation or credibility
- professional liability
- public liability
- industry-specific risk
- loss of profits
- OHS.

Risk assessment tools may include:

- checklists, worksheets and matrix models
- government and/or industry hazard or safety alerts
- instruments to assess the severity of identified hazards and rank by severity
- job and work system assessment
- job hazard analysis
- job safety analysis
- manufacturers' guidance information and manuals
- reviews of OHS records
- safety and hazard audits
- workplace inspection checklists.

Organisational requirements may be outlined and reflected in:

- access and equity policies, 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.

Terms of reference may relate to:

- operational environment
- roles and responsibilities
- security and other clearances
- limitations and exclusions
- scale of the task or assessment (whether a full-scale operation or limited to a particular section or operation of the company)
- client expectations
- costs
- agreed timeframes.

Relevant persons may include:

- supervisors
- colleagues
- clients
- legal representatives
- business partners
- industry associations.

A structured plan may be constructed by using:

- checklists
- structured tables
- structured questionnaires
- interview question sheets
- structured planning software
- spreadsheets, word-processing and other software.

Risk likelihood may be:

- low
- medium
- high.

Limitations may relate to:

- job role and responsibilities
- quality processes
- own competency level
- industry requirements
- own understanding of risk identification processes
- legal responsibilities.

Assessment criteria may be based on:

- qualitative and/or quantitative factors
- semi-quantitative factors
- organisational or client requirements
- Australian Risk Management standards.

Risk assessment findings may include:

- tables and information from approved data collection tools
- graphical representations of data
- suggestions
- summary of assessment outcomes.

Regulatory, industry and association standards and procedures may include:

- industry codes of conduct and ethical practices
- legislative and statutory requirements outlined in relevant legislation (e.g. licensing, anti-discrimination and building access)
- tribunal and court precedents
- industry standards
- OHS standards.

Risk management means:

- the process of identifying potential negative events and developing plans to mitigate or minimise the likelihood of a negative event occurring and/or the consequences of the event if it does occur.

Legislative requirements may be outlined and reflected in:

- relevant commonwealth, state and territory legislation that affects organisational operation:
 - OHS
 - building
 - environmental
 - equal employment opportunity
 - industrial relations
 - anti-discrimination and diversity
- Australian standards including AS4360 Risk Management
- codes of practice
- local government regulations and by-laws
- privacy legislation
- quality assurance and certification requirements
- trade practices laws and guidelines.

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
 - obtaining information from a range of sources and consultative processes to ensure an accurate understanding of the operating environment
 - applying risk management procedures (undertaking risk identification, risk assessment, risk treatment and monitoring) in accordance with the hierarchy of control
 - implementing an effective action plan and structure for analysis and assessment
 - assessing the level of risk potential against agreed assessment criteria
 - reviewing and preparing findings in a format suitable for presentation
 - complying with OHS regulations applicable to workplace operations
 - applying organisational management policies and procedures, including quality assurance requirements
 - developing an organisational risk management plan for access consulting operations in response to a risk analysis
 - implementing a risk management plan for access consulting operations.

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.

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required knowledge and understanding include:

- commonwealth, state and territory anti-discrimination legislation
- disability awareness
- duty of care
- industry codes of practice and ethics
- limitations of work role, responsibility and professional abilities
- organisational and professional procedures, ethical practices and business standards
- procedures for identifying and assessing risks associated with access consulting operations
- procedures for responding to and monitoring risks associated with access consulting operations
- processes for developing and implementing a risk management plan
- processes for recording data and administering records
- relevant commonwealth, state and territory occupational health and safety (OHS), environmental and risk management legislation, local government regulations and Australian standards
- report writing
- research methods
- risk management hierarchy of control
- risk management policies and procedures
- selection, use and maintenance of appropriate personal protective equipment.

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)
 - assess and advise on the validity and sufficiency of resources required to control risks associated with access consulting operations
- 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
- communication skills to:
 - provide clear information and instructions on workplace procedures pertaining to health, safety and risk management to a work group

- use interviewing and questioning techniques to obtain information
- impart knowledge and ideas through oral, written and visual means
- literacy skills to:
 - document and record findings
 - understand and comply with work procedures
 - identify and report hazards
 - interpret site safety plans
 - read and comprehend product instructions and manufacturers' specifications
 - assess risks and evaluate risk control measures
 - monitor workplace OHS and environmental data
- observation skills to:
 - accurately identify existing or potential risks
- organisational skills to:
 - prepare and administer documentation
 - plan timelines and reporting mechanisms
 - implement organisational policies and procedures
- problem-solving skills to:
 - apply reasoning and logical analysis to measure risk consequence
 - recommend counter-measures or contingency plans
- research skills to:
 - analyse and interpret information
 - form recommendations
- technical skills to:
 - complete risk assessment plans
- technology skills to:
 - apply information technology and computer skills to prepare working documentation and reports
- writing skills to:
 - prepare and complete documentation.

PRDAC419A

Unit Descriptor

Prepare access reports

This unit specifies the competency required to organise and present information gathered on disability access compliance for people with disabilities. It requires the ability to organise and evaluate gathered information and data, and prepare and present reports and attachments in a format suitable for review and dissemination. This work would be carried out under limited supervision within organisational guidelines.

Access consultants need to know the access requirements of the Disability Discrimination Act Premises Standard, the Building Code of Australia and the relevant Australian standards in order to prepare an access report.

Application of the Unit

This unit of competency supports the full range of access consulting services. The preparation of access reports is a requirement of most of the types of activities undertaken by access consultants. This unit of competency will support the work of access consultants in preparing reports and associated documentation as part of their overall provision of access consulting services.

Unit Sector

Access Consulting

ELEMENT

PERFORMANCE CRITERIA

- | | |
|--------------------------|---|
| 1. Organise information. | <p>1.1 Gathered information is organised and prioritised in a logical manner with regard to the intended use of the report and in accordance with legislative and organisational requirements.</p> <p>1.2 Gathered information is assessed for relevance and accuracy, consistent with client terms of reference, and reporting and organisational requirements.</p> <p>1.3 Additional information is sought as required from identified sources and verified for relevance and accuracy in accordance with organisational requirements.</p> <p>1.4 All information is handled safely and securely in accordance with client confidentiality, and legislative and organisational requirements.</p> <p>1.5 Business equipment is used to manage information efficiently and effectively in accordance with manufacturers' specifications and organisational requirements.</p> |
| 2. Compile report. | <p>2.1 Report format, style and structure are established in accordance with industry standards, and client and organisational requirements.</p> <p>2.2 Report content is checked for accuracy and the report is prepared in accordance with client instructions and organisational requirements.</p> <p>2.3 Conclusions and recommendations are clearly supported by the information gathered and verifiable evidence.</p> <p>2.4 Attachments are relevant and consistent with references made in the body of the report in accordance with organisational requirements.</p> <p>2.5 Language is used in the final report that is clear, concise, free of inconsistencies and meets client requirements and organisational standards of style, format and accuracy.</p> |

KEY COMPETENCIES

The seven key competencies represent generic skills considered necessary for effective participation by an individual in the workplace.

Performance Level 1 - at this level the candidate is required to undertake tasks effectively.

Performance Level 2 - at this level the candidate is required to manage tasks.

Performance Level 3 - at this level the candidate is required to use concepts for evaluating and reshaping tasks.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Clarifying and verifying reporting requirements, objectives and timeframes with supervisor or client.	2
Collecting analysing and organising information	Sourcing, collating and organising information in a logical manner for incorporating into the report.	2
Planning and organising activities	Planning to circulate the draft report to relevant personnel for review and arranging to incorporate feedback within specified timeframes.	2
Working with others and in teams	Seeking and obtaining feedback on the draft report from workplace colleagues.	2
Using mathematical ideas and techniques	Applying mathematical techniques to schedule tasks.	1
Solving problems	Reviewing data for validity, consistency and accuracy and resolving issues concerning ambiguous or contradictory information prior to inclusion in the report.	2
Using technology	Recording, storing and retrieving data using word processing and other software packages.	1

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.

Information may include:

- results of inquiries and searches
- statements of evidence
- photographs
- sketch plans
- physical evidence.

Legislative requirements may relate to:

- relevant commonwealth, state and territory legislation that affects organisational operation:
 - occupational health and safety (OHS)
 - environmental
 - equal employment opportunity
 - industrial relations
 - anti-discrimination and diversity
 - licensing arrangements
 - trade practices
 - privacy requirements
 - freedom of information
- Australian standards, quality assurance and certification requirements
- relevant industry codes of practice and ethics
- award and enterprise agreements.

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

Clients may be:

- architects
- builders and developers
- building owners and managers
- corporations
- engineers
- the general public
- government agencies
- loss assessors and adjusters
- members of the legal profession.

Reporting requirements may include:

- presentation of reports in a timely manner
- accurate and constructive observations
- verbal and written mode.

Information sources may include:

- colleagues, supervisors and management
- records, reports and case notes
- interviews and meetings
- notices
- procedural manuals
- specialists
- internet
- library
- industry networks
- government departments
- other organisations
- workshops, conferences and seminars.

Business equipment may include:

- computers and computer applications
- modems
- personal schedulers
- facsimile machines
- printers
- photocopiers
- scanners.

Report format requirements may relate to:

- style
- sequence of coverage
- length
- use of appendices
- enclosures and attachments
- use of abbreviations
- common industry terminology.

Attachments may include:

- documents
- photographs
- videos
- physical evidence
- sketch plans.

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
 - applying organisational management policies and procedures for preparing reports, including quality assurance requirements
 - gathering information that is relevant, accurate and organised in a logical manner and seeking additional information from reliable information sources
 - incorporating feedback and constructive advice, and presenting the report in a professional manner within designated timeframe
 - preparing a report with content that is valid, accurate and free of inconsistencies; complies with legislative requirements; and has recommendations that are clearly supported by verifiable information
 - using business equipment effectively to prepare and present reports and attachments in required formats.

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.

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required knowledge and understanding include:

- commonwealth, state and territory anti-discrimination legislation
- disability awareness
- editing procedures
- how to source and access documentation to meet the requirements of the report
- industry codes of practice and ethics
- legislative and statutory requirements relevant to the gathering and reporting of information
- limitations of work role, responsibility and professional abilities
- methods of collecting and recording relevant data
- operational principles of business equipment
- organisational procedures for recording and reporting
- organisational requirements with regard to report format, style, structure and presentation
- principles and techniques of effective questioning to obtain specific information
- procedures to maintain the safety and security of information
- providing and presenting evidence to support claims made in the report
- relevant sources of information
- report-writing methods appropriate to own role and responsibilities
- 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)
 - determine the intended purpose of the report and collect, evaluate and organise data to meet the report's intended use
- application skills to:
 - apply relevant codes of practice and other legislative requirements to work processes
 - apply disability awareness to work processes
- communication skills to:
 - apply effective communication and negotiation techniques, including active listening and questioning
 - apply effective written communication skills to clearly and concisely convey information
 - consult effectively with clients and colleagues
 - 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
- literacy skills to:
 - assess and use workplace information
 - locate and interpret legislation and legal cases on the provision of access
- organisational skills to:
 - prioritise work tasks for completion within designated timeframes
 - collate and organise information in a logical manner
 - check information for relevance and accuracy
 - prepare and manage documentation
 - develop and implement organisational policies and procedures
 - estimate and calculate resource and equipment requirements
- research and evaluation skills to:
 - source, analyse and evaluate legislative requirements for the provision of access
- technical skills to:
 - use a range of business equipment
 - write reports using appropriate format, style, structure and presentation.

PRDAC420A**Prepare, deliver and evaluate public education sessions****Unit Descriptor**

This unit specifies the competency required to develop, present and evaluate educational and information sessions on issues relating to access for people with disabilities.

The unit requires the ability to use presentation techniques and communication and interpersonal skills to convey information on the access requirements contained in the Disability Discrimination Act (DDA) Premises Standard, the Building Code of Australia and the relevant Australian standards to members of the public, building owners and managers and people working in the building industry.

Application of the Unit

This unit of competency supports the access consulting service of teaching, lecturing and presenting seminars.

Unit Sector

Access Consulting

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|---|---|
| 1. Identify the information requirements of the target group. | 1.1 The information requirements of the <i>target groups</i> of public education sessions are identified.
1.2 Existing resources are reviewed for suitability in relation to the target group.
1.3 The specific information requirements of the target group are researched. |
| 2. Plan and develop educational presentations on disability access. | 2.1 Presentation outcomes are determined with the sponsor or client and are agreed upon.
2.2 <i>Presentation strategies</i> are chosen to match the <i>characteristics of the target audience</i> , the subject matter to be presented, the location and the <i>delivery method</i> .
2.3 <i>Presentation aids and materials</i> are selected to enhance audience understanding of key concepts and ideas.
2.4 Presentation text and aids are prepared using appropriate media and allowing time to review and revise prior to the presentation. |
| 3. Deliver the presentation. | 3.1 The desired outcomes of the presentation are explained and discussed with the target audience.
3.2 Presentation aids, materials and examples are used effectively to support target audience understanding of key concepts and ideas.
3.3 The verbal and non-verbal communication of participants are monitored to gauge participant engagement with the presentation.
3.4 Variations in verbal and non-verbal communication are used to maintain participant involvement.
3.5 Opportunities are provided for participants to seek clarification on key issues and concepts and the presentation is adjusted to meet participant needs and preferences.
3.6 Key concepts and ideas are summarised to facilitate participant understanding. |

4. Evaluate the presentation.
- 4.1 Audience understanding and response to the content and presentation format of the education session are assessed.
 - 4.2 **Feedback** from the audience and observers of the education session is sought and analysed.
 - 4.3 Adjustments necessary to improve the content and delivery of future presentations are considered and implemented as appropriate.

KEY COMPETENCIES

The seven key competencies represent generic skills considered necessary for effective participation by an individual in the workplace.

Performance Level 1 - at this level the candidate is required to undertake tasks effectively.

Performance Level 2 - at this level the candidate is required to manage tasks.

Performance Level 3 - at this level the candidate is required to use concepts for evaluating and reshaping tasks.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Developing effective presentations for communicating relevant information to participants in public education sessions.	2
Collecting analysing and organising information	Researching and analysing the information needs of potential participants in public education sessions.	2
Planning and organising activities	Planning and scheduling research activities to determine the needs of the target groups.	2
Working with others and in teams	Contacting colleagues to assist in the development and presentation of public education sessions.	2
Using mathematical ideas and techniques	Preparing and delivering public education sessions within designated budget and timeframe, and allocated resources.	2
Solving problems	Identifying appropriate content to meet the information requirements of the participants in the public education sessions.	2
Using technology	Using computer software to develop presentation materials to support the public education sessions.	2

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.

Target group may include:

- building developers, owners and managers
- community and disability groups
- educational institutions
- organisations developing DDA Action Plans
- professionals who interact with access consultants:
 - building certifiers
 - architects
 - building designers
 - regulatory authorities.

Presentation strategies may involve:

- oral presentations
- discussion
- questioning
- simulations and role play
- demonstration.

Characteristics of the target audience may relate to:

- language, literacy and numeracy needs
- cultural background
- educational background or general knowledge
- gender
- age
- physical ability
- previous experience with the topic.

Delivery method may include:

- face to face
- via video conference
- computer-assisted methods.

Presentation aids and materials may include:

- video and audio recordings
- overhead projectors
- data projectors
- paper-based materials
- photographs
- models
- diagrams and charts
- posters
- whiteboards.

Feedback can be obtained from:

- interviews with participants and observers
- focus group interviews
- written feedback from participants
- reviewing videotape of the presentation.

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
 - applying organisational management policies and procedures, including quality assurance requirements, to the presentation of public education sessions
 - identifying organisational objectives for conducting public education sessions
 - identifying the information needs of target groups
 - developing effective public education sessions with available resources
 - ensuring the information presented in the public education sessions is current, relevant and appropriate to the needs of the target groups
 - monitoring the public education sessions' content and delivery methods to gauge audience response
 - conducting regular reviews of the effectiveness of the sessions.

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.

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required knowledge and understanding include:

- commonwealth, state and territory anti-discrimination legislation
- disability awareness
- industry codes of practice and ethics
- limitations of work role, responsibility and professional abilities
- organisational and professional procedures, social and ethical practices and business standards
- organisational policies and processes for preparing and presenting public education sessions
- presentation techniques
- principles of adult learning
- principles and techniques associated with:
 - communication
 - group dynamics and processes
 - motivation
 - planning
- range of presentation formats and media for conveying information to participants
- relevant commonwealth, state and territory legislation applying to the specific public education session e.g. building legislation and codes
- research methods
- typical target groups of public education sessions.

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)
- application skills to:
 - apply relevant codes of practice and other legislative requirements to work processes
 - apply disability awareness to work processes
- communication skills to:
 - explain clearly the objectives of the public education sessions to target audience
 - explain clearly information on existing and proposed policies and 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
 - impart knowledge and ideas through oral, written and visual means
 - consult effectively with people interested in public education

- programs
- interpersonal skills to:
 - relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
 - relate to participants in public education sessions
- literacy skills to:
 - assess and use workplace information
 - interpret relevant legislation, regulations and existing policy documents for inclusion in public education sessions
 - prepare and manage documentation
 - prepare presentations for public education sessions
- organisational skills to:
 - access the resources required for presenting public education sessions
 - implement guidelines for the delivery of public education sessions
- research and evaluation skills to:
 - identify the information needs of target groups for public education sessions
 - source and evaluate information relevant to target group needs
- teamwork skills to:
 - work effectively with other people.

PRDAC421A

Unit Descriptor

Provide access advice on building fitout

This unit specifies the competency required to provide advice on building fitout to achieve optimum access to new and existing buildings. This advice is required in order to inform clients of the appropriate design, materials and placement of fixtures, fitment and furniture which are not regulated under existing building law.

Access consultants must be conversant with the relevant codes and standards that provide information on the placement of fixtures, fitment and furniture to achieve optimum access for people with disabilities. Access consultants must also ensure that they are aware of new products and services available in the marketplace.

Application of the Unit

This unit of competency supports the access consulting services of providing advice on building renovations and developing designs for accessible buildings.

Unit Sector

Access Consulting

ELEMENT

PERFORMANCE CRITERIA

- | | |
|--|--|
| 1. Identify the fitout appropriate for the building class. | 1.1 The building class is established in accordance with <i>relevant building legislation</i> .
1.2 Spaces required to be accessible are determined in accordance with relevant building legislation.
1.3 The usual fixtures and fittings required for each space are determined in accordance with relevant building legislation. |
| 2. Provide advice on installation options to achieve access that complies with relevant legislation. | 2.1 Advice provided on the appropriate accessibility of each fixture and fitting is based on relevant building legislation.
2.2 Advice provided on ancillary trades required for the installation of each accessible fixture and fitting is based on manufacturers' specifications. |
| 3. Prepare the building fitout access report. | 3.1 A building fitout access report is prepared for the client in accordance with contractual arrangements and <i>organisational requirements</i> .
3.2 The draft building fitout access report is reviewed with <i>appropriate persons</i> in accordance with organisational requirements.
3.3 Feedback received from the review process is incorporated and the building fitout access report is completed. |
| 4. Distribute and store the building fitout access report. | 4.1 The building fitout access report and associated documentation are prepared in accordance with organisational requirements.
4.2 The building fitout access report and associated documentation are forwarded to the client in accordance with contractual arrangements.
4.3 A copy of the building fitout access report and associated documentation are recorded and retained for future reference in accordance with organisational and legislative requirements . |

KEY COMPETENCIES

The seven key competencies represent generic skills considered necessary for effective participation by an individual in the workplace.

Performance Level 1 - at this level the candidate is required to undertake tasks effectively.

Performance Level 2 - at this level the candidate is required to manage tasks.

Performance Level 3 - at this level the candidate is required to use concepts for evaluating and reshaping tasks.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Preparing building fitout access report that provides ideas and advice for the client.	2
Collecting analysing and organising information	Collecting product information and analysing the manufacturers' specification information to determine suitability for use in the building fitout.	2
Planning and organising activities	Researching products and making product recommendations as part of the building fitout.	2
Working with others and in teams	Working in conjunction with other members of the building fitout access team and providing timely advice.	2
Using mathematical ideas and techniques	Undertaking measurement tasks and making the necessary calculations to determine the placement of fixtures.	2
Solving problems	Comparing various manufacturers' specifications to select the most appropriate products.	2
Using technology	Recording, storing and retrieving data using word processing and other software packages.	1

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.

Relevant building legislation may include:

- Australian Standard AS1428.2-1992
- Building Code of Australia
- Disability Discrimination Act (DDA)
- DDA Premises Standard
- DDA Transport Standard.

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

Appropriate person may include:

- another member of the building fitout access team
- business partner or colleague
- staff member.

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 other relevant legislation for the provision of access
 - reading and interpreting building plans accurately
 - using measurement tools correctly and recording collected data accurately
 - interpreting accurately manufacturers' specifications and advising on their suitability for providing practical access
 - preparing a building fitout report that complies with legislative requirements and fulfils contractual requirements
 - 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.

REQUIRED SKILLS AND KNOWLEDGE

This 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
- design and construction principles of buildings
- disability awareness
- efficient and effective customer service
- industry codes of practice and ethics
- limitations of work role, responsibility and professional abilities
- nature of building materials and effect of performance
- occupational health and safety (OHS) legislation and procedures
- organisational and professional procedures, ethical practices and business standards
- privacy legislation and confidentiality requirements
- processes for recording data and administering records
- processes for interpreting reports, working drawings and specifications
- relevant commonwealth, state and territory building legislation, local government regulations and Australian standards
- report writing
- research methods
- relevant terminology, definitions and hazard identification.

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
- communication skills to:
 - explain clearly information on issues relating to the provision of access
 - identify client needs
 - consult effectively with clients and colleagues
 - 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
- literacy skills to:
 - assess and use workplace information
 - interpret building industry terminology and jargon
 - read and understand instructions concerning OHS and the use of equipment, tools and PPE
 - read and understand instructions for the placement and use of fixtures, fitment and furniture
 - read and record data
- negotiation skills to:
 - clarify client requirements
 - establish the contractual conditions with the client
 - establish the site access arrangements
- numeracy skills to:
 - undertake measurement tasks
 - perform calculations, such as those necessary to determine the provision of access
- organisational skills to:
 - prepare and administer documentation
 - implement organisational policies and procedures
 - respond to customer service expectations
 - prepare contracts and meet contractual obligations
- problem-solving skills to:
 - prepare advice on building fitout based on an analysis of the options available to provide appropriate access
- report-writing skills to:
 - prepare a building fitout report to meet the contractual requirements of the client
 - prepare a building fitout report that meets organisational requirements
- research skills to:
 - access sources of manufacturers' specifications on products that could be used in a building fitout to determine suitability
- 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.

PRDAC422A**Unit Descriptor****Provide access advice on building renovations**

This unit specifies the competency required to provide advice on renovations to achieve optimum access to existing buildings. This advice is required both in situations where compliance can be achieved as well as where compliance cannot be achieved due to pre-existing conditions.

Access consultants work in close consultation with other professionals in the building industry and are required to provide a high level of accurate advice on access issues to inform decision making by certifying authorities.

Application of the Unit

This unit of competency supports the access consulting service of providing advice on building renovations.

Unit Sector

Access Consulting

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|---|---|
| 1. Identify areas of building that require modification to achieve access. | 1.1 Classification of the building to be renovated is determined in accordance with the Building Code of Australia (BCA).
1.2 BCA requirements for access to the class of building to be renovated are determined.
1.3 Areas of the building that require modification to achieve compliant access required by building legislation are identified.
1.4 Appropriate renovation options for non-compliant areas and non-compliant elements to achieve a compliant level of access are determined. |
| 2. Provide advice to client on renovation process to achieve compliant access. | 2.1 Appropriate steps in the renovation process for achieving compliant access are determined.
2.2 Processes to be undertaken to renovate the building spaces and elements to achieve compliance are determined.
2.3 Proposed renovation process is discussed with the client and the extent to which compliant access can be achieved is explained. |
| 3. Identify areas of the building where pre-existing conditions prevent compliant access. | 3.1 Non-compliant areas and elements unable to be modified due to pre-existing conditions are identified and documented.
3.2 Advice is provided on renovation options for upgrade where pre-existing conditions prevent modification to full compliance. |
| 4. Prepare the building renovations access report. | 4.1 A building renovations access report is prepared for the client in accordance with contractual arrangements and organisational requirements .
4.2 The draft building renovations access report is reviewed with appropriate persons in accordance with organisational requirements.
4.3 Feedback received from the review process is incorporated and the building renovations access report is completed. |

PRDAC422A Provide access advice on building renovations

5. Distribute and store the building renovations access report.
- 5.1 The building renovations access report and associated documentation are prepared in accordance with organisational arrangements.
- 5.2 The building renovations access report and associated documentation are forwarded to the client in accordance with contractual arrangements.
- 5.3 A copy of the building renovations access report and associated documentation are recorded and retained for future reference in accordance with organisational and legislative requirements .

KEY COMPETENCIES

The seven key competencies represent generic skills considered necessary for effective participation by an individual in the workplace.

Performance Level 1 - at this level the candidate is required to undertake tasks effectively.

Performance Level 2 - at this level the candidate is required to manage tasks.

Performance Level 3 - at this level the candidate is required to use concepts for evaluating and reshaping tasks.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Preparing building renovations access report that provides ideas and advice for the client.	2
Collecting analysing and organising information	Collecting product information and analysing the manufacturers' specification information to determine suitability for use in the building renovation.	2
Planning and organising activities	Researching products and making product recommendations as part of the building renovation.	2
Working with others and in teams	Working in conjunction with other members of the building renovations access team and providing timely advice.	2
Using mathematical ideas and techniques	Undertaking measurement tasks and making the necessary calculations to determine the capacity of the building to accommodate the proposed renovations.	2
Solving problems	Comparing various manufacturers' specifications to select the most appropriate building products.	2
Using technology	Recording, storing and retrieving data using word processing and other software packages.	1

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.

Classification of the building is:

- prescribed in Part A of the BCA.

Building legislation may include:

- Australian standards
- BCA
- Disability Discrimination Act (DDA)
- DDA Premises Standard
- DDA Transport Standard
- local government building regulations
- state and territory building legislation.

Client may include:

- owner and manager
- building designer
- builder
- building certifier
- developer.

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

Appropriate person may include:

- another member of the building renovations access team
- business partner or colleague
- staff member.

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 other relevant legislation for the provision of access
 - reading and interpreting building plans accurately
 - using measurement tools correctly and recording collected data accurately
 - assessing accurately the method of the building's construction
 - interpreting accurately manufacturers' specifications and advising on their suitability for providing practical access
 - preparing a building renovations access report that complies with legislative requirements and fulfils contractual requirements
 - 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.

REQUIRED SKILLS AND KNOWLEDGE

This 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
- design and construction principles of buildings
- disability awareness
- efficient and effective customer service
- industry codes of practice and ethics
- limitations of work role, responsibility and professional abilities
- nature of building materials and effect of performance
- occupational health and safety (OHS) legislation and procedures
- organisational and professional procedures, ethical practices and business standards
- privacy legislation and confidentiality requirements
- processes for recording data and administering records
- processes for interpreting reports, working drawings and specifications
- relevant commonwealth, state and territory building legislation, local government regulations and Australian standards
- report writing
- research methods
- relevant terminology, definitions and hazard identification.

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
- communication skills to:
 - explain clearly information on issues relating to the provision of access
 - identify client needs
 - consult effectively with clients and colleagues
 - 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
- literacy skills to:
 - assess and use workplace information
 - 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:
 - clarify client requirements
 - establish the contractual conditions with the client
 - establish the site access arrangements
- numeracy skills to:
 - undertake measurement tasks
 - perform calculations, such as those necessary to determine the provision of access
- organisational skills to:
 - prepare and administer documentation
 - implement organisational policies and procedures
 - respond to customer service expectations
 - prepare contracts and meet contractual obligations
- problem-solving skills to:
 - develop appropriate strategies for addressing areas of access non-compliance
- report-writing skills to:
 - prepare a building renovations access report to meet the contractual requirements of the client
 - prepare a building renovations access report that meets organisational requirements
- research skills to:
 - locate and evaluate manufacturers' specifications on building products that could be used in a building renovation to determine suitability
- 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.

PRDAC423A**Unit Descriptor****Provide access advice on the provision of services**

This unit specifies the competency required for the access consultant to work with individuals and the management and staff of organisations when providing advice on their rights and obligations under the Disability Discrimination Act (DDA) and relevant state and territory anti-discrimination legislation.

Access consultants must be able to interpret the DDA and relevant state and territory anti-discrimination legislation applicable to service delivery. Access consultants must also be able to interpret the commonwealth, state and territory legislation regarding educational, building and transport services.

The unit requires the ability to communicate effectively on a wide range of service provision issues with individuals and the management and staff of organisations.

Application of the Unit

This unit of competency supports the access consulting service of facilitating the development of DDA Action Plans.

Unit Sector

Access Consulting

ELEMENT**PERFORMANCE CRITERIA**

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|-----------------------------------|---|
| 1. Identify client needs. | <p>1.1 The <i>client</i> requesting access advice on the provision of services is identified and their authority to act is established in accordance with <i>organisational requirements</i> .</p> <p>1.2 Client needs are discussed and confirmed using effective <i>interpersonal skills and communication techniques</i> in accordance with organisational requirements.</p> <p>1.3 Personal competence and organisational capability to respond to client needs are determined and assessed.</p> <p>1.4 Authority to proceed is negotiated with client and documented in accordance with organisational requirements.</p> |
| 2. Establish client relationship. | <p>2.1 Contractual arrangements are negotiated, confirmed, documented and stored in accordance with client, organisational and <i>legislative requirements</i> .</p> <p>2.2 A <i>client brief</i> providing the required level of detail is requested in accordance with organisational requirements.</p> <p>2.3 <i>Access arrangements</i> for meeting with key personnel are negotiated and <i>relevant person</i> is identified in accordance with client, organisational and legislative requirements.</p> <p>2.4 Copies of all existing documentation relevant to the project are identified and obtained.</p> |
| 3. Research the relevant context. | <p>3.1 General information on client's business operations, services offered, staff profiles and business premises is obtained in accordance with organisational requirements.</p> <p>3.2 Access to the client's <i>customer profile data</i> is obtained and the data analysed to gain a comprehensive understanding of the client's customer base.</p> |

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|---|--|
| 4. Identify relevant legislation. | 4.1 Commonwealth, state and territory legislation with regard to educational services, building and transport is reviewed to determine relevance to the services provided by the client's organisation. |
| | 4.2 Sections of the legislation relevant to the service delivery of the client's organisation are identified and documented. |
| 5. Provide advice to client on the provision of services. | 5.1 Advice is provided to individuals, and the management and staff of organisations, on their rights and obligations under the relevant legislation using effective interpersonal skills and communication techniques in accordance with organisational requirements. |
| | 5.2 Training programs to impart information to individuals, and the management and staff of organisations, on their rights and obligations under the relevant legislation are suggested in accordance with organisational requirements. |
| 6. Prepare access report on the provision of services. | 6.1 A service provision access report incorporating the advice identified for individuals, and the management and staff of organisations, on their rights and obligations under the relevant legislation is prepared in accordance with contractual and organisational arrangements. |
| | 6.2 The draft service provision access report is reviewed with appropriate persons in accordance with organisational requirements. |
| | 6.3 Feedback received from the review process is incorporated and the access report on the provision of services is completed. |
| 7. Distribute and store the access report on the provision of services. | 7.1 Access report documentation on the provision of services is prepared in accordance with organisational arrangements. |
| | 7.2 Access report documentation on the provision of services is forwarded to the client in accordance with contractual arrangements. |
| | 7.3 A copy of the access report on the provision of services and associated documentation are recorded and retained for future reference in accordance with organisational and legislative requirements . |

KEY COMPETENCIES

The seven key competencies represent generic skills considered necessary for effective participation by an individual in the workplace.

Performance Level 1 - at this level the candidate is required to undertake tasks effectively.

Performance Level 2 - at this level the candidate is required to manage tasks.

Performance Level 3 - at this level the candidate is required to use concepts for evaluating and reshaping tasks.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Preparing a report for the client on providing access during the delivery of services.	3
Collecting analysing and organising information	Collecting and analysing data on the client's business operations to identify customer use of the services.	3
Planning and organising activities	Negotiating the scheduling of research and related activities with the client to suit client and other work priorities.	3
Working with others and in teams	Working with other team members to share workload and responsibility for tasks.	2
Using mathematical ideas and techniques	Analysing the customer profile data, such as the numbers of clients and the types of services they are seeking.	2
Solving problems	Providing advice on areas of non-compliance with the relevant legislation, and providing suggestions on how compliance can be achieved to meet legislative requirements and business objectives.	2
Using technology	Recording, analysing, storing and retrieving data using word processing, spreadsheets and other similar packages.	2

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.

Client may include:

- building owner and manager
- building certifier
- professional
- provider of services to the public e.g. shop
- public utility
- commonwealth, state and territory, and local government department and agency.

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

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.

Legislative requirements may be outlined and reflected in:

- relevant commonwealth, state and territory legislation that affects organisational operation:
 - OHS
 - building
 - environmental
 - equal employment opportunity
 - industrial relations
 - anti-discrimination and diversity
- Australian standards
- codes of practice
- local government regulations and by-laws
- privacy legislation
- quality assurance and certification requirements
- trade practices laws and guidelines.

Client brief will include:

- written instructions detailing requirements of the access consultant.

Access arrangements may include:

- access and egress points
- keys, passes and security clearances
- OHS requirements, including personal protective equipment
- timing of access.

Relevant person may include:

- identified contact
- owner and manager
- site supervisor.

Customer profile data may include:

- information on the range of potential customers
- the changing nature of the potential customer base
- the frequency of known use of services by customers with disabilities.

Advice may:

- be written or oral
- include referral to other experts or sources of information.

Appropriate person may be:

- another member of the access team
- business partner or colleague
- staff member.

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 accurately the requirements of the commonwealth DDA and state and territory anti-discrimination legislation
 - identifying the issues associated with the provision of services in the client's organisation and identifying any issues of non-compliance
 - using effective interpersonal skills and communication techniques to facilitate the exchange of ideas and information on issues relating to the provision of services
 - providing practical and effective advice on how to address identified areas of non-compliance to meet legislative requirements and business objectives
 - preparing an access report on the provision of services that complies with legislative requirements and fulfils contractual requirements
 - 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.

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required knowledge and understanding include:

- commonwealth, state and territory anti-discrimination legislation
- disability awareness
- efficient and effective customer service
- limitations of work role, responsibility and professional abilities
- occupational health and safety (OHS) legislation and procedures
- organisational and professional procedures, ethical practices and business standards
- privacy legislation and confidentiality requirements
- processes for recording data and administering records
- relevant commonwealth, state and territory 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
- communication skills to:
 - explain clearly information on issues relating to the provision of access
 - identify client needs
 - consult effectively with clients and colleagues
 - impart knowledge and ideas through oral, written and visual means
 - respond to customer service expectations
- 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
- literacy skills to:
 - assess and use workplace information

- read and understand instructions concerning OHS at client's premises
- read and record data
- organisational skills to:
 - prepare and administer documentation
 - implement organisational policies and procedures
 - respond to customer service expectations
 - prepare contracts and meet contractual obligations
- problem-solving skills to:
 - develop appropriate strategies for addressing areas of access non-compliance
- report-writing skills to:
 - prepare an access report on the provision of services to meet the contractual requirements of the client
 - prepare an access report on the provision of services 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:
 - advise on strategies to overcome aspects of non-compliance
 - facilitate group processes to identify strategies to address non-compliance
 - encourage and facilitate planning processes
 - provide guidance during the change-management process
- technology skills to:
 - apply information technology and computer skills to prepare working documentation and reports.

PRDAC424A

Research and analyse information on the provision of access

Unit Descriptor

This unit specifies the competency required to conduct research, analyse information and make recommendations on issues concerning the provision of access. Access consultants may be requested to undertake research activities on behalf of their organisation or in response to a specific client request. In addition, access consultants may choose to initiate a research activity in order to support the work they are doing in other aspects of their role such as in conducting access audits, providing advice or working in a team or policy development environment where the expertise of the access consultant is being sought. The unit also requires the ability to identify the range of appropriate sources of information, apply effective research techniques and document sources and findings for use in addressing issues concerning the provision of access.

Application of the Unit

This unit of competency supports the full range of access consulting services. The application of research and analysis is fundamental to working as an access consultant. The unit will support the work of access consultants in the non-routine aspects of their work where additional information is needed to deliver an effective service.

Unit Sector

Access Consulting

ELEMENT

PERFORMANCE CRITERIA

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|---|---|
| 1. Confirm aims and desired outcomes of research. | <p>1.1 Details of research purpose, aims and desired outcomes are clarified with <i>relevant persons</i> .</p> <p>1.2 A research plan including details of the scope of the research, methodology, timelines and resources required is developed in accordance with <i>organisational requirements</i> .</p> <p>1.3 The research plan is agreed and documented, and resource availability is determined, in accordance with organisational requirements.</p> <p>1.4 The roles and responsibilities of key stakeholders and personnel are identified and confirmed in accordance with organisational requirements.</p> <p>1.5 <i>Issues related to the appropriate use of research data</i> are identified and managed effectively in accordance with organisational requirements.</p> |
| 2. Collect and analyse information. | <p>2.1 <i>Research methodology</i> and procedures that suit the purpose of the research are chosen to collect and analyse information.</p> <p>2.2 Information is sought from appropriate sources in sufficient depth to serve its intended purpose.</p> <p>2.3 Information collected is evaluated for its validity, reliability and relevance to the research project.</p> <p>2.4 Methods of analysis are selected that are reliable and consistent with research objectives.</p> <p>2.5 Relevant conclusions and recommendations are developed that are based on research data, include supporting evidence and support achievable means of providing access.</p> |

3. Report the findings of the research.
- 3.1 Research findings are presented in appropriate language, style and format in accordance with organisational requirements.
 - 3.2 Supporting information, explanations and arguments are provided that are appropriate to the nature of the research project.
 - 3.3 Documentation is prepared according to agreed format and in accordance with the client (where relevant) and organisational requirements.
 - 3.4 Reports and other associated documentation are recorded and retained for future reference in accordance with organisational and *legislative requirements* .

KEY COMPETENCIES

The seven key competencies represent generic skills considered necessary for effective participation by an individual in the workplace.

Performance Level 1 - at this level the candidate is required to undertake tasks effectively.

Performance Level 2 - at this level the candidate is required to manage tasks.

Performance Level 3 - at this level the candidate is required to use concepts for evaluating and reshaping tasks.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Preparing discussion papers on access issues based on research findings.	2
Collecting analysing and organising information	Collecting and interpreting information from a range of sources and presenting it in a readily understood manner.	3
Planning and organising activities	Preparing a research plan and scheduling the research tasks.	2
Working with others and in teams	Completing research tasks within designated timeframes.	1
Using mathematical ideas and techniques	Identifying and analysing trends and patterns in research data.	2
Solving problems	Analysing the current shortfalls in the provision of access and using research findings to develop appropriate solutions to them.	3
Using technology	Sourcing and retrieving information from catalogues and electronic storage systems.	2

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.

Relevant person may include:

- business partner
- client
- colleague
- supervisor and manager.

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

Issues related to the appropriate use of research data may include:

- copyright
- ethical standards
- intellectual property
- ownership of the finished research
- rights and responsibilities of all parties involved in the research.

Research methodology will include:

- documentary research of:
 - Australian standards
 - government publications
 - professional journals and papers
 - conference presentations and papers
- other appropriate techniques as required such as:
 - field study
 - interview
 - observation or experiment
 - questionnaire or survey.

Legislative requirements may be outlined and reflected in:

- relevant commonwealth, state and territory legislation that affects organisational operation:
 - OHS
 - building
 - environmental
 - equal employment opportunity
 - industrial relations
 - anti-discrimination and diversity
- Australian standards
- codes of practice
- local government regulations and by-laws
- privacy legislation
- quality assurance and certification requirements
- trade practices laws and guidelines.

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
 - understanding the purpose of the research project
 - identifying a range of appropriate sources of relevant information
 - applying a range of methods to collect meaningful data
 - using appropriate techniques to analyse the collected data
 - applying the findings of the data analysis to develop recommendations that address identified access issues
 - documenting and storing the research findings safely and securely
 - conducting research activities within time and resource constraints
 - using information technology to access catalogues and other electronic sources and to store data for future reference
 - 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.

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required knowledge and understanding include:

- collecting, handling and managing information
- commonwealth, state and territory anti-discrimination legislation
- data collection methods
- disability awareness
- efficient and effective customer service
- industry codes of practice and ethics
- limitations of work role, responsibility and professional abilities
- organisational and professional procedures, ethical practices and business standards
- organisational requirements for presenting and documenting research findings
- planning research activities
- privacy legislation and confidentiality requirements
- processes for recording data and administering records
- relevant commonwealth, state and territory legislation applying to the specific research area e.g. building legislation, codes and Australian standards
- report writing
- research methods
- sources of information that may support the research effort.

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
 - analyse data and use the findings as the basis of developing recommendations and supporting arguments on the provision of access
- application skills to:
 - apply relevant codes of practice and other legislative requirements to work processes
 - apply disability awareness to work processes
- communication skills to:
 - explain clearly information on issues relating to the provision of access
 - consult effectively with clients and colleagues
 - 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

- literacy skills to:
 - assess and use workplace information
 - read and record data
 - search databases and catalogues
 - conduct web-based searches
- numeracy skills to:
 - perform calculations, such as those necessary to determine the provision of access
- organisational skills to:
 - prepare and administer documentation
 - implement organisational policies and procedures
- problem-solving skills to:
 - develop appropriate strategies for addressing areas of access non-compliance
- report-writing skills to:
 - prepare the research findings in a report format
 - use reference protocols
- 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:
 - develop recommendations and supporting arguments on the provision of access, based on the research data
- technology skills to:
 - apply information technology and computer skills to prepare working documentation and reports.

PRDAC425A**Unit Descriptor****Work effectively as an access consultant**

This unit specifies the competency required to work effectively as an access consultant. It covers the basic entry-level functions that enable compliance with legislative and procedural requirements. It requires the ability to identify potential risks associated with a range of activities within access consulting, and opportunities for own professional development.

Application of the Unit

This unit of competency supports the full range of access consulting services. In order to commence work, access consultants must be aware of regulatory requirements, ethical standards and their own roles and responsibilities. Access consultants must also manage their professional development and be able to identify risks, provide quotes, prepare contracts and promote the provision of access for people with disabilities. The unit addresses these areas and will support all aspects of the work of access consultants.

Unit Sector

Access Consulting

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|--|---|
| 1. Interpret and comply with legislative, financial and procedural requirements. | <p>1.1 Legislative, financial and procedural requirements relevant to access consulting services are identified and interpreted in accordance with client needs and organisational requirements .</p> <p>1.2 Key principles relating to disability access are identified and interpreted in accordance with legislative and industry requirements.</p> <p>1.3 Own interpretation and application of legislative, financial and procedural requirements are confirmed with relevant persons to ensure consistency and accuracy.</p> <p>1.4 Situations requiring specialist advice are identified and assistance is sought as required in accordance with organisational requirements.</p> |
| 2. Interpret and comply with ethical practices and codes of conduct. | <p>2.1 Regulatory, industry and association standards, codes of ethics, practice and/or conduct are identified and interpreted in accordance with organisational requirements.</p> <p>2.2 Key principles relating to organisational ethical values are identified and interpreted in accordance with legislative and industry requirements.</p> <p>2.3 Own interpretation and application of ethical and conduct requirements are confirmed with relevant persons to ensure consistency and accuracy.</p> <p>2.4 Situations requiring specialist advice are identified and assistance is sought as required in accordance with organisational requirements.</p> |

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| 3. Interpret work role and responsibilities. | <p>3.1 Own role and responsibilities are identified and confirmed with relevant persons in accordance with organisational requirements.</p> <p>3.2 Work tasks are identified, scheduled and completed within designated timeframes in accordance with client and organisational requirements.</p> <p>3.3 Understanding of and respect for individual differences is reflected in all work, and work practices are adapted as appropriate to meet the <i>specific needs</i> of relevant persons.</p> <p>3.4 Feedback from clients and colleagues is sought in regard to own professional competency and performance, and used to identify key areas for improvement.</p> <p>3.5 Information regarding learning and professional development is recorded and maintained in accordance with organisational requirements.</p> |
| 4. Identify risks involved in working as an access consultant. | <p>4.1 Potential risks are identified and reported to relevant persons in accordance with organisational requirements.</p> <p>4.2 Recommendations on appropriate strategies to minimise risks and complaints are discussed with relevant persons.</p> <p>4.3 Limitations in identifying risks are identified and assistance is sought from relevant persons in accordance with organisational requirements.</p> <p>4.4 Appropriate information collection processes are used to access information from individuals and groups on potential risks.</p> |
| 5. Develop understanding of industry employment requirements. | <p>5.1 Industry employment requirements, including competency standards and other relevant benchmarks, are identified and interpreted to establish future professional development needs and priorities to ensure own continuous professional development.</p> <p>5.2 Employee and employer rights and responsibilities, including remuneration and awards, are accessed and interpreted.</p> <p>5.3 Key industry and statutory organisations able to assist own professional development are identified and assistance is sought as required.</p> |
| 6. Promote the provision of access for people with disabilities. | <p>6.1 Opportunities are identified during the performance of the access consulting role to inform and educate people on issues relating to the provision of access for people with disabilities.</p> <p>6.2 Legislative requirements for the provision of access for people with disabilities are advised in a positive manner using effective interpersonal skills and communication techniques.</p> <p>6.3 Requests for further advice and information on the provision of access for people with disabilities are responded to in accordance with organisational requirements.</p> |
| 7. Prepare a quotation. | <p>7.1 Scope of the proposed service requirement is analysed to understand the extent of the task.</p> <p>7.2 The capability to provide the proposed service is assessed against personal and organisational competencies.</p> <p>7.3 The cost of delivering the proposed service is estimated and documented in accordance with organisational requirements.</p> <p>7.4 The quotation to provide the service, addressing capability and price, is prepared in accordance with organisational requirements.</p> |

8. Complete standard contractual documentation.
- 8.1 **Standard documentation** for access consulting operations is completed in accordance with legislative and procedural requirements.
- 8.2 **Business equipment/technology** is used as required to complete documentation in accordance with applicable occupational health and safety (OHS) and organisational requirements.
- 8.3 Written information meeting organisational standards of language, accuracy and relevance is used in a legally appropriate manner.
- 8.4 All documentation and information systems are securely maintained in accordance with confidentiality, legislative and organisational requirements.

KEY COMPETENCIES

The seven key competencies represent generic skills considered necessary for effective participation by an individual in the workplace.

Performance Level 1 - at this level the candidate is required to undertake tasks effectively.

Performance Level 2 - at this level the candidate is required to manage tasks.

Performance Level 3 - at this level the candidate is required to use concepts for evaluating and reshaping tasks.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Consulting with others to gain an understanding of own work role and responsibilities.	2
Collecting analysing and organising information	Accessing, interpreting and applying legislative and organisational requirements.	2
Planning and organising activities	Seeking and using feedback from clients and colleagues to ascertain own professional competency.	2
Working with others and in teams	Completing work tasks within designated timeframes.	2
Using mathematical ideas and techniques	Measuring and scheduling tasks.	1
Solving problems	Identifying gaps in personal skills and knowledge.	1
Using technology	Accessing information, and documenting and maintaining records.	1

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.

Legislative, financial and procedural requirements may be outlined and reflected in:

- relevant commonwealth, state and territory legislation and regulations that affect organisational operation including:
 - anti-discrimination and diversity
 - OHS
 - building access
 - environmental
 - equal employment opportunity
 - industrial relations
 - public health
 - taxation
- relevant common law
- trade practices laws and guidelines
- consumer protection laws and guidelines
- Australian standards
- business or occupational licensing requirements
- quality assurance and certification requirements
- relevant industry codes of practice and ethics
- privacy/confidentiality requirements and laws applying to owners, contractors and tenants
- relevant local government policies and regulations
- freedom of information documents
- tribunal and court precedents.

Clients may include:

- building owners and managers
- building designers
- architects
- builders
- owners of transport conveyances
- managers of transport conveyances
- educational services providers
- organisations developing Disability Discrimination Act (DDA) Action Plans
- other access consultants.

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

Relevant persons may include:

- business partners
- supervisors
- colleagues
- clients
- legal representatives
- industry association representatives
- consumers.

Specialist advice may be sought from:

- supervisors and colleagues
- business partners
- architects
- owners and developers
- builders
- designers
- solicitors
- government officials
- industry associations
- OHS representatives.

Regulatory, industry and association standards and procedures may include:

- industry codes of conduct and ethical practices
- legislative and statutory requirements outlined in relevant legislation (e.g. licensing, anti-discrimination and building access)
- tribunal and court precedents
- industry standards
- OHS standards.

Codes of ethics, practice and/or conduct may relate to:

- maintaining confidentiality
- use of organisational property
- duty of care
- individual behaviour
- non-discriminatory practices
- misrepresentation of personal or business competencies or the nature of the services being offered
- clear communication regarding services offered and fee for services
- clear negotiation of fees.

Specific needs may relate to:

- language (verbal, non-verbal and written)
- traditional practices and observations
- beliefs and values
- food and diet
- dress
- religious and spiritual observances
- social conventions
- cultural stereotypes
- conventions of gender and sexuality.

Feedback may include:

- formal and informal discussions, reviews and evaluations with:
 - existing and previous clients
 - peers, colleagues and managers
 - information provided by others involved in a professional capacity, both internal and external to the organisation.

Risks may relate to:

- physical, financial or human resources
- competition
- client/staff dissatisfaction (e.g. complaints)
- health and safety
- project control and cash flow
- suppliers and contractors
- changes to regulations and legislation
- time constraints.

And may be identified through:

- regular formal and informal consultation/meetings with colleagues
- regular housekeeping activities
- ongoing training
- audits and review of audit reports
- inspections in area of responsibility
- checking work area and/or equipment before and during work
- review of OHS records.

Limitations may relate to:

- job role and responsibilities
- quality processes
- own competency level
- industry requirements
- own understanding of risk identification processes
- own interpretation of legislation, regulations and procedures
- complying with OHS requirements
- legal responsibilities.

Information collection processes may include:

- questionnaires
- documentation and reports
- quality assurance data
- regular meetings
- comments from business partners, supervisors and colleagues.

Competency standards and other relevant benchmarks may relate to:

- personal and technical knowledge, skills and attitudinal aspects (competencies) required to effectively and efficiently undertake the day-to-day tasks and duties of the work function and specifically:
 - competency standards for the Access Consulting industry
 - other relevant industry, cross-industry and enterprise competency standards
 - other benchmarks such as industry codes of practice and ethics, and statutory and legislative requirements for working in the Access Consulting sector.

Professional development strategies may include:

- formal and informal learning programs
- work rotation to facilitate changing work priorities
- using existing strengths to focus future career development
- involvement in community/industry activities
- coaching, mentoring and supervision
- updating and maintaining knowledge base on current issues for work/professional practice
- identifying and establishing new career paths.

People may include:

- clients, their staff and contractors
- building owners and managers
- property developers
- service groups
- community groups
- government agencies
- building and construction industry personnel
- building certifiers
- regulatory authorities.

Legislative requirements for the provision of access may include:

- Australian standards
- Building Code of Australia
- DDA
- DDA Premises, Transport and Education Standards
- state and territory anti-discrimination legislation
- state and territory building legislation.

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.

Capability includes:

- personal competencies
- organisational competencies.

Standard documentation may include:

- organisational, industry and other contracts
- building codes
- licences
- specifications
- plans and maps.

Business equipment/technology may include:

- computers
- email
- internet, extranet and intranet
- facsimile machines
- printers, photocopiers and scanners
- data storage devices
- software applications such as databases and word applications.

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
 - complying with OHS regulations applicable to workplace operations
 - applying organisational management policies and procedures, including quality assurance requirements
 - interpreting accurately and complying with relevant legislative requirements and confirming own understanding and application with relevant persons
 - interpreting accurately and complying with ethical practices and codes of conduct and checking own understanding and application with relevant persons
 - identifying a range of potential risks using appropriate information collection techniques, and discussing recommendations on strategies to minimise risks with relevant persons
 - identifying opportunities to promote the provision of access for people with disabilities and providing information and advice based on legislative requirements
 - completing standard contractual documentation ensuring adherence to legislative and procedural requirements and maintaining information securely
 - interpreting accurately and using industry employment and professional development guidelines and benchmarks, and seeking assistance from key industry and statutory organisations to ensure own continuous professional development
 - interpreting and verifying own role and responsibilities and demonstrating an understanding of and respect for individual differences when carrying out work tasks.

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.

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required knowledge and understanding include:

- commonwealth, state and territory anti-discrimination legislation
- disability awareness
- efficient and effective customer service
- equal employment opportunity, equity and diversity principles
- 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
- OHS policies and procedures
- organisational and professional policies and procedures, social and ethical practices and business standards
- organisational goals, objectives and plans
- principles of effective communication
- privacy legislation and confidentiality requirements
- processes for recording data and administering records
- relevant commonwealth, state and territory legislation applying to the specific area of work e.g. building legislation and codes
- relevant commonwealth, state and territory consumer protection and trade practices legislation
- 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)
 - interpret organisational policies and procedures
 - prioritise any personal development needs
- 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
- communication skills to:
 - explain clearly information on issues relating to the provision of access
 - consult effectively with clients and colleagues
 - 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, respectful and appropriate manner
- literacy skills to:
 - assess and use workplace information
 - read and record data
 - interpret and understand legal, financial and procedural requirements
- organisational skills to:
 - prepare and administer documentation
 - implement organisational policies and procedures
 - respond to customer service expectations
 - prepare contracts and meet contractual obligations
 - create a personal professional development plan
- reflection skills to:
 - differentiate between professional and personal values
- writing skills to:
 - prepare reports to meet the contractual requirements of the client
 - prepare reports that meet organisational requirements
- research skills to:
 - source information to assist in developing potential solutions to the provision of appropriate access
- self-evaluation skills to:
 - systematically evaluate own work practices to identify ways to improve performance or understanding
- technology skills to:
 - apply information technology and computing skills to prepare working documentation and reports
- writing skills to:
 - prepare and complete documentation required of access consultants to meet organisational and service delivery requirements.

PRDAC501A**Assess documentation of building work for access and conduct inspections during the building process****Unit Descriptor**

This unit specifies the competency required to assess the documentation of building work for compliance with building access legislation. It includes the evaluation and interpretation of plans, the progressive inspection of building work, the preparation of reports and compliance with legislative requirements.

This unit is based on BCGSV5014A Apply building surveying procedures to residential buildings.

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 Building Code of Australia (BCA) Access Panel.

Unit Sector

Access Consulting

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|---|--|
| 1. Assess the existing building to determine the required level of access. | <ul style="list-style-type: none"> 1.1 The building classification is determined in accordance with the BCA. 1.2 The building is inspected for access and compliance with the provisions of the BCA is determined. 1.3 The classification of the building and level of compliance with access requirements are documented in accordance with <i>organisational requirements</i> . |
| 2. Evaluate building approval application documents for the provision of access requirements. | <ul style="list-style-type: none"> 2.1 The building approval application is evaluated against relevant legislative requirements. 2.2 Plans, specifications and structural drawings included in the building approval application are evaluated for compliance with required level of access. 2.3 Non-compliance issues in the building approval application are identified, documented and reported to the <i>client</i> in accordance with organisational requirements. |
| 3. Carry out inspections at various stages of building work. | <ul style="list-style-type: none"> 3.1 Compliance of building work during construction is checked according to works schedule and reports are prepared promptly for the client. 3.2 Written notices, including a full explanation of non-compliant work and any required remedial action, are prepared and processed in accordance with organisational requirements. 3.3 Follow-up inspections to check rectified work are conducted at a suitable time and without disruption to the building progress. 3.4 Meetings are conducted with the client and other members of the building development team and recorded. 3.5 Outcome of construction work is inspected, documented and reported to the client prior to occupancy. |

- | | |
|---|--|
| 4. Determine the compliance of building services with respect to legislation. | 4.1 Building services are inspected against relevant legislative requirements and the provision of access is documented.
4.2 Areas of non-compliance of building services are identified and documented. |
| 5. Prepare the building access report and provide to client. | 5.1 A building access report is prepared for the client in accordance with contractual arrangements and organisational requirements.
5.2 The building access report and associated documentation is forwarded to the client in accordance with contractual arrangements.
5.3 A copy of the building access report and associated documentation are recorded and retained for future reference in accordance with organisational and legislative requirements . |

KEY COMPETENCIES

The seven key competencies represent generic skills considered necessary for effective participation by an individual in the workplace.

Performance Level 1 - at this level the candidate is required to undertake tasks effectively.

Performance Level 2 - at this level the candidate is required to manage tasks.

Performance Level 3 - at this level the candidate is required to use concepts for evaluating and reshaping tasks.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Communicating issues of non-compliance and negotiating appropriate solutions with other building development team members.	3
Collecting analysing and organising information	Analysing systematically all the information included in the building approval application documentation.	2
Planning and organising activities	Planning and organising timely inspections of the building work in relation to the works schedule.	2
Working with others and in teams	Working with others and in teams and using cooperative approaches to optimise productivity and a satisfactory result.	3
Using mathematical ideas and techniques	Using mathematical ideas and techniques to correctly complete measurements and calculate access requirements.	2
Solving problems	Establishing analytical processes and using research methods to offer advice on how to address issues of non-compliance.	3
Using technology	Using workplace technology to gather and analyse information, write reports, and implement administration and management procedures.	2

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.

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

Client may include:

- architect
- owner and manager
- building designer
- builder
- building certifier and surveyor
- developer.

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
 - assessing a building approval application for access and documenting the findings
 - negotiating with other members of the building development team for the resolution of access non-compliance issues
 - complying with OHS regulations applicable to workplace operations
 - applying organisational management policies and procedures, including quality assurance requirements
 - preparing an access report that complies with legislative requirements and fulfils contractual 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:
 - 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.

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required knowledge and understanding include:

- commonwealth, state and territory anti-discrimination legislation
- disability awareness
- industry codes of practice and ethics
- limitations of work role, responsibility and professional abilities
- nature of building materials and effect of performance
- occupational health and safety (OHS) legislation and procedures
- processes for interpreting reports, working drawings and specifications
- processes for preparing and administering documentation and reports
- 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
- relevant terminology, definitions and 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 for compliance plans, specifications and drawings as specified by legislation
 - review completed building work and determine level of compliance as specified by 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
- 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
 - develop and maintain professional relationships and networks
- 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 schedule site visits
 - collect, store and retrieve data for inclusion in a report to the client
 - develop and implement organisational policies and procedures
- 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
- report-writing skills to:
 - prepare a building access report to meet the contractual requirements of the client
 - prepare a building access report that meets organisational requirements
- research and evaluation skills to:
 - source, analyse and evaluate building legislative requirements
 - source, analyse and evaluate legislative requirements for the provision of access.

PRDAC502A**Apply anthropometric principles to accessible building design and fitout****Unit Descriptor**

This unit specifies the competency required to use knowledge of human anatomy and the skills required to determine human body size and shape and apply this information to the design of the environment in which people live and work.

The unit covers the application of basic data on the spread of body measurements of the human population, and requires the use of basic statistical techniques in analysing and interpreting this data. It includes the measurement of the components of body size and shape of individual persons, and the application of this data to the design of an accessible environment required by the individual.

Application of the Unit

This unit of competency supports a number of access consulting services associated with the design and fitout of accessible buildings and the accessibility of the built environment.

Unit Sector

Access Consulting

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|---|---|
| 1. Determine the spread of body dimensions within a defined population. | 1.1 Key <i>anatomical features</i> of the human body are identified accurately.
1.2 Appropriate methodology for measuring key anatomical features is selected.
1.3 <i>Anthropometric data</i> is recorded in a recognised format appropriate for retrieval and statistical analysis in accordance with <i>organisational requirements</i> . |
| 2. Analyse anthropometric data from a defined population and determine the statistical variations involved. | 2.1 Basic statistical analysis of data is applied to determine population variance.
2.2 Statistical parameters derived by appropriate analysis are reported in accordance with organisational requirements.
2.3 The analysis of findings is documented and reported using recognised statistical formats in accordance with organisational requirements. |
| 3. Compare anthropometric data used in published architectural design documents with anthropometric data derived through measurement of a defined population. | 3.1 <i>Published architectural design data</i> is compared and verified against recent anthropometric data derived through measurement of a defined population.
3.2 Anthropometric data that proves different to published architectural design data is analysed to assess the extent of difference, possible causes for the difference and likely consequences of altering published architectural design data. |

4. Identify the critical anthropometric features impacting on the ability of a person with a disability to work and function.
- 4.1 The level of functioning of the person with a disability is determined in consultation with the client.
 - 4.2 Anthropometric features relevant to the ability of the person with a disability to work and function independently are identified in consultation with the client using anthropometric methodology in accordance with organisational requirements.
 - 4.3 Situations requiring specialist advice are identified and assistance is sought as required in accordance with organisational requirements.
 - 4.4 Appropriate strategies for maximising the ability of the person with a disability to work and function independently are identified.
 - 4.5 Identified strategies are communicated to the appropriate people for the design, construction and fitout of the client's premises.

KEY COMPETENCIES

The seven key competencies represent generic skills considered necessary for effective participation by an individual in the workplace.

Performance Level 1 - at this level the candidate is required to undertake tasks effectively.

Performance Level 2 - at this level the candidate is required to manage tasks.

Performance Level 3 - at this level the candidate is required to use concepts for evaluating and reshaping tasks.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Communicating anthropometric data through publications and reports.	3
Collecting analysing and organising information	Analysing data collected either by research, or measurement of a defined population through the use of statistical programs, and collating the results.	2
Planning and organising activities	Contacting individuals within a defined population to make arrangements for data-collection activities.	2
Working with others and in teams	Collaborating with others to conduct research activities.	2
Using mathematical ideas and techniques	Using established anthropometric methodologies to collect and analyse data.	1
Solving problems	Using generic statistical packages to manipulate anthropometric research data.	2
Using technology	Using computer software and hardware to analyse anthropometric data.	1

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.

Anatomical features may include:

- stature
- sitting and standing eye height
- sitting and standing shoulder height
- sitting and standing elbow height
- hip height
- knuckle height
- fingertip height
- sitting height
- thigh thickness
- buttock-knee length
- buttock-popliteal length
- knee height
- popliteal height
- shoulder breadth
- hip breadth
- chest depth
- abdominal depth
- shoulder-elbow length
- elbow-fingertip length
- upper limb length
- shoulder-grip length
- head length and breadth
- hand length and breadth
- foot length and breadth
- fingertip-fingertip span
- vertical grip reach
- forward grip reach
- body weight.

Anthropometric data applies to:

- the data derived from the measurement of anatomical features.

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

Published architectural design data may be included in:

- Australian and international standards
- Building Code of Australia
- professional journals and manuscripts.

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
 - measuring anatomical features and recording anthropometric data accurately in preparation for analysis
 - analysing anthropometric data using appropriate statistical methodologies
 - conducting comparative analysis between anthropometric data derived from a defined population and published architectural design data
 - identifying accurately anthropometric features that impact on the ability of a person with disabilities to work and function independently
 - 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.

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required knowledge and understanding include:

- anatomical terminology
- anthropometric and ergonomic principles
- building terminology, definitions and hazard identification
- commonwealth, state and territory anti-discrimination legislation
- design, structural and construction principles of buildings
- disability awareness
- human anatomy
- industry codes of practice and ethics
- limitations of work role, responsibility and professional abilities
- nature of building materials and effect of performance
- normal population variance
- occupational health and safety (OHS) legislation and procedures
- processes for interpreting reports, working drawings and specifications
- processes for interpreting medical reports and terminology
- 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
- statistical parameters of a normally distributed population.

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 anti-discrimination and building legislation
 - apply relevant industry codes of practice and ethics, and other legislative requirements to work processes
 - apply disability awareness to work processes
- communication skills to:
 - explain clearly the findings of anthropometric data analysis and the relevance of the findings to ensuring appropriate access
 - explain clearly information on issues and legislation relating to the provision of access
 - consult effectively with clients and colleagues
 - impart knowledge and ideas through oral, written and visual means
- literacy and numeracy skills to:
 - assess and use workplace information
 - measure anatomical features and record data

- read and interpret statistical data
- organisational skills to:
 - coordinate data collection of defined populations
 - prepare and manage documentation of data
 - collect, store and retrieve data for analysis and reporting
 - develop and implement organisational policies and procedures
- 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
- research and evaluation skills to:
 - source, analyse and evaluate published architectural design data
 - source, analyse and evaluate legislative requirements for the provision of access
- technical skills to:
 - determine the normality of population variance
 - measure the range of human movement and reach.

PRDAC503A**Apply building codes and standards to accessible large-scale buildings****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

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.

Unit Sector

Access Consulting

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|--|---|
| 1. Analyse the purpose and basic intent of the BCA. | 1.1 Objectives of the BCA and the purpose of the respective components of the code are researched and evaluated.
1.2 The Deemed-to-Satisfy (DTS) concept for construction to meet BCA requirements is researched and evaluated.
1.3 The hierarchy of commonwealth, state and territory building access legislation is identified and documented. |
| 2. Locate and interpret the requirements of the codes and standards that are applicable to access compliance of specific projects. | 2.1 Relevant clauses from building access legislation that apply to specific projects are identified and documented.
2.2 Prescriptive requirements of the relevant legislative clauses are determined and documented.
2.3 Special requirements that may be applicable to specific areas are identified and documented. |
| 3. Classify buildings. | 3.1 The class of building is determined according to BCA criteria and with regard to intended use.
3.2 BCA requirements for disability access are determined and documented.
3.3 Disability access requirements are interpreted for multiple classifications and documented. |

4. Apply appropriate assessment methods to access compliance with the BCA.
- 4.1 Appropriate assessment methods are selected to determine building access compliance with the intent of the BCA.
- 4.2 Alternative solutions to building accessibility problems that comply with BCA requirements are identified and documented.
- 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.
- 4.4 Assessment methods are identified and confirmed as appropriate to meet the DTS provisions of the BCA.

KEY COMPETENCIES

The seven key competencies represent generic skills considered necessary for effective participation by an individual in the workplace.

Performance Level 1 - at this level the candidate is required to undertake tasks effectively.

Performance Level 2 - at this level the candidate is required to manage tasks.

Performance Level 3 - at this level the candidate is required to use concepts for evaluating and reshaping tasks.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Communicating the application of legislative requirements for access in large-scale buildings.	2
Collecting analysing and organising information	Researching and analysing issues related to the provision of access, and assessing and reporting on access compliance in large-scale buildings.	3
Planning and organising activities	Planning and organising analytical processes related to the determination of compliance issues in large-scale buildings.	2
Working with others and in teams	Not applicable in this unit.	-
Using mathematical ideas and techniques	Using mathematical ideas and techniques to complete measurement tasks, perform calculations and analyse results.	2
Solving problems	Applying assessment methods to determine whether a building solution to overcome an accessibility problem complies with performance requirements or DTS provisions of the BCA.	2
Using technology	Using workplace technology to store and retrieve information.	1

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
- state and territory anti-discrimination legislation
- local government regulations.

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.

REQUIRED SKILLS AND KNOWLEDGE

This 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
- DTS provisions
- disability awareness
- industry codes of practice and ethics
- 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, definitions and 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
- 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
- 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
- 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.

PRDAC504A**Apply building control legislation to assessing large-scale buildings for access****Unit Descriptor**

This unit specifies the competency required to research, interpret and apply building accessibility legislation for use when assessing the accessibility of large-scale residential and commercial buildings.

It includes the evaluation of the Australian common law system and the various sources of law applicable to the accessibility of large-scale building developments and the analysis and application of the professional code of practice required for the assessment and inspection of buildings.

This unit is based on BCGSV5008A Applying building control legislation to building surveying.

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 Building Code of Australia Access Panel.

Unit Sector

Access Consulting

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|--|--|
| 1. Analyse the Australian administrative legal system. | 1.1 Differences between common law, statute law, delegated legislation and local government law are analysed and documented.
1.2 Civil law and examples of civil action relevant to building accessibility of large-scale buildings are researched and analysed.
1.3 Administrative law relevant to building accessibility is researched and analysed. |
| 2. Evaluate administrative law applicable to building accessibility. | 2.1 Individual elements of judicial review legislation are evaluated and documented.
2.2 Natural justice issues related to decision making through the building control process are identified and evaluated. |
| 3. Describe the procedures and benefits of enforcing the law. | 3.1 Legislative benefits and examples of building accessibility enforcement are researched, analysed and documented.
3.2 Major regulatory enforcement strategies are identified and recorded.
3.3 The powers of entry of building certifiers are identified and analysed.
3.4 The legal considerations of a building certifier obtaining a warrant are identified and documented.
3.5 The types of evidence required to investigate and prove a breach of legislation are identified, gathered and documented.
3.6 Processes for addressing non-compliance issues are identified and appropriate documentation is prepared in a format suitable for review by a building certifier. |

4. Analyse the impact of any other legislation on state and territory legislation regarding building and development control and access.
 - 4.1 Implications of commonwealth legislation on access upon state and territory building and development control legislation are examined and documented.
 - 4.2 Implications of other state and territory legislation on building and development control legislation and access are examined and documented.

5. Analyse the professional code of practice applicable to the assessment of accessible large-scale buildings.
 - 5.1 The *code of practice* required by building industry regulators is analysed and evaluated in accordance with *organisational requirements*.
 - 5.2 Concepts regarding working within own area of personal competence are evaluated and practised.
 - 5.3 Concepts regarding duty of care as it relates to common law are evaluated and documented.
 - 5.4 Concepts regarding conflict of interest as specified by relevant legislation are identified and managed appropriately.

6. Analyse the responsibilities and liabilities of access consultants and building certifiers and develop effective working relationships.
 - 6.1 *Responsibilities* and liabilities of access consultants are evaluated and documented.
 - 6.2 The statutory duties, responsibilities and liabilities of building certifiers as specified by relevant legislation are evaluated and documented.
 - 6.3 Strategies for establishing and building effective working relationships between access consultants and building certifiers are developed and implemented.

KEY COMPETENCIES

The seven key competencies represent generic skills considered necessary for effective participation by an individual in the workplace.

Performance Level 1 - at this level the candidate is required to undertake tasks effectively.

Performance Level 2 - at this level the candidate is required to manage tasks.

Performance Level 3 - at this level the candidate is required to use concepts for evaluating and reshaping tasks.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Communicating information about the relevant building control legislation to facilitate the provision of access and assessing how other laws and legislation impact upon it.	2
Collecting analysing and organising information	Researching and evaluating information related to building control legislation and advising how it impacts on the provision of access.	2
Planning and organising activities	Planning and coordinating activities to research and evaluate the provision of access in respect to common law and other impacting legislation.	2
Working with others and in teams	Discussing workplace roles and responsibilities to contribute to ensuring a common shared understanding.	1
Using mathematical ideas and techniques	Not applicable in this unit.	-
Solving problems	Managing any conflict of interest issues in a manner that meets industry's codes of practice and organisational requirements.	2
Using technology	Using workplace technology to store and retrieve information on relevant legislation, codes of practice and legal proceedings.	1

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.

Code of practice may relate to:

- maintaining confidentiality
- use of organisational property
- duty of care
- individual behaviour
- non-discriminatory practices
- ethical conduct
- clear communication of services offered and fee for services
- clear negotiation of fees.

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
- 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
- quality assurance and procedures manuals
- privacy and confidentiality policies and procedures
- records and information management systems and processes
- style guides and other guides used to prepare documents.

Responsibilities may include:

- working within own areas of competence
- working within the law
- maintaining a duty of care at all times in professional dealings
- providing contracted services to the standard specified in a timely and professional manner
- adhering to and implementing relevant industry codes of practice and ethics
- participating in continuous professional development programs.

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
 - researching, analysing and evaluating building and anti-discrimination legislation for the provision of access to large-scale buildings
 - analysing the industry codes of practice and applying them to personal work situation
 - gathering appropriate evidence on non-compliance issues and preparing the relevant documentation for review by a building certifier
 - researching and analysing the responsibilities of building certifiers to ensure the provision of access to large-scale buildings
 - 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.

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required knowledge and understanding include:

- Australian legal system
- building and construction terminology and definitions
- commonwealth, state and territory anti-discrimination legislation
- disability awareness
- industry codes of practice and ethics
- legal terminology and definitions
- limitations of work role, responsibility and professional abilities
- networking and building relationships
- organisational and professional procedures, ethical practices and business standards
- processes and procedures used in standard court operations
- processes for preparing and administering documentation
- 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.

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 examples of civil action relevant to the provision of access
 - evaluate the responsibilities and powers of building certifiers as specified by legislation
- application skills to:
 - apply relevant codes of practice and other legislative requirements to work processes
 - apply disability awareness to work processes
- 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
 - develop and maintain professional relationships and networks
- literacy skills to:
 - assess and use workplace information
 - locate and interpret legislation and legal cases on the

- provision of access
- organisational skills to:
 - prepare and manage documentation
 - develop and implement organisational policies and procedures
- 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
- research and evaluation skills to:
 - source, analyse and evaluate building legislative requirements
 - source, analyse and evaluate legislative requirements for the provision of access.

PRDAC505A

Apply ergonomic principles to accessible building design and fitout

Unit Descriptor

This unit specifies the competency required to use knowledge of human movement and the skills required to determine human posture and body strength and apply this information to the design of the environment in which people live and work.

The unit covers the application of basic ergonomic data derived from a defined human population to the design of accessible workplaces and living spaces. The design of accessible workplaces will maximise the sequencing of tasks to ensure body movements are efficient in terms of the conservation of work.

The measurement of the components of ergonomic competence of individuals and the application of this information to the design of an accessible environment required by the individual shall be demonstrated.

Application of the Unit

This unit of competency supports a number of access consulting services associated with the design and fitout of accessible buildings and the accessibility of the built environment.

Unit Sector

Access Consulting

ELEMENT

PERFORMANCE CRITERIA

- | | |
|---|--|
| 1. Determine the range of human posture and body strength values within a defined population. | 1.1 Key <i>working postures</i> of the human body are identified accurately.
1.2 Appropriate methodology for measuring key <i>ergonomic features</i> is selected.
1.3 <i>Ergonomic data</i> is recorded in a recognised format appropriate for retrieval and statistical analysis in accordance with <i>organisational requirements</i> . |
| 2. Compare ergonomic data used in published architectural design documents with ergonomic data derived through measurement of a defined population. | 2.1 <i>Published architectural design data</i> is compared and verified against ergonomic data derived through measurement of a defined population.
2.2 Ergonomic data that proves different to published architectural design data is analysed to assess the extent of difference, possible causes for the difference and likely consequences of altering published architectural design data. |
| 3. Apply the principles of ergonomics to the design of workplaces. | 3.1 The work processes undertaken in various locations are analysed to determine economical task sequencing.
3.2 Facilities are designed to locate the most essential elements in close proximity to support their functionality. |

4. Identify the critical ergonomic features impacting on the ability of a person with a disability to work and function independently.
- 4.1 The level of functioning of a person with a disability is determined in consultation with the client.
 - 4.2 Ergonomic features relevant to the ability of a person with a disability to work and function independently are identified in consultation with the client, using ergonomic methodology in accordance with organisational requirements .
 - 4.3 Situations requiring specialist advice are identified and assistance is sought as required in accordance with organisational requirements .
 - 4.4 Appropriate strategies for maximising the ability of a person with a disability to work and function independently are identified .
 - 4.5 Identified strategies are communicated to the appropriate people for the design, construction and fitout of the client's premises.

KEY COMPETENCIES

The seven key competencies represent generic skills considered necessary for effective participation by an individual in the workplace.

Performance Level 1 - at this level the candidate is required to undertake tasks effectively.

Performance Level 2 - at this level the candidate is required to manage tasks.

Performance Level 3 - at this level the candidate is required to use concepts for evaluating and reshaping tasks.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Communicating ergonomic data through publications and reports.	3
Collecting analysing and organising information	Analysing data collected either by research or measurement of a defined population through the use of statistical programs and collating the results.	2
Planning and organising activities	Contacting individuals within a defined population to make arrangements for data-collection activities.	2
Working with others and in teams	Collaborating with others to conduct research activities.	2
Using mathematical ideas and techniques	Using established ergonomic methodologies to obtain and analyse data.	1
Solving problems	Using generic statistical packages to manipulate ergonomic research data.	2
Using technology	Using computer software and hardware to analyse ergonomic data.	1

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.

Working posture is defined as:

- the posture a person adopts when performing a particular task, determined by the relationship between the dimensions of the person's body and the dimensions of the various items in his/her workplace.

Ergonomic features may include:

- body clearances
- reach ranges
- zones of convenient reach
- joint ranges
- working posture
- vision - head and neck posture
- working height
- posture and strength.

Ergonomic data applies to:

- the data derived from the measurement of ergonomic features.

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

Published architectural design data may be included in:

- Australian standards
- international standards
- Building Code of Australia
- professional journals and manuscripts.

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
 - measuring anatomical features and recording ergonomic data accurately in preparation for analysis
 - analysing ergonomic data using appropriate statistical methodologies
 - conducting comparative analysis between ergonomic data derived from defined populations and published architectural design data
 - identifying accurately ergonomic features that impact on the ability of a person with disabilities to work and function independently
 - 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.

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required knowledge and understanding include:

- anatomical terminology
- commonwealth, state and territory anti-discrimination legislation
- disability awareness
- human anatomy
- ergonomic principles
- industry codes of practice and ethics
- limitations of work role, responsibility and professional abilities
- normal population variance
- occupational health and safety (OHS) legislation and procedures
- processes for interpreting reports, working drawings and specifications
- preparation of research findings
- principles of design relating to accessible buildings and fitouts
- principles of safe and efficient workplace design
- principles of task sequencing for energy conservation
- relevant commonwealth, state and territory building legislation, local government regulations and Australian standards
- research methodologies and analytical processes
- statistical parameters of a normally distributed population
- relevant terminology, definitions and 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
- application skills to:
 - apply relevant anti-discrimination and building legislation
 - apply relevant industry codes of practice and ethics, and other legislative requirements to work processes
 - apply disability awareness to work processes
- communication skills to:
 - explain clearly the findings of ergonomic data analysis and the relevance of the findings to ensuring appropriate access
 - explain clearly information on issues and legislation relating to the provision of access
 - consult effectively with clients and colleagues
 - impart knowledge and ideas through oral, written and visual means
- literacy and numeracy skills to:
 - assess and use workplace information
 - measure ergonomic features of a defined population and record data

- read and interpret statistical data
- organisational skills to:
 - coordinate data collection of defined populations
 - prepare and manage documentation
 - collect, store and retrieve data for analysis and reporting
 - develop and implement organisational policies and procedures
- 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
- research and evaluation skills to:
 - source, analyse and evaluate published architectural design data
 - source, analyse and evaluate legislative requirements for the provision of access
- technical skills to:
 - determine the normality of population variance
 - determine human movement, reach range and strength
 - determine the statistical parameters of a normal population distribution.

PRDAC506A

Apply mechanics of human body functions to accessible building design and fitout

Unit Descriptor

This unit specifies the competency required to apply knowledge of human anatomy, body function and the functional limitations that result from impairment of the various body systems to the design of an accessible environment.

The application of this unit requires knowledge of human anatomy including the brain and nervous system, the musculoskeletal system, the eye and the ear. Knowledge of the consequences of dysfunction of the various body systems will be necessary for the access consultant to provide advice on appropriate design solutions for achieving an accessible environment.

The access consultant may work alone or contribute to a team.

Application of the Unit

This unit of competency supports a number of access consulting services associated with the design and fitout of accessible buildings and the accessibility of the built environment.

Unit Sector

Access Consulting

ELEMENT

PERFORMANCE CRITERIA

- | | |
|--|---|
| 1. Determine the level of impairment in human anatomy and body function within a defined population. | <p>1.1 Key <i>functional systems of the human body</i> are identified accurately.</p> <p>1.2 Appropriate <i>terminology for describing impairment of key body functions</i> is selected and applied.</p> <p>1.3 The relationship between <i>impairment</i>, <i>disability</i> and <i>handicap</i> is recognised.</p> <p>1.4 Extent of impairment in a defined population is recorded in a recognised format for retrieval and statistical analysis in accordance with organisational requirements.</p> |
| 2. Analyse the impact of anatomical and functional impairment of the musculoskeletal system on the mobility needs of a defined population, and the consequences for accessible design. | <p>2.1 Published <i>accessibility design data for mobility</i> is assessed against anatomical and functional impairment data for its ability to meet the mobility needs of the defined population.</p> <p>2.2 Data on <i>anatomical and functional impairment of the musculoskeletal system</i> for a defined population is compared with published accessibility design data to identify any differences in mobility needs and the extent of those differences.</p> <p>2.3 Possible causes for the difference between the defined population and the published accessibility design data are identified, and the likely consequences of altering published accessibility design data are assessed.</p> |

3. Analyse the impact of anatomical and functional impairment of the eye and vision system on the wayfinding needs of a defined population and the consequences for accessible design.
 - 3.1 Published *accessibility design data for wayfinding* is assessed against *anatomical and functional impairment of the eye and vision system* data for its ability to meet the wayfinding needs of the defined population.
 - 3.2 Data on anatomical and functional impairment of the eye and vision system for a defined population is compared with published accessibility design data to identify any differences in mobility needs and the extent of those differences.
 - 3.3 Possible causes for the difference between the defined population and the published accessibility design data are identified, and the likely consequences of altering published accessibility design data are assessed.

4. Analyse the impact of anatomical and functional impairment of the ear and auditory system on the communication needs of a defined population and the consequences for accessible design.
 - 4.1 Published *accessibility design data for communication* is assessed against *anatomical and functional impairment of the ear and auditory system* data for its ability to meet the communication needs of the defined population.
 - 4.2 Data on anatomical and functional impairment of the ear and auditory system for a defined population is compared with published accessibility design data to identify any differences in mobility needs and the extent of those differences.
 - 4.3 Possible causes for the difference between the defined population and the published accessibility design data are identified, and the likely consequences of altering published accessibility design data are assessed.

KEY COMPETENCIES

The seven key competencies represent generic skills considered necessary for effective participation by an individual in the workplace.

Performance Level 1 - at this level the candidate is required to undertake tasks effectively.

Performance Level 2 - at this level the candidate is required to manage tasks.

Performance Level 3 - at this level the candidate is required to use concepts for evaluating and reshaping tasks.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Communicating data on human body functions through publications, reports and consultation with relevant professionals.	3
Collecting analysing and organising information	Analysing data collected either by research or measurement of a defined population through the use of statistical programs, and collating the results.	2
Planning and organising activities	Contacting individuals within a defined population to make arrangements for data-collection activities.	2
Working with others and in teams	Collaborating with others to conduct research activities.	2
Using mathematical ideas and techniques	Selecting established methodologies to obtain and analyse data.	1
Solving problems	Using generic statistical packages to manipulate research data.	2
Using technology	Using computer software and hardware to analyse data.	1

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.

Functional systems of the human body include:

- musculoskeletal
- nervous
- circulatory
- respiratory
- digestive
- urinary
- endocrine
- eyes and vision
- ears and auditory
- nose and olfactory.

Terminology for describing impairment of key body functions may include:

- musculoskeletal system
 - arthritis
 - rheumatism
 - osteoporosis
 - brittle bones (Osteogenesis imperfecta)
 - muscular dystrophy
 - Duchenne disease
 - Landouzy-Dejerine disease
 - Myotonic dystrophy
 - repetitive strain injury
 - fractures
 - amputation
 - arthrogryposis multiplex congenita
 - contracture
 - achondroplasia (Dwarfism)
 - myasthenia gravis
 - osteomyelitis
 - Paget's disease
 - spondylitis (ankylosis)
- nervous system
 - cerebral palsy
 - epilepsy
 - poliomyelitis
 - multiple sclerosis
 - motor neurone disease
 - Parkinson's disease
 - Friedreich's ataxia
 - Alzheimer's disease
 - spina bifida
 - spinal injury (paraplegia and quadriplegia)
 - head injuries
 - amyotrophic lateral sclerosis
 - aphasia
 - ataxia
 - athetosis
 - benign congenital hypotonia
 - encephalitis
 - hemiplegia and monoplegia
 - Huntington's chorea
 - hydrocephalus
 - syringomyelia
- intellectual and mental disorders
 - Down syndrome
 - autism
 - low intellectual development
 - schizophrenia and delusional disorders
 - anxiety disorders
 - obsessive-compulsive disorder
 - phobias
 - post-traumatic stress disorder
 - bipolar disorder
 - depression and mania
 - dissociative disorders (e.g. amnesia)
 - hypochondriasis

- psychosomatic disorders
- suicidal behaviour
- circulatory system
 - haemophilia
 - arterial sclerosis
 - chronic cardiac congestion
 - venous disorders
 - cerebral haemorrhage
 - cardiac failure
 - sickle cell anaemia
- respiratory system
 - cystic fibrosis
 - asthma
- digestive system
 - bowel movement disorders
 - tumours
- urinary system
 - chronic infection
 - urinary incontinence
- endocrine system
 - diabetes
 - hypothyroidism
 - gout
- eyes and vision
 - loss of central vision (e.g. macular degeneration)
 - loss of parts of visual field (e.g. diabetic retinopathy)
 - loss of peripheral vision (e.g. glaucoma)
 - loss of contrast vision (e.g. cataract)
 - blindness
 - colour deficiency
- ears and auditory system
 - hearing loss
 - otosclerosis
 - noise-related
 - age-related
 - deafness
 - perforation of the eardrum
 - cochlear damage
 - auditory nerve damage
 - middle and inner ear disorders
 - Meniere's disease
 - tinnitus
 - vertigo.

Impairment refers to:

- medical condition and diagnosis.

Disability refers to:

- loss of function due to medical condition.

Handicap refers to:

- environmental impact due to loss of function.

Accessibility design data for mobility may include:

- Building Code of Australia (BCA)
- Disability Discrimination Act (DDA)
- DDA Premises Standard
- AS1428 Part 1
- architectural data publications.

Anatomical and functional impairment of the musculoskeletal system may include:

- amputation
- arthritis
- brittle bones
- fractures
- muscular dystrophy
- osteoporosis
- repetitive strain injury
- rheumatism.

Accessibility design data for wayfinding may include:

- BCA
- DDA
- DDA Premises Standard
- AS1428 Part 4
- architectural data publications.

Anatomical and functional impairment of the eye and vision system may include:

- blindness
- colour deficiency
- low vision.

Accessibility design data for communication may include:

- BCA
- DDA
- DDA Premises Standard
- AS1428 Part 5
- architectural data publications.

Anatomical and functional impairment of the ear and auditory system may include:

- deafness
- low hearing
- Meniere's disease.

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
 - identifying functional systems of the human body and their behaviour, and recording data accurately in preparation for analysis
 - analysing human body systems data using appropriate statistical methodologies
 - conducting comparative analysis on anatomical and impairment data of human body systems derived from defined population and published accessibility design data
- identifying design solutions to architectural barriers that impact on people with impairment of body systems
- 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.

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required knowledge and understanding include:

- anatomical terminology
- commonwealth, state and territory anti-discrimination legislation
- disability awareness
- human anatomy, body systems and functions
- industry codes of practice and ethics
- limitations of work role, responsibility and professional abilities
- normal population variance
- occupational health and safety legislation and procedures
- processes for interpreting reports, working drawings and specifications
- preparation of research findings
- principles of design relating to accessible buildings and fitouts
- principles of safe and efficient workplace design
- relevant commonwealth, state and territory building legislation, local government regulations and Australian standards
- research methodologies and analytical processes
- statistical parameters of a normally distributed population
- relevant terminology, definitions and 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
- application skills to:
 - apply relevant anti-discrimination and building legislation
 - apply relevant industry codes of practice and ethics, and other legislative requirements to work processes
 - apply disability awareness to work processes
- communication skills to:
 - explain clearly the findings from data analysis on human body functions and the relevance of the findings to ensuring appropriate access
 - explain clearly information on issues and legislation relating to the provision of access
 - consult effectively with colleagues and other experts
 - impart knowledge and ideas through oral, written and visual means
- literacy and numeracy skills to:
 - assess and use workplace information
 - measure anatomical and functional impairment and record data
 - read and interpret statistical data
- organisational skills to:

- coordinate data collection of defined populations
- prepare and manage documentation
- collect, store and retrieve data for analysis and reporting
- develop and implement organisational policies and procedures
- 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
- research and evaluation skills to:
 - source, analyse and evaluate published architectural design data
 - source, analyse and evaluate legislative requirements for the provision of access
- technical skills to determine:
 - the normality of population variance
 - human body dysfunction and ability
 - design solutions to overcome environmental barriers for the full range of disabilities and increase the ability of people to work and function in the community
 - the statistical parameters of a normal population distribution.

PRDAC507A**Assess the construction of existing buildings and new building work required to be accessible****Unit Descriptor**

This unit specifies the competency required to interpret the construction methods of existing buildings and new building work to ensure the provision of access. It includes the identification and evaluation of appropriate construction methods in accordance with relevant building legislation. Construction methods are assessed to provide the basis for determining recommendations for appropriate alternatives to building renovations.

This unit is based on BCGSV5001A Assess the construction of domestic scale buildings.

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 Building Code of Australia (BCA) Access Panel.

Unit Sector

Access Consulting

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|--|---|
| 1. Research compliance with building and planning legislation for building access. | <p>1.1 Effects of planning and construction legislation are investigated, interpreted and communicated to others throughout the design and construction of the building project.</p> <p>1.2 Planning and construction effects of the BCA and construction requirements of relevant Australian standards on access are researched and documented.</p> <p>1.3 Effects of state and territory legislation, local government and service supply authorities on design and construction for the provision of access are researched and documented.</p> <p>1.4 Methods of construction and <i>methods of classification</i> are identified and evaluated.</p> |
| 2. Record all relevant planning and construction information. | <p>2.1 Building planning and construction information is determined and recorded using appropriate industry terminology and symbols.</p> <p>2.2 All <i>salient features</i> of a site concerning access, sufficient for the preparation of design and construction documents, are recorded.</p> |
| 3. Investigate and evaluate a site for the construction of an accessible building. | <p>3.1 Types and principles of construction relevant to design and construction are identified and evaluated according to <i>relevant building legislation</i> .</p> <p>3.2 Structural systems commonly used in buildings are reviewed and those relevant to the site are identified.</p> |

- 4. Inspect the construction site at appropriate intervals.
 - 4.1 The project plan is obtained from the principal contractor in accordance with *organisational requirements* .
 - 4.2 Trade sequencing points appropriate to the provision of access within buildings are identified and documented.
 - 4.3 Access to the construction site is negotiated with the principal contractor in accordance with organisational requirements.
 - 4.4 The construction is inspected at appropriate trade sequencing points in accordance with organisational requirements.

- 5. Evaluate construction standards and practices for access compliance.
 - 5.1 Standards and practices for claddings, linings, finishes and coatings associated with buildings are identified and evaluated.
 - 5.2 Standards and practices for window, door and joinery fabrication and installation are identified and evaluated.
 - 5.3 Basic principles and integration of building services into the building are identified and evaluated.
 - 5.4 Structural principles of loads, forces, stresses and strains applied in the design and construction of buildings are identified and evaluated.
 - 5.5 Construction standards and practices for the installation of the building services are identified and evaluated.
 - 5.6 Construction standards and practices relating to stair, balustrade and handrail construction are identified and evaluated.
 - 5.7 Alternative approaches to construction are evaluated for access in accordance with relevant building legislation .

KEY COMPETENCIES

The seven key competencies represent generic skills considered necessary for effective participation by an individual in the workplace.

Performance Level 1 - at this level the candidate is required to undertake tasks effectively.

Performance Level 2 - at this level the candidate is required to manage tasks.

Performance Level 3 - at this level the candidate is required to use concepts for evaluating and reshaping tasks.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Communicating the effects of planning and construction legislation to others throughout the design and construction of the building project.	2
Collecting analysing and organising information	Collecting and analysing site information for inclusion in the preparation of design and construction documents.	3
Planning and organising activities	Planning timely inspections of the construction work at the trade sequencing points relevant to the provision of access.	2
Working with others and in teams	Working with others to plan site inspections of the building work so as not to hinder work or endanger others.	1
Using mathematical ideas and techniques	Using mathematical ideas and techniques to correctly complete measurements, perform calculations and analyse results.	2
Solving problems	Identifying and evaluating alternative approaches to construction to ensure access for people with disabilities.	2
Using technology	Using workplace technology to analyse site information, store results and develop trade sequencing point schedules.	2

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.

Methods of classification are:

- described in Part A of the BCA.

Salient features may include:

- topography
- supply of services (e.g. water and sewerage)
- easements.

Relevant building legislation may include:

- Australian standards
- BCA
- Disability Discrimination Act (DDA)
- DDA Premises Standard
- DDA Transport Standard
- state and territory building legislation
- local government regulations.

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

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 accurately construction methods used in existing buildings and new building work required to be accessible and documenting the findings
 - identifying appropriate construction methods that comply with relevant building legislation
 - 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.

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required knowledge and understanding include:

- behaviour of structural members undergoing stress, strain, compression or bending
- commonwealth, state and territory anti-discrimination legislation
- design and construction principles of buildings
- disability awareness
- industry codes of practice and ethics
- limitations of work role, responsibility and professional abilities
- nature of building materials and effect of performance
- occupational health and safety (OHS) legislation and procedures
- processes for interpreting reports, working drawings and specifications
- processes for preparing and administering documentation and reports
- 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
- relevant terminology, definitions and 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
- application skills to:
 - apply relevant codes of practice and other legislative requirements to work processes
 - apply disability awareness to work processes
- 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
 - develop and maintain professional relationships and networks
- 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
- literacy skills to:
 - assess and use workplace information
 - locate and interpret legislation
- organisational skills to:
 - prepare and manage documentation
 - 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.

PRDAC508A

Unit Descriptor

Coordinate policy development

This unit specifies the competency required to coordinate the development of policy on access for people with disabilities, either within an organisation or in a public policy context. In addition to policy development skills, access consultants contribute their expertise in disability awareness and their knowledge of relevant legislation and Australian standards regarding the provision of access for people with disabilities.

Access consultants may be either working in an organisation in a specialist role focusing on access issues for people with disabilities or may be contracted to coordinate the development of policy on the provision of accessible services and facilities.

In order to work effectively in the coordination of policy development, access consultants must have high level skills in research methodology and consultation processes along with effective interpersonal skills and communication techniques.

Application of the Unit

This unit of competency supports the access consulting service of assisting in the development of policy planning for the provision of accessible services and facilities for people with disabilities.

Unit Sector

Access Consulting

ELEMENT

PERFORMANCE CRITERIA

- | | |
|---|--|
| 1. Establish policy development environment for the provision of access for people with disabilities. | <p>1.1 Policy development parameters, procedures, resources and timeframes are established and confirmed in accordance with organisational requirements .</p> <p>1.2 Social and regulatory trends impacting on the provision of access are analysed and interpreted for effects on policy development in accordance with organisational requirements.</p> <p>1.3 Liaison is established with key stakeholders to identify future directions, coordinate the organisation's responses to emerging issues and ensure effective communication processes in accordance with organisational requirements.</p> |
| 2. Advocate for appropriate policy development. | <p>2.1 Strategies on the provision of access consistent with the organisation's requirements are determined and promoted.</p> <p>2.2 Advocacy strategies and reporting mechanisms are selected and used to target key decision makers and others with influence in the identified policy area.</p> <p>2.3 The perspectives and position of the organisation are reflected in the advocacy strategies and reporting mechanisms selected.</p> |

3. Coordinate development of policy documents.
 - 3.1 Current *legislative and regulatory requirements* and organisational policies are analysed and interpreted for effects on the policy development process in accordance with organisational requirements.
 - 3.2 Consultation processes with stakeholders and clients are developed and conducted, and the outcomes are documented in accordance with organisational requirements.
 - 3.3 Topics requiring research are identified, research is undertaken and findings are documented in accordance with organisational requirements.
 - 3.4 Findings from research and consultation activities are analysed and documented in accordance with organisational requirements.
 - 3.5 Briefing materials and discussion papers are prepared for key decision makers to facilitate policy debate in accordance with organisational requirements.
 - 3.6 Documents detailing proposed policy, incorporating input from the research and consultation process and reflecting the organisation's requirements, are prepared for consideration by organisational decision makers.

4. Record approved policy and develop handover strategy for ongoing policy management.
 - 4.1 Approved policy is documented and distributed in accordance with organisational requirements.
 - 4.2 A strategy is developed to facilitate the transition from policy development to policy implementation, monitoring and review in accordance with organisational requirements.

KEY COMPETENCIES

The seven key competencies represent generic skills considered necessary for effective participation by an individual in the workplace.

Performance Level 1 - at this level the candidate is required to undertake tasks effectively.

Performance Level 2 - at this level the candidate is required to manage tasks.

Performance Level 3 - at this level the candidate is required to use concepts for evaluating and reshaping tasks.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Communicating new ideas and issues within the policy environment through presentations and discussions at meetings and other forums.	2
Collecting analysing and organising information	Collecting and analysing data derived from questionnaires and surveys and presenting the findings in discussion papers.	3
Planning and organising activities	Planning and scheduling community consultation activities.	2
Working with others and in teams	Coordinating the development of consultation and research strategies.	2
Using mathematical ideas and techniques	Analysing the statistical data collected from questionnaires and surveys.	2
Solving problems	Identifying gaps in the existing policy framework and developing policy responses.	3
Using technology	Using computer software applications to store, manipulate and retrieve data.	2

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.

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

Social and regulatory trends may include:

- community attitudes to people with disabilities
- growing community expectations regarding the provision of services to people with disabilities
- legislative demands and responses to changing governmental policies.

Legislative and regulatory requirements may be part of:

- Australian standards
- Building Code of Australia
- commonwealth, state and territory anti-discrimination legislation
- commonwealth, state and territory building legislation
- local government regulations
- other relevant legislation covering children, educational services, environmental management, national parks and wildlife, OHS and transport.

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 accurately organisational requirements for the development of policy and using accepted organisational processes in the policy development process
 - interpreting the effects of economic, political, social and regulatory trends that have the capacity to impact on the provision of access for people with disabilities
 - applying effective consultation and research methodology to collect data for use in the policy development process
 - analysing data and evaluating results of consultation and research activities to provide a reliable basis for policy development
 - facilitating the formulation of draft policy documents for consideration by organisational management, including rationale, expected impact, costs and benefits
 - 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.

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required knowledge and understanding include:

- commonwealth, state and territory anti-discrimination legislation
- consultation processes
- disability awareness
- industry codes of practice and ethics
- limitations of work role, responsibility and professional abilities
- organisational and professional procedures, social and ethical practices and business standards
- organisational policies and processes for policy development
- principles and techniques associated with:
 - group dynamics and processes
 - leadership
 - communication
 - goal setting
 - motivation
 - planning
 - negotiation
- range of presentation formats for conveying information on the policy development process to participants
- relevant commonwealth, state and territory consumer protection and trade practices legislation
- relevant commonwealth, state and territory legislation applying to the specific policy issue e.g. building legislation and codes
- research methodology and analytical processes
- working effectively as part of a team
- types of clients and stakeholders involved in the policy development process.

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 a range of data and develop advice supported by the available evidence
- application skills to:
 - apply relevant codes of practice and other legislative requirements to policy development processes
 - apply disability awareness to work processes
- communication skills to:
 - explain clearly information on existing and proposed policies relating to the provision of access
 - consult effectively with people interested in the organisation's policy development processes
 - 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
- literacy skills to:
 - assess and use workplace information
 - interpret relevant legislation, regulations and existing policy documents
- organisational skills to:
 - develop and implement consultation processes
 - prepare working papers and discussion documents for organisational management
 - implement organisational policies and procedures
- problem-solving skills to:
 - develop policy papers addressing identified gaps in policy framework
- report-writing skills to:
 - prepare policy documents for consideration by organisational management
- research and evaluation skills to:
 - develop a research strategy using methodologies appropriate to the time and resources available
 - evaluate the research data and use the findings in the policy development process
- teamwork skills to:
 - work effectively with other people
- technical skills to:
 - facilitate meetings and workshops
 - encourage involvement in the policy development process
 - promote the approved policy within the organisation or community
 - prepare documents and other media conveying complex concepts in a manner that can be readily understood by the target audience
- technology skills to:
 - apply information technology and computer skills to prepare working documentation and reports.

PRDAC509A**Unit Descriptor****Develop and evaluate public education programs**

This unit specifies the competency required to develop and evaluate public education strategies and organise effective public education programs on issues relating to access for people with disabilities.

The unit requires the ability to develop programs that communicate information on the access requirements of the Disability Discrimination Act (DDA), state and territory anti-discrimination legislation and any other specific applicable legislation. It also requires the ability to use planning, organisational and communication skills and an understanding of presentation techniques.

Application of the Unit

This unit of competency supports the access consulting services of teaching, lecturing and presenting seminars.

Unit Sector

Access Consulting

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|---|---|
| 1. Determine the requirements for the provision of information to the public. | <ul style="list-style-type: none"> 1.1 Target groups of access education programs are identified. 1.2 The broad information needs of the various target groups are researched using appropriate research techniques and are documented for future reference. 1.3 The information needs of the target groups are used to establish the key messages of the education programs. |
| 2. Identify suitable resources to support program delivery. | <ul style="list-style-type: none"> 2.1 Resources available to support education programs are identified. 2.2 Access to resources is negotiated with relevant persons and organisations. |
| 3. Develop programs to educate the public. | <ul style="list-style-type: none"> 3.1 Information and learning resources for education programs are developed using adult learning principles and in accordance with target group needs. 3.2 Delivery strategies for the education programs are selected that are cost effective and maximise access to target groups. 3.3 The learning of target groups is facilitated by providing opportunities for participant interaction. 3.4 Appropriate briefings and training on presentation techniques are provided to personnel delivering education programs. |
| 4. Review and evaluate program delivery. | <ul style="list-style-type: none"> 4.1 The content of the education programs is reviewed regularly to ensure currency and relevance to target groups. 4.2 Delivery strategies are reviewed regularly to ensure that they are cost effective. 4.3 Feedback is sought from target group representatives and other key stakeholders and incorporated into resources and delivery strategies on a regular basis. |
| 5. Maintain records of education programs. | <ul style="list-style-type: none"> 5.1 Education programs, resources and documentation are filed and stored for future use. 5.2 Evaluation and feedback data is retained for use in future program development. 5.3 Records of schedules and costings are updated regularly and retained for future use. |

KEY COMPETENCIES

The seven key competencies represent generic skills considered necessary for effective participation by an individual in the workplace.

Performance Level 1 - at this level the candidate is required to undertake tasks effectively.

Performance Level 2 - at this level the candidate is required to manage tasks.

Performance Level 3 - at this level the candidate is required to use concepts for evaluating and reshaping tasks.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Developing effective delivery strategies for communicating relevant information to the public education programs' target groups.	3
Collecting analysing and organising information	Researching and analysing the information needs of the public education programs' targets groups.	3
Planning and organising activities	Planning and scheduling research activities to determine the needs of the target groups.	2
Working with others and in teams	Using teamwork to coordinate the delivery of public education programs.	2
Using mathematical ideas and techniques	Calculating the resource requirements and delivery costs of the programs.	2
Solving problems	Developing cost-effective delivery strategies.	2
Using technology	Using computer software to develop presentation materials to support the delivery of public education programs.	2

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.

Target groups may include:

- building developers, owners and managers
- community and disability groups
- educational institutions
- organisations developing DDA Action Plans
- professionals who interact with access consultants:
 - building certifiers
 - architects
 - building designers
- regulatory authorities.

Research techniques may include:

- interviews
- focus groups
- questionnaires
- surveys
- government agencies.

Resources may include:

- appropriate equipment and technology to use in developing and presenting educational sessions
- financial resources
- partnership opportunities with other organisations and people
- personnel with relevant competencies to develop educational resources.

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
 - identifying organisational objectives for conducting public education programs
 - analysing the information needs of target groups
 - developing effective public education programs and providing appropriate levels of resourcing
 - ensuring information included in the media used in program delivery is current and suitable for the target groups
 - monitoring program delivery and conducting regular reviews of the programs' effectiveness
 - 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.

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required knowledge and understanding include:

- commonwealth, state and territory anti-discrimination legislation
- consultation processes
- disability awareness
- limitations of work role, responsibility and professional abilities
- organisational and professional procedures, social and ethical practices and business standards
- organisational policies and processes for public education programs
- principles of adult learning
- principles and techniques associated with:
 - group dynamics and processes
 - leadership
 - communication
 - motivation
 - planning
- range of presentation formats and media for conveying information to participants
- relevant commonwealth, state and territory legislation applying to the specific public education program e.g. building legislation and codes
- research methodology and analytical processes
- types of clients and stakeholders involved in the public education programs
- teamwork.

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 the information needs of the target group of the education program
- application skills to:
 - apply relevant industry codes of practice and ethics, and other legislative requirements in the development processes
 - apply disability awareness to work processes
- communication skills to:
 - explain clearly the objectives of the public education programs to key stakeholders
 - explain clearly the objectives of the public education programs to people delivering the education presentations
 - explain clearly to participants information on existing and proposed policies relating to the provision of access
 - consult effectively with people interested in the public

- education programs
- 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
- literacy skills to:
 - assess and use workplace information
 - interpret relevant legislation, regulations and existing policy documents for inclusion in public education programs
- organisational skills to:
 - develop and implement public education strategies and programs
 - prepare working papers and discussion documents for organisational management
 - coordinate the resources and personnel required to deliver public education programs
 - develop and implement guidelines for personnel involved in the delivery of the public education programs
- research and evaluation skills to:
 - identify the needs of target groups
 - source and evaluate information relevant to target group needs
- teamwork skills to:
 - work effectively with other people
- technical skills to:
 - facilitate meetings and workshops to develop the public education program and supporting programs
 - organise access to and development of appropriate media for use in public education programs.

PRDAC510A

Evaluate materials for the construction of buildings for access

Unit Descriptor

This unit specifies the competency required to evaluate and select materials for buildings in accordance with the specific requirements for access. The unit relates to the use of a range of building materials including concrete, glass, timber, plastic and plasterboard.

This unit is based on BCGSV5002A Evaluate materials for construction of domestic scale buildings.

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, developing designs for accessible buildings and serving on a Building Code of Australia Access Panel.

Unit Sector

Access Consulting

ELEMENT

PERFORMANCE CRITERIA

- | | |
|--|--|
| 1. Analyse building materials' performance. | <ul style="list-style-type: none"> 1.1 Properties of materials are analysed and selected for performance. 1.2 Quality standards and performance of materials are identified in accordance with the specific requirements for access. 1.3 <i>Methods of testing materials</i> are recorded and the product data sheets are reviewed. 1.4 <i>Visual characteristics of materials</i> are identified and recorded. 1.5 Compatibility of materials and their performance are identified and documented. |
| 2. Investigate suitability of materials for buildings. | <ul style="list-style-type: none"> 2.1 Samples of commonly used construction materials are identified and selected for investigation according to their purpose and standard work practices. 2.2 Materials identified as structurally adequate are selected in accordance with the specific requirements for access. 2.3 Materials of a required fire resistance are selected in accordance with the specific requirements for access. 2.4 Materials considered cost effective are selected in accordance with manufacturers' specifications. 2.5 Materials for a given application are selected according to the specific requirements for access. |

KEY COMPETENCIES

The seven key competencies represent generic skills considered necessary for effective participation by an individual in the workplace.

Performance Level 1 - at this level the candidate is required to undertake tasks effectively.

Performance Level 2 - at this level the candidate is required to manage tasks.

Performance Level 3 - at this level the candidate is required to use concepts for evaluating and reshaping tasks.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Communicating information to others about the performance of materials that may be used to address specific requirements for access.	2
Collecting analysing and organising information	Collecting data on construction materials and analysing their effectiveness according to their purpose.	2
Planning and organising activities	Planning processes to subject building materials to testing that assesses suitability.	2
Working with others and in teams	Sharing the results of testing with others involved in the selection of materials for the construction of accessible buildings.	2
Using mathematical ideas and techniques	Using mathematical ideas and techniques to conduct evaluations of construction materials by comparing manufacturers' specifications of similar building materials.	2
Solving problems	Identifying materials suitable for a given application based on the specific requirements for access.	3
Using technology	Using workplace technology to facilitate information gathering on a range of building materials and to support data analysis of testing results and manufacturers' specifications.	2

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.

Methods of testing materials may include:

- slip resistance
- surface roughness
- compatibility of materials, including galvanic effect
- fire resistance
- impact resistance.

Visual characteristics of materials may include:

- luminance
- glare index
- colour.

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
 - evaluating and selecting a range of building materials for the construction of accessible buildings
 - identifying materials to address specific requirements for access
 - applying organisational management policies and procedures, including quality assurance requirements where appropriate.

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.

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required knowledge and understanding include:

- commonwealth, state and territory anti-discrimination legislation
- design, structural and construction principles of buildings
- disability awareness
- environmental issues impacting on material selection
- grading processes and grade markings used to categorise timber and timber products
- industry codes of practice and ethics
- limitations of work role, responsibility and professional abilities
- nature of building materials and effect of performance
- occupational health and safety legislation and procedures
- processes for interpreting reports, working drawings and specifications
- processes for preparing and administering documentation and reports
- relevant commonwealth, state and territory building legislation, local government regulations and Australian standards
- research methodology and analytical processes
- relevant terminology, definitions and 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
- 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
- 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
- literacy skills to:
 - assess and use workplace information
 - read and interpret plans, specifications and structural drawings
 - read and interpret manufacturers' specifications
- organisational skills to:

- prepare and manage documentation
- develop and implement organisational procedures
- plan and schedule investigation and analysis of buildings
- 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
- research and evaluation skills to:
 - source, analyse and evaluate building legislative requirements
 - source, analyse and evaluate other legislative requirements for the provision of access.

PRDAC511A

Provide access advice on the design of the built environment

Unit Descriptor

This unit specifies the competency required to provide advice on the design of the built environment, including new building work, aged care facilities, educational facilities, streetscapes, landscapes and playgrounds and the accessibility of facilities of national parks. The access consultant must ensure that the project plans provide adequate access for people with disabilities. The accessible design may cover new and future building work or renovations to an existing built environment.

Access consultants need to know and apply access requirements in 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 the preparation of design plans that meet the access needs of people with disabilities. The ability to research access solutions where the Deemed-to-Satisfy (DTS) requirements do not provide appropriate access is important.

Some categories of design work are covered by various state and territory legislation and regulations. People seeking to work as designers of the built environment should ensure that they meet the relevant legislative and regulatory requirements for the jurisdiction in which they seek to operate. This unit focuses on ensuring access issues are incorporated into the design process.

Application of the Unit

This unit of competency supports two of the 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 developing designs for accessible buildings.

Unit Sector

Access Consulting

ELEMENT

PERFORMANCE CRITERIA

- | | |
|---|---|
| 1. Determine the aspect of the built environment requiring access advice. | <p>1.1 The nature of the <i>client</i> 's request for advice on an <i>aspect of the built environment</i> is clarified.</p> <p>1.2 The capability to provide the proposed service is assessed against personal and organisational competencies.</p> <p>1.3 Authority to proceed is negotiated with client and documented in accordance with <i>organisational requirements</i> .</p> |
| 2. Establish client relationship. | <p>2.1 Contractual arrangements are negotiated, confirmed, documented and stored in accordance with client, organisational and <i>legislative requirements</i> .</p> <p>2.2 A <i>client brief</i> providing the required level of detail is requested and obtained in accordance with organisational requirements.</p> <p>2.3 <i>Site access arrangements</i> are negotiated and <i>relevant person</i> is identified in accordance with client, organisational and legislative requirements.</p> <p>2.4 Copies of all relevant plans and associated documentation pertinent to the project are obtained.</p> |

3. Source appropriate legislative and reference documents relating to the proposed project.
 - 3.1 The *legislative framework* governing the particular project is identified and relevant legislative references are accessed.
 - 3.2 The existence of relevant legislative references pertaining to disability access is identified and relevant legislative references are accessed.
 - 3.3 Recognised publications are researched to identify specific disability access guidance relevant to the particular project, particularly in the absence of specific guidance.
 - 3.4 Implications for the project of the identified disability access regulations and specific disability guidance ideas are determined and documented.

4. Provide advice to client.
 - 4.1 A comprehensive report on design advice is prepared for the client in accordance with contractual arrangements and organisational requirements.
 - 4.2 Risks associated with the specific disability access guidance derived from recognised publications in the absence of legislative guidance are highlighted in the report.
 - 4.3 The design advice report documentation is presented to the client and risks are explained in detail to ensure client understanding.
 - 4.4 A copy of the design advice report and associated documentation are recorded and retained for future reference in accordance with organisational and legislative requirements.

KEY COMPETENCIES

The seven key competencies represent generic skills considered necessary for effective participation by an individual in the workplace.

Performance Level 1 - at this level the candidate is required to undertake tasks effectively.

Performance Level 2 - at this level the candidate is required to manage tasks.

Performance Level 3 - at this level the candidate is required to use concepts for evaluating and reshaping tasks.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Communicating with the client to understand the client's requirements and preparing a report for the client providing access advice on design.	3
Collecting analysing and organising information	Conducting research and analysing the findings to identify possible solutions to specific access issues.	3
Planning and organising activities	Planning and scheduling meetings between the participants in the design process.	2
Working with others and in teams	Understanding and respecting the roles and responsibilities of all participants in the design process.	2
Using mathematical ideas and techniques	Manipulating spaces in order to meet client requirements and project constraints.	3
Solving problems	Recommending the most effective and efficient use of space to address the client's access requirements.	3
Using technology	Using technology such as remote doors, windows, curtains and sensors to solve access problems.	3

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.

Client may include:

- regulatory authority
- design team head contractor
- owner, manager and developer.

Aspect of the built environment may include:

- new building work
- renovations to existing buildings
- landscape features and
- streetscapes.

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

Legislative requirements may be outlined and reflected in:

- relevant commonwealth, state and territory legislation that affects organisational operation:
 - OHS
 - building
 - environmental
 - equal employment opportunity
 - industrial relations
 - anti-discrimination and diversity
- Australian standards
- codes of practice
- local government regulations and by-laws
- privacy legislation
- quality assurance and certification requirements
- trade practices laws and guidelines.

Client brief will include:

- written instructions detailing requirements of the access consultant
- any relevant existing documentation.

Site access arrangements may include:

- access and egress points
- keys, passes and security clearances
- OHS requirements, including personal protective equipment
- timing of access.

Relevant person may include:

- identified contact
- owner and manager
- site supervisor.

Legislative framework may include:

- Australian standards
- BCA
- DDA Education Standard
- DDA Premises Standard
- DDA Transport Standard
- traffic engineering
- transport
- playground
- heritage
- OHS
- national parks and wildlife.

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
 - integrating an understanding of disability awareness into the provision of advice on design and access compliance
 - communicating effectively with clients to establish their requirements for access advice
 - identifying and applying relevant building and anti-discrimination legislation when providing access advice on the design of the built environment
 - using effective research methodology and analysis techniques to inform the provision of advice on access
 - preparing an access report 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.

REQUIRED SKILLS AND KNOWLEDGE

This 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
- structural and construction principles of buildings
- disability awareness
- efficient and effective customer service
- ergonomic principles of accessible building design and fitout
- industry codes of practice and ethics
- limitations of work role, responsibility and professional abilities
- organisational and professional procedures, ethical practices and business standards
- principles of design relating to accessible buildings and fitouts
- principles of risk management
- processes for recording data and administering records
- relevant commonwealth, state and territory building legislation, local government regulations and Australian standards
- report writing
- research methodology and analytical processes
- the functional systems of the human body.

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 situations where the DTS requirements do not provide appropriate access
- application skills to:
 - apply relevant codes of practice and other legislative requirements to work processes
 - apply disability awareness to work processes
- communication skills to:
 - obtain information from the client on their requirements for design advice and the extent of the expected advice
 - explain clearly information on issues and legislation relating to access provision
 - 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
 - consult and provide advice in a sensitive and appropriate manner

- literacy skills to:
 - assess and use workplace information
 - read and interpret legislation and design reference documents on the provision of access
- organisational skills to:
 - prepare and manage documentation
 - plan and organise site access arrangements
 - collect, store and retrieve data for inclusion in a report to the client
 - develop and implement organisational policies and procedures
- report-writing skills to:
 - prepare a report on design advice to meet the contractual requirements of the client
 - prepare a report on design advice that meets organisational requirements
- research and evaluation skills to:
 - source, analyse and evaluate articles on the provision of disability access for specific circumstances
 - source, analyse and evaluate legislative requirements for the provision of access.

PRDAC512A

Prepare a concept design for accessible building work

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

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.

Unit Sector

Access Consulting

ELEMENT

PERFORMANCE CRITERIA

- | | |
|--|---|
| 1. Assess client requirements. | <p>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> .</p> <p>1.2 Design consequences of the client's aspirations are evaluated.</p> <p>1.3 The impact of the class of development is determined in accordance with <i>relevant legislation</i> .</p> <p>1.4 <i>Legislative requirements for access</i> are determined in accordance with the class of development.</p> |
| 2. Assess access limitations imposed by the development. | <p>2.1 Topographical limitations to accessible design are identified and documented.</p> <p>2.2 <i>Limitations</i> to accessible design due to existing conditions are identified and documented.</p> |
| 3. Create concept design. | <p>3.1 Initial <i>concept design</i> drawings portraying <i>design features</i> that reflect the client's aspirations are prepared.</p> <p>3.2 The concept design is reviewed with <i>appropriate person(s)</i> in accordance with organisational requirements.</p> <p>3.3 Feedback received from the review process is incorporated into the concept drawings.</p> |

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|--|---|
| 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. |

KEY COMPETENCIES

The seven key competencies represent generic skills considered necessary for effective participation by an individual in the workplace.

Performance Level 1 - at this level the candidate is required to undertake tasks effectively.

Performance Level 2 - at this level the candidate is required to manage tasks.

Performance Level 3 - at this level the candidate is required to use concepts for evaluating and reshaping tasks.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Presenting design ideas to the client in the form of a concept design.	3
Collecting analysing and organising information	Interviewing the client, analysing the data and presenting a concept design that reflects the client's requirements.	3
Planning and organising activities	Presenting ideas graphically with progressive refinement reflecting client input.	2
Working with others and in teams	Working closely with the client to understand and respect their requirements.	2
Using mathematical ideas and techniques	Manipulating spaces in order to meet client requirements and project constraints.	3
Solving problems	Developing designs for the creative use of space that address the client's access requirements.	3
Using technology	Using computer hardware and software such as CAD programs.	2

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.

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
- 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
- local government building regulations
- state and territory building legislation.

Limitations may include:

- 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.

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
 - 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.

REQUIRED SKILLS AND KNOWLEDGE

This 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
- 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
- limitations of work role, responsibility and professional abilities
- measurements and calculations
- organisational and professional procedures, ethical practices 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
- 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
- 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
- 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.

PRDAC513A

Unit Descriptor

Prepare a design brief for accessible building work

This unit specifies the competency required to prepare a design brief to ensure that the building work provides adequate access for people with disabilities. The design brief must be in writing and identify the intended site, construction methodology, materials and interior finishes, allocation of space, and specific fixtures, fittings and furniture. A budget estimate should be provided that includes construction, design and statutory costs. Access consultants may wish to use a briefing questionnaire to assist them in preparing an access design brief.

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 prepare an access design brief. 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

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 renovations and renovations to private dwellings, and developing designs for accessible buildings.

Unit Sector

Access Consulting

ELEMENT

PERFORMANCE CRITERIA

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| 1. Assess client requirements. | <p>1.1 Client's <i>aspirations</i> for the development project are elicited and confirmed using effective <i>interpersonal skills and communication techniques</i> and are documented for later reference in accordance with <i>organisational requirements</i>.</p> <p>1.2 The design consequences of the client's aspirations are evaluated.</p> <p>1.3 The impact of the class of development is determined in accordance with <i>relevant legislation</i>.</p> <p>1.4 <i>Legislative requirements for access</i> are determined in accordance with the class of development.</p> |
| 2. Assess access limitations imposed by the development. | <p>2.1 Topographical limitations to accessible design are identified.</p> <p>2.2 <i>Limitations</i> to accessible design due to existing conditions are identified.</p> |
| 3. Create an access design brief. | <p>3.1 Client is interviewed and <i>access design briefing questionnaire</i> is completed in accordance with organisational requirements.</p> <p>3.2 Initial <i>access design brief</i> incorporating the client's aspirations for the project is prepared.</p> <p>3.3 Preliminary budget is prepared and incorporated into the access design brief in accordance with organisational requirements.</p> <p>3.4 Access design brief is reviewed with <i>appropriate person</i> in accordance with organisational requirements.</p> <p>3.5 Feedback received from the review process is incorporated into the access design brief.</p> |

PRDAC513A Prepare a design brief for accessible building work

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| 4. Discuss access design brief with client. | 4.1 Access design brief is presented to client and the extent that it reflects the client's aspirations is checked and confirmed.
4.2 Access design brief is discussed with the client and agreed ideas are incorporated progressively.
4.3 Access design brief is reviewed in accordance with legislative requirements to ensure required disability access is provided. |
| 5. Distribute and store documentation. | 5.1 Final agreed access design brief is prepared for client in accordance with contractual arrangements and organisational requirements.
5.2 The access design brief and associated documentation are forwarded to the client in accordance with contractual arrangements.
5.3 A copy of the access design brief and associated documentation are recorded and retained for future reference in accordance with organisational and legislative requirements. |

KEY COMPETENCIES

The seven key competencies represent generic skills considered necessary for effective participation by an individual in the workplace.

Performance Level 1 - at this level the candidate is required to undertake tasks effectively.

Performance Level 2 - at this level the candidate is required to manage tasks.

Performance Level 3 - at this level the candidate is required to use concepts for evaluating and reshaping tasks.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Communicating design ideas through the design brief.	3
Collecting analysing and organising information	Interviewing the client, analysing the data and presenting a design brief that incorporates client's requirements.	3
Planning and organising activities	Presenting ideas for the design brief with progressive refinement reflecting client input.	2
Working with others and in teams	Working closely with the client to understand and respect their requirements.	2
Using mathematical ideas and techniques	Manipulating spaces in order to meet client requirements and project constraints.	3
Solving problems	Developing a design brief that effectively responds to topographical limitations associated with the site and simultaneously addresses the client's access requirements.	2
Using technology	Using computer hardware and software such as CAD programs.	2

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.

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
- 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.

Legislative requirements for access may include:

- Australian standards
- BCA
- DDA Education Standard
- DDA Premises Standard
- DDA Transport Standard
- local government building regulations
- state and territory building legislation.

Limitations may include:

- 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.

Access design briefing questionnaire may include the following broad headings:

- information on the client
- agreements on fees
- persons and firms involved in the project
- general requirements
- basic design factors
- technical fact finding
- records and preliminary investigations
- deadlines.

Access design brief may include:

- purpose and function of the proposed building
- any limitations that impact on the design
- intended site
- construction methodology
- materials and finishes
- allocation of space
- specific fixtures
- fittings and furniture
- budget estimate including construction, design and statutory costs.

Appropriate person may include:

- another member of the design team
- business partner or colleague
- staff member.

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
 - integrating an understanding of disability awareness into the design brief 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
 - effectively using research to inform the design brief for the provision of access
 - providing a design brief 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.

REQUIRED SKILLS AND KNOWLEDGE

This 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
- 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
- limitations of work role, responsibility and professional abilities
- measurements and calculations
- organisational and professional procedures, ethical practices 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 concept plans
- 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
 - analyse clients' information regarding their aspirations
- application skills to:
 - apply relevant codes of practice and other legislative requirements to work processes
 - apply disability awareness to work processes
- communication skills to:
 - obtain information from the client on their aspirations for the project
 - explain clearly information on issues and legislation relating to the provision of access
 - 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
 - consult and provide advice in a sensitive and appropriate

manner

- 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 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 the design brief.

PRDAC514A

Prepare and administer tender documentation for accessible building work

Unit Descriptor

This unit specifies the competency required to prepare tender documentation and administer the tendering process for accessible building work. The tender documentation must describe in detail all aspects of the intended construction methodology, materials and finishes. It must seek specific information on the time schedule, alternative materials, alternative methods, hourly rates for trades, progress payment timing and contract details. The tender documentation must seek a single price for the work being contracted, including, where appropriate, prices for prime cost items and prescribed sums.

Access consultants require a full understanding of contract law, in particular contracts associated with the building industry, and must be able to read and interpret building plans and construction drawings. They 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 and relevant Australian standards in order to prepare specifications documentation.

The unit requires the ability to communicate with builders, building developers, building owners and managers, renovators, interior designers and building designers on the interpretation of tenders and the implementation of contracts within the context of the DDA and building legislation.

Application of the Unit

This unit of competency supports two 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 developing designs for accessible buildings.

Unit Sector

Access Consulting

ELEMENT

PERFORMANCE CRITERIA

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|--------------------------------------|---|
| 1. Prepare documentation for tender. | <p>1.1 Relevant items for inclusion in the tender documentation are prepared in accordance with industry expectations and organisational requirements .</p> <p>1.2 Tender documentation is prepared in consultation with appropriate personnel in accordance with organisational requirements.</p> <p>1.3 Correspondence explaining the tender conditions is prepared in accordance with industry standards and organisational requirements.</p> <p>1.4 Personal limitations in preparing tender documentation are identified and assistance is sought as required from relevant people.</p> |
|--------------------------------------|---|

2. Select tendering method.
 - 2.1 **Project facets** influencing the appropriate **method of tendering** are determined in accordance with organisational requirements.
 - 2.2 Method of tendering is selected in consultation with the development team and in accordance with organisational requirements.

3. Distribute tender document.
 - 3.1 Correspondence explaining the tender conditions is prepared in accordance with industry standards and organisational requirements.
 - 3.2 Tender documents are distributed to all intended recipients in accordance with method of tendering and organisational requirements.
 - 3.3 Contact reference point is established to respond to queries regarding tender documentation in accordance with organisational requirements.
 - 3.4 A facility is provided to receive tenderers' submission documentation.

4. Assess tenders.
 - 4.1 **Eligible tenders** are determined in accordance with tender conditions and organisational requirements.
 - 4.2 Tenders are assessed according to tender conditions to determine the optimum bid.
 - 4.3 Assessment procedures and reasons for selection are documented in accordance with organisational requirements.

5. Notify all tenderers of tender process outcome.
 - 5.1 Unsuccessful tenderers are notified of the tender decision in accordance with organisational requirements.
 - 5.2 Successful tenderer is notified of the decision and pre-contract negotiations are commenced in accordance with organisational requirements.

KEY COMPETENCIES

The seven key competencies represent generic skills considered necessary for effective participation by an individual in the workplace.

Performance Level 1 - at this level the candidate is required to undertake tasks effectively.

Performance Level 2 - at this level the candidate is required to manage tasks.

Performance Level 3 - at this level the candidate is required to use concepts for evaluating and reshaping tasks.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Incorporating all relevant project information into the tender documents.	2
Collecting analysing and organising information	Collecting relevant information from the tenderers through the effective design of the selection criteria and analysing the tender submissions to gather the required data.	2
Planning and organising activities	Developing the tender process timelines and organising the activities associated with each phase of the tender process.	2
Working with others and in teams	Collaborating with relevant people to collect and coordinate all the information required for the tender documentation.	1
Using mathematical ideas and techniques	Comparing the data provided in each of the tender submissions lodged.	2
Solving problems	Identifying eligible bids from all bids received and evaluating them against the tender selection criteria.	1
Using technology	Preparing tender documentation and associated records and organising bid information for subsequent storage and retrieval.	1

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.

Relevant items will include:

- the specification documentation
- working drawings
- any other items necessary to interpret the project.

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
- 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.

Tender conditions and documentation must be the same for all potential tenderers and complete to avoid tenders responding with conditions and must include:

- closing date of tender
- required validity period of the tender
- time schedule for the project
- late tender policy
- contact details of the principal contractor (tenderer)
- requirement of a capability statement covering experience and financial viability of the tenderer
- a single price
- details of alternative materials, alternative methods, hourly rates for trades, progress payment timing and contract details
- additional conditions including acceptance of tender, adjustment for errors in documentation, exceeding the quantity surveyors' estimate and non-conforming tenders.

Project facets may include:

- timing of project
- size of project
- complexity of the project.

Methods of tendering may include:

- negotiated supply
- competitive tender:
 - open tender
 - single stage or two-stage process
 - selected/restricted tender
 - pre-qualified contractors or pre-registered contractors.

Eligible tenders are those that are:

- complete in all respects
- lodged by the closing date and time.

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
 - applying relevant legislation regarding conducting tender processes for building work
 - preparing comprehensive tender documentation for accessible building work that complies with legislative requirements and reflects accurately the requirements of the project plans and specifications
 - coordinating effectively the distribution of the tender documents and the receipt and assessment of tender submissions
 - 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.

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required knowledge and understanding include:

- commonwealth, state and territory anti-discrimination legislation
- construction methodologies
- disability awareness
- industry codes of practice and ethics
- legal and process issues relating to managing quotations and tender processes
- limitations of work role, responsibility and professional abilities
- measurements and calculations
- principles of design relating to accessible buildings and fitouts
- principles of risk management
- processes for preparing and administering documentation and reports
- processes for reading and interpreting plans, working drawings and specifications
- relevant commonwealth, state and territory building legislation, local government regulations and Australian standards
- relevant commonwealth, state and territory consumer protection and trade practices legislation
- research methodology and analytical processes
- structural and construction principles of buildings
- relevant terminology, definitions and 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 the project's requirements for inclusion in tender documentation
 - analyse the tender documents lodged
- application skills to:
 - apply relevant codes of practice and other legislative requirements to work processes
 - apply disability awareness to work processes
- communication skills to:
 - explain clearly to interested parties information on the tender documentation and process
 - 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
 - consult and provide advice in a sensitive and appropriate

manner

- literacy skills to:
 - assess and use workplace information
 - read and interpret consumer protection legislation and trade practices legislation in relation to preparing tender documents
 - read and interpret plans and specifications
- organisational skills to:
 - prepare and manage documentation
 - collect, store and retrieve data for inclusion in the tender documentation
 - prepare and collate the tender documentation
 - plan and organise the tender selection process
 - advise tenderers of the tender outcome
 - develop and implement organisational policies and procedures.

PRDAC515A

Prepare contract documentation for accessible building work

Unit Descriptor

This unit specifies the competency required to prepare contract documentation for the performance of accessible building work. Contract documentation consists of the contract, the working drawings and the specifications. Access consultants should ensure that the contract covers the extent of the work involved, the materials to be supplied, the plant to be used and the price to be paid for the work done. The use of appropriate contracts protects the access consultant in delivering services.

Access consultants should have an understanding of the types of clauses featured in a building contract. They may wish to seek legal advice to assist them in preparing contract documentation and should also be aware of sources of pre-printed contract forms. Access consultants need to be able to read and interpret contracts and construction drawings and specifications. They 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.

The unit requires the ability to communicate with builders, building developers, building owners and managers, renovators, interior designers and building designers on the interpretation and implementation of building contracts.

Application of the Unit

This unit of competency supports two 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 developing designs for accessible buildings.

Unit Sector

Access Consulting

ELEMENT

PERFORMANCE CRITERIA

1. Identify the potential contract parties.
 - 1.1 All potential *contract parties* are identified in accordance with *legislative* and *organisational requirements* .
 - 1.2 Roles and responsibilities of all contract parties are identified, agreed and documented in accordance with legislative and organisational requirements .

- | | |
|-------------------------------------|--|
| 2. Determine contract requirements. | <p>2.1 Contract requirements are reviewed, verified and documented in accordance with client, legislative and organisational requirements.</p> <p>2.2 Consultative processes are used to negotiate and confirm contract specifications with the relevant people .</p> <p>2.3 Required contract information is sourced in consultation with relevant people and assessed for currency, accuracy and relevance in accordance with organisational requirements.</p> <p>2.4 Methods for gathering information are selected that are reliable and make efficient use of time and resources , in accordance with organisational requirements.</p> <p>2.5 Personal limitations in assessing contract requirements are identified and assistance is sought as required from the relevant people.</p> |
| 3. Prepare contract document. | <p>3.1 The contract is prepared in accordance with contract specifications, and legislative and organisational requirements.</p> <p>3.2 Advice is sought to confirm that the contract captures and addresses identified risks , protects contracted parties and provides a basis for due performance.</p> <p>3.3 The contract is distributed to appropriate persons to check the accuracy of the information and that contract specifications and requirements are clearly addressed and meet legislative requirements.</p> <p>3.4 Situations requiring specialist advice are identified and assistance is sought as required in accordance with organisational requirements.</p> |
| 4. Assemble contract documentation. | <p>4.1 Contract document, working drawings and specifications are collated and assembled in readiness for formal consideration in accordance with organisational requirements.</p> <p>4.2 Associated correspondence for submission to contract parties is prepared in accordance with organisational requirements.</p> <p>4.3 Contract documentation is forwarded to the contract parties for agreement and signing in accordance with organisational requirements.</p> |
| 5. Finalise contract. | <p>5.1 The contract is finalised within agreed timeframes and in accordance with client, organisational and legislative requirements.</p> <p>5.2 Any gaps or deficiencies are identified and appropriate actions are implemented in accordance with client, organisational and legislative requirements.</p> <p>5.3 Signed copies of the contract are distributed to all contract parties in accordance with legislative and contractual requirements.</p> <p>5.4 All information is recorded, and a copy of the contract documentation is retained for future reference and maintained securely with due regard to confidentiality in accordance with legislative and organisational requirements.</p> |

KEY COMPETENCIES

The seven key competencies represent generic skills considered necessary for effective participation by an individual in the workplace.

Performance Level 1 - at this level the candidate is required to undertake tasks effectively.

Performance Level 2 - at this level the candidate is required to manage tasks.

Performance Level 3 - at this level the candidate is required to use concepts for evaluating and reshaping tasks.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Discussing and clarifying contract requirements with all relevant people.	2
Collecting analysing and organising information	Sourcing information and assessing its accuracy and relevance prior to it being included in the contract documentation.	3
Planning and organising activities	Preparing contract documentation within established timeframes.	2
Working with others and in teams	Collaborating with relevant people to seek and incorporate feedback on the quality and suitability of the contract documentation.	2
Using mathematical ideas and techniques	Planning and scheduling tasks in the preparation of the contract documentation.	1
Solving problems	Identifying the need for obtaining specialist advice in areas outside personal competence.	1
Using technology	Using business equipment to prepare contract documentation and to store and retrieve information.	1

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.

Contract parties may include:

- principal
- builder
- superintendent (where relevant).

Legislative requirements may include:

- AS2421 for simple contracts between the principal and the builder
- AS4000 for contracts between the principal and the builder where a third party (e.g. a superintendent), ensures that all agreements are met
- BCA
- DDA Education Standard
- DDA Premises Standard
- DDA Transport Standard
- environmental protection
- insurance
- occupational health and safety (OHS)
- privacy
- trade practices
- consumer protection
- workers compensation insurance.

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

Consultative processes may include:

- face to face meetings
- telephone conversations
- written communication (e.g. facsimile and email).

Relevant people may include:

- supervisors
- colleagues
- clients
- parties to contract
- legal representatives
- government agencies
- industry regulators
- industry associations.

Required contract information may include:

- date, name of principal, name of contractor, names of witnesses
- work to be done, incorporating special instructions and reference to working documents and specifications
- contract price and type of contract (e.g. fixed price, rise and fall, or cost plus)
- earliest and latest dates for contractor to commence work
- method of paying the contractor
- statement that the contractor shall be responsible for the payment of all wages to workers before a progress claim is made
- provisions for variations to the contract
- hours of work
- payment of fees to statutory bodies
- payment of required insurances e.g. statutory building insurance, workers compensation, public liability and professional indemnity
- default protection clauses for protection of the principal and the contractor
- clause defining responsibilities regarding scaffolding
- provisions for sending and receiving formal notices between the principal and the contractor
- clause requiring agreement with the principal before the contractor appoints any subcontractor
- provision for the removal of incompetent or misbehaving workers
- provision requiring the contractor to meet all conditions in any industrial award or industrial agreement relevant to the work
- clause requiring contractor to maintain a clean and tidy site that complies with the requirements of environmental protection legislation
- provision requiring each contractor or subcontractor to indemnify each other against damage caused to their work
- a statement of quality of required workmanship and finish
- a defined defects liability period
- provision defining access to the contractor's work by third parties e.g. statutory authorities, lending authorities and the principal
- provision for settling unresolved disputes.

Resources may include:

- tools and equipment
- materials
- personnel
- training
- transport.

Risks may relate to:

- failure of a contracted party to comply with contract terms and conditions
- loopholes in contracts
- physical, financial or human resources
- competition
- market influences
- client/staff dissatisfaction (e.g. complaints)
- health and safety
- fire and security
- project control and cash flow
- suppliers and contractors
- changes to regulations and legislation
- time constraints
- emergencies and disasters.

Appropriate person may include:

- law firm
- business partner or colleague
- staff member
- professional association.

Specialist advice may be sought from:

- solicitors/legal representatives
- supervisors and colleagues
- technical experts
- government officials
- industry professionals and associations.

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
 - applying building legislation and contract legislation
 - incorporating accurately the requirements of plans and specifications into all contract documentation
 - finalising contracts for accessible building work within agreed timeframes
 - applying organisational management policies and procedures, including quality assurance requirements
 - integrating risk management principles into the development of contracts.

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.

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required knowledge and understanding include:

- commonwealth, state and territory anti-discrimination legislation
- construction methodologies
- disability awareness
- industry codes of practice and ethics
- legal and process issues relating to contract law
- limitations of work role, responsibility and professional abilities
- measurements and calculations
- processes for interpreting reports, working drawings and specifications
- principles of design relating to accessible buildings and fitouts
- principles of risk management
- processes for preparing and administering documentation and reports
- processes for reading and interpreting plans, working drawings and specifications
- relevant commonwealth, state and territory building legislation, local government regulations and Australian standards
- relevant commonwealth, state and territory consumer protection and trade practices legislation
- research methodology and analytical processes
- structural and construction principles of buildings
- relevant terminology, definitions and 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 the project's requirements for inclusion in contract documentation
 - analyse the contract documents lodged
- application skills to:
 - apply relevant codes of practice and other legislative requirements to work processes
 - apply disability awareness to work processes
- communication skills to:
 - explain clearly contract requirements and clauses
 - impart knowledge and ideas through oral and written 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 impartial advice in a consistent and polite manner
- literacy skills to:

- assess and use workplace information
- read and interpret consumer protection legislation and trade practices legislation in relation to preparing contract documentation
- read and interpret plans and specifications
- organisational skills to:
 - prepare and manage documentation
 - collect, store and retrieve data for inclusion in the contract documentation
 - prepare and collate the contract documentation
 - plan and facilitate the finalisation of the contract
 - distribute copies of contract documentation
 - develop and implement organisational policies and procedures
- technical skills to:
 - implement risk management strategies
 - adhere to legal requirements and process issues relating to contracts.

PRDAC516A

Prepare specification documentation for accessible building work

Unit Descriptor

This unit specifies the competency required to prepare specification documentation for accessible building work. The specification documentation is mainly concerned with the quality of the materials and labour to be used in a particular project. The specification must describe in detail intended construction methodology, materials and finishes. A time schedule for construction will be prepared setting out the critical path for construction to ensure the correct sequencing of trades. The specification will provide a description of the level of workmanship required for each trade; schedules for specific fixtures, fittings and furniture, including interior finishes; and prices for prime cost items and prescribed sums.

Access consultants must be able to read and interpret building plans and construction drawings. They need to know the access requirements of the Disability Discrimination Act (DDA) Education Standard, DDA Premises Standard, DDA Transport Standard, the Building Code of Australia and relevant Australian standards in order to prepare specification documentation.

The unit requires the ability to communicate with builders, building developers, building owners and managers, renovators, interior designers and building designers on the interpretation and implementation of the DDA and building legislation.

Application of the Unit

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 renovations and renovations to private dwellings, and developing designs for accessible buildings.

Unit Sector

Access Consulting

ELEMENT

PERFORMANCE CRITERIA

- | | |
|--|--|
| 1. Analyse the requirements of the project working drawings. | 1.1 Working drawings are obtained and reviewed, and any ambiguities are clarified with relevant persons.
1.2 Working drawings are analysed to determine <i>specification requirements</i> in accordance with <i>organisational requirements</i> . |
| 2. Prepare the specification schedules and reference specifications. | 2.1 Specification <i>schedules</i> are prepared under headings in the order of a <i>normal building schedule</i> in accordance with industry practice.
2.2 Relevant Australian standards are identified and reference specifications are prepared under the various trades. |
| 3. Collate manufacturers' specifications. | 3.1 Manufacturers' material data sheets are collected according to the specification schedules.
3.2 Manufacturers' material data sheets are collated according to the trades. |

4. Assemble the specification documentation.
- 4.1 Specification requirements are checked for accuracy and relevance in accordance with organisational requirements.
 - 4.2 Information for inclusion in the specification documentation is prepared in accordance with industry expectations and organisational requirements.
 - 4.3 Specification documentation is collated and assembled in accordance with organisational requirements and stored in readiness for future use.

KEY COMPETENCIES

The seven key competencies represent generic skills considered necessary for effective participation by an individual in the workplace.

Performance Level 1 - at this level the candidate is required to undertake tasks effectively.

Performance Level 2 - at this level the candidate is required to manage tasks.

Performance Level 3 - at this level the candidate is required to use concepts for evaluating and reshaping tasks.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Discussing and clarifying all the requirements for inclusion in the specification documentation.	2
Collecting analysing and organising information	Sourcing information on manufacturers' specifications and analysing and representing the information in the specification schedules.	2
Planning and organising activities	Arranging to obtain all the relevant information for inclusion in the specification documentation and preparing specification documentation within established timeframes.	2
Working with others and in teams	Collaborating with relevant people to collect and coordinate all the information required for inclusion in the specification documentation.	1
Using mathematical ideas and techniques	Analysing the data in the manufacturers' specifications to make calculations on project requirements.	1
Solving problems	Identifying the need for specialist advice in areas outside personal competence.	1
Using technology	Using computer hardware and software to prepare specification documentation, and to store and retrieve information.	1

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.

Specification requirements may include:

- site identification
- timelines
- trades
- quality of work required
- schedules
- references to Australian standards
- manufacturers' specifications.

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
- occupational health and safety policies, procedures and programs
- organisational 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.

Schedules may include:

- schedule of doors and windows
- schedule of finishes
- schedule of hardware
- schedule of materials
- schedule of fixtures and fittings
- privacy and confidentiality of documents.

Normal building schedule is presented in the following order:

- for sole occupancy unit: entry, bedroom 1, bedroom 2, bedroom 3, study, lounge, family room, kitchen, bathroom 1, bathroom 2, dressing room and laundry
- for a commercial building: demolition, site establishment, external services, rough-in (ground floor, first floor, second floor), roof, fit-off (ground floor, first floor, second floor), finishing trades, external works, landscaping, signage and clean up.

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
 - preparing specification documentation for accessible building work that complies with legislative requirements and reflects accurately the requirements of the project
 - 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.

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required knowledge and understanding include:

- commonwealth, state and territory anti-discrimination legislation
- construction methodologies
- disability awareness
- industry codes of practice and ethics
- legal and process issues relating to the preparation of the specification documentation process
- limitations of work role, responsibility and professional abilities
- measurements and calculations
- processes for interpreting reports, working drawings and specifications
- principles of design relating to accessible buildings and fitouts
- principles of risk management
- processes for preparing and administering documentation and reports
- processes for reading and interpreting plans, working drawings and specifications
- relevant commonwealth, state and territory building legislation, local government regulations and Australian standards
- relevant commonwealth, state and territory consumer protection and trade practices legislation
- research methodology and analytical processes
- structural and construction principles of buildings
- relevant terminology, definitions and 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 the project's requirements for inclusion in the specification documentation
- application skills to:
 - apply relevant codes of practice and other legislative requirements to work processes
 - apply disability awareness to work processes
- communication skills to:
 - explain clearly information in the specification documentation
 - 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

- consult and provide advice in a sensitive and appropriate manner
- literacy skills to:
 - assess and use workplace information
 - read and interpret plans
- organisational skills to:
 - prepare and manage documentation
 - collect, store and retrieve data for inclusion in the specification documentation
 - prepare and collate the specification documentation
 - plan and organise the specification schedules
 - develop and implement organisational policies and procedures.

PRDAC517A**Provide expert access advice on renovations to private dwellings****Unit Descriptor**

This unit specifies the competency required to work with people with disabilities, members of their family, and their carers to achieve appropriate building renovations to private dwellings (homes) to suit their needs. The unit focuses on ensuring the home environment is modified to suit the specific needs of the client, and where appropriate, the family and/or carers.

To achieve appropriate home renovations for clients, access consultants typically work in collaboration with professional construction and/or health personnel. To provide advice on renovations to private dwellings access consultants should, with the client's permission, obtain relevant construction and/or health professional reports relating to the design requirements of the client.

Access consultants will need to apply anthropometric, ergonomic and physiological principles in the performance of their role.

Application of the Unit

This unit of competency supports the access consulting service of providing advice on renovations to private dwellings.

Unit Sector

Access Consulting

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|--|--|
| 1. Identify client's particular needs. | <p>1.1 Relevant <i>health professionals</i> and <i>medical reports</i> are consulted in regard to the <i>client</i> 's functional abilities, using <i>ethical practices</i> .</p> <p>1.2 Client's current level of functioning is identified and discussed with the client and relevant health professionals.</p> <p>1.3 Functional features critical to maintaining independence are identified in consultation with the client using anthropometric, ergonomic and physiological methodology.</p> <p>1.4 Assistive equipment required by the client is identified.</p> <p>1.5 Situations requiring specialist advice are identified and assistance is sought.</p> <p>1.6 Client's current and long-term lifestyle needs are identified and discussed with the client and relevant health professionals.</p> <p>1.7 Client's understanding of the need for renovations is confirmed in accordance with ethical practices.</p> |
| 2. Assess building capacity in relation to the client's needs. | <p>2.1 Existing building is audited against client's needs and in accordance with relevant <i>legislative requirements</i> .</p> <p>2.2 The capacity of the building and surrounds to meet the client's functional needs is determined and documented.</p> <p>2.3 The capacity of the building and surrounds to meet the requirements of the client's assistive equipment is determined and documented.</p> <p>2.4 Building renovation strategies that meet the client's needs are developed and documented.</p> |

3. Formulate response to client's current and long-term needs.
 - 3.1 Client's immediate needs are analysed with relevant health professionals and/or construction personnel.
 - 3.2 The client's changing longer-term needs are analysed in collaboration with relevant health professionals and/or construction personnel.
 - 3.3 The client's identified needs are documented in accordance with **organisational requirements** .
 - 3.4 Appropriate strategies for maximising client's independence in their home are identified.
 - 3.5 Specific fixtures, fittings, equipment and associated spatial requirements needed by the client are incorporated into the design of renovations.
 - 3.6 Proposed building renovations are discussed with the client and their feedback is incorporated into the proposed building strategies.
 - 3.7 Identified methodologies are communicated to appropriate personnel for implementation of design and construction of the renovations.
 - 3.8 Referral to **other service providers** is arranged in response to specific client requirements and instructions.

4. Prepare report for the client and complete documentation.
 - 4.1 A report including **associated documentation** detailing the agreed building renovations is prepared to enable the client to communicate their access requirements to building and/or design professionals.
 - 4.2 A report and associated documentation are forwarded to the client and/or referring health professionals in accordance with contractual arrangements.
 - 4.3 A copy of the report and associated documentation are recorded and retained for future reference in accordance with organisational and legislative requirements .

KEY COMPETENCIES

The seven key competencies represent generic skills considered necessary for effective participation by an individual in the workplace.

Performance Level 1 - at this level the candidate is required to undertake tasks effectively.

Performance Level 2 - at this level the candidate is required to manage tasks.

Performance Level 3 - at this level the candidate is required to use concepts for evaluating and reshaping tasks.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Interviewing clients and other relevant personnel (e.g. therapists) in order to ascertain client's needs.	3
Collecting analysing and organising information	Analysing information on the client's home renovation requirements collected from reports and interviews to determine the client's needs.	3
Planning and organising activities	Planning the sequencing of renovation work.	2
Working with others and in teams	Working closely with the client and the construction/health personnel to understand and respect the client's requirements.	2
Using mathematical ideas and techniques	Measuring existing building features and measuring and specifying the type and location of renovation works.	2
Solving problems	Identifying and addressing conflicts between the Building Code of Australia (BCA) Deemed-to-Satisfy provisions and the client's requirements. Devising and creating solutions to maximise client's abilities and address disabilities.	3
Using technology	Using computer hardware and software to store and retrieve information.	1

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.

Health professionals may include:

- occupational therapists
- ergonomists
- physiotherapists
- medical specialists.

Medical reports may include:

- medical admission reports
- discharge reports
- health professional reports
- rehabilitation reports.

Client refers to:

- the individual person with a disability
- the parent of a person with a disability
- the person or organisation engaging the services of the access consultant.

Ethical practices may include:

- industry codes of conduct and ethics
- maintaining confidentiality.

Legislative requirements may include:

- OHS requirements for carers
- regulations not covered in the BCA e.g. plumbing and electrical provision
- privacy.

Organisational requirements may include:

- 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
- privacy and confidentiality of client relationship and documentation
- quality assurance and procedures manuals
- records and information management systems and processes
- style guides and other guides used to prepare documents.

Other service providers may include:

- assistive equipment suppliers
- lift installers
- structural engineers.

**Associated documentation
may include:**

- drawings
- plans
- design specifications
- construction reports
- referral reports and/or forms.

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 a person with a disability to undertake daily living activities in their own home, and their right to do so
 - interpreting accurately information from reports and interviews to assist in determining the client's needs to live in their own home and developing home renovation strategies that optimise their capacity to do so
 - interpreting building legislation and applying it to the provision of appropriate renovation solutions to meet the client's needs
 - interpreting construction methodologies and applying them to the design of home renovation
 - developing effective and practical home renovation solutions to meet the client's needs
 - 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.

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required knowledge and understanding include:

- anatomical and medical terminology
- anthropometric and ergonomic principles of accessible building design and fitout
- assistive equipment and resources
- building terminology, definitions and hazard identification
- commonwealth, state and territory anti-discrimination legislation
- design, structural and construction principles of buildings
- disability awareness
- environmental issues impacting on material selection
- industry codes of practice and ethics
- limitations of work role, responsibility and professional abilities
- nature of building materials and effect of performance
- occupational health and safety (OHS) legislation and procedures
- processes for generating design solutions for individual situations
- processes for interpreting medical reports and terminology
- processes for preparing and administering documentation
- processes for interpreting reports, working drawings and specifications
- relevant commonwealth, state and territory building and other legislation, local government regulations and Australian standards
- research methodology and analytical processes
- role, responsibilities and powers of building certifiers.

Required skills and attributes include:

- analytical skills to:
 - interpret and apply legislative requirements
 - interpret reports and assessments of the client's ability to live in their own home
 - evaluate manufacturers' specifications and select suitable assistive equipment
 - develop a home renovation strategy
- application skills to:
 - apply disability awareness to work processes
- communication skills to:
 - provide information and explain issues relating to home renovations to the client, their family and carers
 - impart knowledge and ideas through oral, written and visual means
 - consult effectively with health and construction professionals
 - seek advice from other experts
 - make referrals to other service providers
- 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, appropriate and timely manner
- literacy skills to:
 - read and understand medical terminology and medical reports
 - read and understanding construction terminology
 - read and interpret manufacturers' specifications for assistive equipment and building products
- negotiation skills to:
 - clarify client requirements
 - ensure that building contractors comply with specified home renovation requirements
- numeracy skills to:
 - perform measurement tasks and undertake associated calculations
- organisational skills to:
 - prepare and administer documentation
 - implement organisational policies and procedures
 - develop and document building renovation requirements
 - prepare contracts and meet contractual obligations
- report-writing skills to:
 - prepare a report on required home renovations to meet the contractual requirements of the client
 - prepare a report on required home renovations that meets organisational requirements
- research and evaluation skills to:
 - source, analyse and interpret the functionality and suitability of building products and assistive equipment to meet the client's needs
- teamwork skills to:
 - work effectively with other people
- technical skills to:
 - read and interpret plans
 - read and interpret specifications
 - carry out measurements and calculations
 - produce diagrams and sketches to present ideas
- technology skills to:
 - apply information technology and computer skills to prepare documentation and reports.

PRDAC518A

Provide expert access advice on building renovations

Unit Descriptor

This unit specifies the competency required to provide expert advice on the renovation of buildings to achieve access for people with disabilities. The unit focuses on ensuring access issues are incorporated into the design process. It includes the identification and evaluation of appropriate construction methods in accordance with relevant building legislation. Construction methods are assessed to provide the basis for determining appropriate alternatives for recommendations on building renovations.

The access consultant must ensure that the project plans provide adequate access for people with disabilities. Access consultants will need to apply anthropometric and ergonomic principles in the performance of their role. They need to know and advise designers on the access requirements of the Disability Discrimination Act (DDA) Premises Standard, DDA Transport Standard, DDA Education Standard, the Building Code of Australia (BCA) and relevant Australian standards for the preparation of design plans that meet the access needs of people with disabilities. Some categories of design work are covered by various state and territory legislation and regulations.

Application of the Unit

This unit of competency supports the access consulting service of building renovations where there is a breadth, depth and complexity of tasks and often the requirement to make decisions and provide recommendations involving non-routine situations.

Unit Sector

Access Consulting

ELEMENT

PERFORMANCE CRITERIA

- | | |
|---|--|
| 1. Confirm the areas of the building that require renovation to achieve access. | <p>1.1 The building requiring renovation is inspected and the areas of the building requiring renovation are identified in accordance with <i>relevant building legislation</i> .</p> <p>1.2 The <i>methodology</i> for undertaking the required renovations is determined taking into account all aspects of the building's structure and construction, and relevant building legislation.</p> |
| 2. Confirm that building construction methodology can accommodate required renovations. | <p>2.1 The effect of applying the identified methodology for modifying the building is assessed.</p> <p>2.2 Alternative <i>technologies</i> for overcoming any adverse effects resulting from the application of the identified methodology for providing access to the building are considered.</p> <p>2.3 Suitable technology for overcoming any adverse effects resulting from the identified methodology for providing access to the building is determined.</p> |

- | | |
|--|---|
| 3. Review pre-existing conditions that impact on the Building Upgrade Plan. | <ul style="list-style-type: none"> 3.1 The impact on the accessibility of the building resulting from implementation of the Building Upgrade Plan is assessed and documented. 3.2 The impact of the identified suitable technology on achieving reduced timelines for providing full access to the building is assessed and documented. 3.3 Suitable technology identified for reducing timelines is documented and reported to the client. |
| 4. Review pre-existing conditions that impact on the Alternative Building Solution. | <ul style="list-style-type: none"> 4.1 The impact on the accessibility of the building resulting from the implementation of the Alternative Building Solution is assessed and documented. 4.2 The impact of the identified suitable technology on achieving the performance requirements of the BCA for providing full access to the building is assessed and documented. 4.3 Suitable technology identified for achieving the performance requirements of the BCA is documented and reported to the client. |
| 5. Review pre-existing conditions that impact on the application for exception to the BCA. | <ul style="list-style-type: none"> 5.1 The impact of allowing the application for exception to the BCA on the accessibility of the building is analysed and documented. 5.2 The impact of the identified suitable technology on overcoming pre-existing conditions to the achievement of full access to the building is assessed and documented. 5.3 Suitable technology identified for achieving full access is documented and reported to the client. |
| 6. Develop arguments pertaining to expert judgement. | <ul style="list-style-type: none"> 6.1 Where the identified suitable technology differs from the Deemed-to-Satisfy (DTS) provisions, arguments to demonstrate that the identified suitable technology meets or exceeds the performance requirements of the BCA are developed and documented. 6.2 Client is advised of suitable technology for providing renovations that meet or exceed the DTS provisions of the BCA. |
| 7. Document findings and prepare report for client. | <ul style="list-style-type: none"> 7.1 The final access report documentation is prepared in accordance with contractual and <i>organisational requirements</i> . 7.2 Access report documentation is forwarded to the client in accordance with contractual arrangements and organisational requirements. 7.3 A copy of the access report and associated documentation are recorded and retained for future reference in accordance with organisational and legislative requirements . |

KEY COMPETENCIES

The seven key competencies represent generic skills considered necessary for effective participation by an individual in the workplace.

Performance Level 1 - at this level the candidate is required to undertake tasks effectively.

Performance Level 2 - at this level the candidate is required to manage tasks.

Performance Level 3 - at this level the candidate is required to use concepts for evaluating and reshaping tasks.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Interviewing clients in order to ascertain their project requirements and providing advice on legislative requirements and renovation options.	3
Collecting analysing and organising information	Analysing legislative requirements and information collected from the client, and advising the client on renovation options.	3
Planning and organising activities	Conducting the assessment of the building and the development of renovation options in a logical and sequenced manner.	2
Working with others and in teams	Understanding and respecting the roles and responsibilities of all development team members.	2
Using mathematical ideas and techniques	Measuring existing building features, calculating space utilisation and using this data to inform the options for building renovations.	2
Solving problems	Proposing innovative building renovation options that meet performance requirements.	3
Using technology	Using computer hardware and software to store and retrieve information.	1

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.

Relevant building legislation may include:

- BCA
- DDA
- DDA Premises Standard
- DDA Transport Standard
- DDA Education Standard
- Australian standards
- state and territory codes and regulations.

Methodology may refer to:

- the full range of construction elements necessary to provide access for people with disabilities e.g. ramps, landings and doorways.

Technologies may refer to:

- innovative solutions for meeting the performance requirements of the BCA.

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

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
 - applying disability awareness to the provision of access for people with disabilities
 - interpreting and applying building legislation to the provision of access for people with disabilities
 - interpreting and applying construction methodologies to the provision of access for people with disabilities
 - interpreting and using the performance-based provisions of the BCA to provide appropriate levels of access and developing effective arguments to demonstrate that performance-based solutions meet or exceed the DTS requirements
 - complying with OHS regulations applicable to workplace operations
 - applying organisational management policies and procedures, including quality assurance requirements
 - developing effective and practical building renovation solutions to meet access requirements for people with disabilities.

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.

REQUIRED SKILLS AND KNOWLEDGE

This 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
- behaviour of structural members undergoing stress, strain, compression or bending
- commonwealth, state and territory anti-discrimination legislation
- commonwealth, state and territory Heritage Acts
- design, structural and construction principles of buildings
- disability awareness
- efficient and effective customer service
- environmental issues impacting on material selection
- ergonomic principles of accessible building design and fitout
- functional systems of the human body
- industry codes of practice and ethics
- international standards on building access
- limitations of work role, responsibility and professional abilities
- nature of building materials and effect of performance
- occupational health and safety (OHS) legislation and procedures
- processes for interpreting reports, working drawings and specifications
- processes for recording data, administering records and preparing reports
- relevant commonwealth, state and territory building and other legislation, local government regulations and Australian standards
- research methodology and analytical processes
- role, responsibilities and powers of building certifiers
- state and territory Planning and Development Acts
- relevant terminology, definitions and 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
 - use the BCA as a performance-based document
- 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 OHS policies and procedures
- 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
- develop and maintain professional relationships and networks
- literacy skills to:
 - assess and use workplace information
 - read and interpret plans, specifications and structural drawings
 - read and use anatomical and medical terminology
 - read and use building and construction terminology
- organisational skills to:
 - prepare and manage documentation
 - plan and schedule site visits
 - collect, store and retrieve data for inclusion in a report to the client
 - develop and implement organisational policies and procedures
- 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
- report-writing skills to:
 - prepare a report on building renovations to meet the contractual requirements of the client
 - prepare a report on building renovations that meets organisational requirements
- research and evaluation skills to:
 - source, analyse and evaluate building legislative requirements
 - source, analyse and evaluate legislative requirements for the provision of access
 - facilitate the development of performance-based solutions
- technical skills to:
 - apply anthropometric and ergonomic principles of accessible building design and fitout
 - apply Australian standards on slip resistance, luminance contrast, wayfinding and hearing augmentation
 - use structural and design principles.

PRDAC519A**Provide expert access advice to a complainant or respondent****Unit Descriptor**

This unit specifies the competency required to work with individuals, the management and staff of organisations, and their legal advisers in providing advice on their rights and/or obligations under the Disability Discrimination Act (DDA) and the relevant state and territory anti-discrimination legislation.

Access consultants must be able to interpret the DDA and relevant state and territory legislation's provisions relevant to complaint and response processes, together with the necessary information to substantiate such complaints or responses. Access consultants must also be able to interpret the commonwealth, state and territory legislation with regard to rules of evidence and prescribed formats for expert reports.

The unit requires the ability to communicate effectively on service provision issues with individuals, the management and staff of organisations, and their legal advisers in a wide range of situations.

Application of the Unit

This unit of competency supports the access consulting services of preparing expert witness reports, giving evidence in court and providing expert judgement, information and advice.

Unit Sector

Access Consulting

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|---|---|
| 1. Identify client needs. | <ul style="list-style-type: none"> 1.1 The legal identity of the <i>client</i> and other parties is confirmed in accordance with <i>legislative</i> and <i>organisational requirements</i>. 1.2 The parties' legal capacity to respond is determined in accordance with legislative and organisational requirements. 1.3 Authority to proceed is negotiated with the client and documented in accordance with legislative and organisational requirements. 1.4 A <i>client brief</i> providing the required level of detail is requested and obtained in accordance with legislative and organisational requirements. |
| 2. Review the legislation. | <ul style="list-style-type: none"> 2.1 The specific <i>legislation</i> applicable to the circumstances of the case is determined. 2.2 The appropriate procedures, processes and protocols are determined in accordance with relevant legislation. |
| 3. Establish the existence of relevant documentation. | <ul style="list-style-type: none"> 3.1 All available <i>documentation</i> relevant to the specific case is identified, sourced and accessed in accordance with legislative and organisational requirements. 3.2 Additional information requirements or missing documents are identified and listed and strategies for obtaining this information are developed in accordance with legislative and organisational requirements. 3.3 A staged process for exchanging and collating the required documentation is negotiated and agreed between the parties. |

- 4. Provide advice to client.
 - 4.1 The extent of own competencies in relation to the case are recognised and examined in accordance with industry codes of practice and ethics.
 - 4.2 Situations requiring specialist advice are identified and assistance is sought in accordance with legislative and organisational requirements.
 - 4.3 Advice is provided to client using effective *interpersonal skills and communication techniques* and in accordance with legislative and organisational requirements.

- 5. Complete and distribute the client report.
 - 5.1 All case documentation is reviewed in accordance with legislative and organisational requirements.
 - 5.2 The report for client is finalised in accordance with contractual arrangements, and legislative and organisational requirements.
 - 5.3 The report is published and distributed to relevant parties in accordance with client, legislative and organisational requirements.
 - 5.4 A copy of the report and associated documentation are recorded and retained for future reference in accordance with legislative and organisational requirements .

KEY COMPETENCIES

The seven key competencies represent generic skills considered necessary for effective participation by an individual in the workplace.

Performance Level 1 - at this level the candidate is required to undertake tasks effectively.

Performance Level 2 - at this level the candidate is required to manage tasks.

Performance Level 3 - at this level the candidate is required to use concepts for evaluating and reshaping tasks.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Interviewing the client to acquire information about the access issue for which advice is being sought.	3
Collecting analysing and organising information	Collecting information about the issue through interviews, inspection of premises, review of plans, reports and other documentation and analysing this information in order to provide advice on the specific access issue.	3
Planning and organising activities	Planning and scheduling interviews and organising access to relevant documentation to obtain all the relevant case information prior to providing advice.	3
Working with others and in teams	Seeking specialist advice from other experts.	2
Using mathematical ideas and techniques	Calculating the extent of the provision of access and comparing the level of provision of access with that specified in the building codes.	2
Solving problems	Comparing measurement data with Deemed-to-Satisfy requirements presented in the relevant codes and standards.	3
Using technology	Using software packages to record, store and retrieve case information.	1

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.

Client may include:

- owner and manager
- corporate body
- small business tenant.

Legislative requirements may be outlined and reflected in:

- relevant commonwealth, state and territory legislation that affects organisational operation:
 - OHS
 - building
 - environmental
 - equal employment opportunity
 - industrial relations
 - anti-discrimination and diversity
- Australian standards
- codes of practice
- local government regulations and by-laws
- privacy legislation
- quality assurance and certification requirements
- trade practices laws and guidelines.

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
- 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.

Client brief will include:

- written instructions detailing requirements of the access consultant
- any documentation related to the case.

Legislation may include:

- Building Code of Australia
- DDA
- DDA Education Standard
- DDA Premises Standard
- DDA Transport Standard
- state and territory anti-discrimination legislation
- state and territory building legislation.

Documentation may include:

- advertisements
- contracts and leases
- DDA Action Plan
- disclaimers.

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 language that is:
 - accurate, articulate and concise
 - positive, confident and cooperative
 - verbal or non-verbal.

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 purposes of providing advice on issues relating to the provision of access for people with disabilities
 - interpreting and applying building legislation for the purposes of providing advice on issues relating to the provision of access for people with disabilities
 - applying a knowledge of the appropriate means of seeking a judicial or quasi-judicial hearing and providing appropriate advice to clients
 - applying disability awareness to the individual's circumstances when providing advice for people with disabilities
 - providing an access compliance report that complies with legislative requirements and is useable by the client for the intended purpose
 - 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.

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required knowledge and understanding include:

- anthropometric and ergonomic principles
- commonwealth, state and territory anti-discrimination legislation
- construction methodologies
- current national and international literature on access issues
- design, structural and construction principles of buildings
- disability awareness
- environmental issues impacting on material selection
- industry codes of practice and ethics
- international standards on building access
- limitations of work role, responsibility and professional abilities
- nature of building materials and effect of performance
- processes for interpreting reports, working drawings and specifications
- relevant commonwealth, state and territory building legislation, local government regulations and Australian standards
- research methodology and analytical processes
- relevant terminology, definitions and 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 all case documentation in order to prepare advice for client
- application skills to:
 - apply relevant codes of practice and other legislative requirements to work processes
 - apply disability awareness to work processes
- communication skills to:
 - use questioning and listening techniques to obtain relevant information about the case from the client
 - 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
 - provide relevant advice about the case to the client clearly so that the client understands the implications of the advice provided
 - impart knowledge and ideas through oral, written and visual means
 - develop and maintain professional relationships and networks

- literacy skills to:
 - assess and use workplace information
 - locate and interpret legislation and legal cases on the provision of access
- organisational skills to:
 - prepare and manage documentation
 - develop and implement organisational policies and procedures
- 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
- research and evaluation skills to:
 - source, analyse and evaluate building legislative requirements
 - source, analyse and evaluate legislative requirements for the provision of access.

PRDAC520A

Unit Descriptor

Undertake research on access issues

This unit specifies the competency required to undertake research for the purposes of defining the performance and outcomes of building innovations and alternative solutions as well as investigating a range of other issues concerning access. It requires the ability to identify a range of appropriate sources of information within Australia and internationally, apply sound research techniques, analyse the content of resources and document sources and findings for use in addressing specific access issues.

Application of the Unit

This unit is based on CULMS617A Undertake research.

This unit of competency supports the full range 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. The unit will support all the functions of access consulting that require research into access issues.

Unit Sector

Access Consulting

ELEMENT

PERFORMANCE CRITERIA

- | | |
|--|---|
| 1. Define the purpose, scope and nature of the research. | <p>1.1 Details of the research purpose, scope, aims, expected outcomes and potential uses and benefits are clarified and agreed with the <i>client</i> in accordance with <i>organisational requirements</i> .</p> <p>1.2 Details of available resources and the research timeframes are confirmed with the client .</p> <p>1.3 The most suitable research methodology is identified according to the resources available.</p> <p>1.4 <i>Issues related to the appropriate use of research data</i> are identified with the client and managed effectively in accordance with organisational requirements.</p> <p>1.5 Details of evaluation mechanisms and procedures are clarified through consultation and negotiation with the client.</p> |
| 2. Search information sources. | <p>2.1 Appropriate <i>research methods</i> are implemented and a sufficient number of relevant sources of information are investigated to ensure reliable conclusions.</p> <p>2.2 Information is recorded accurately according to research protocols and current industry best practice and is easily retrievable in accordance with organisational requirements.</p> <p>2.3 Collections and associated data resulting from research are recorded and stored appropriately in readiness for analysis in accordance with organisational requirements.</p> |

3. Analyse and interpret information.
- 3.1 *Methods of data analysis* appropriate for the nature and subject of the research and in accordance with research protocols and industry best practice are selected.
- 3.2 Analysis of research data is conducted to meet time, resource and quality constraints in accordance with organisational requirements.
- 3.3 Research findings, along with relevant sources and references, are recorded and documented thoroughly for use in the preparation of a report to the client.
- 3.4 Research findings and associated documentation are recorded and stored appropriately for future reference in accordance with confidentiality, legislative and organisational requirements.

KEY COMPETENCIES

The seven key competencies represent generic skills considered necessary for effective participation by an individual in the workplace.

Performance Level 1 - at this level the candidate is required to undertake tasks effectively.

Performance Level 2 - at this level the candidate is required to manage tasks.

Performance Level 3 - at this level the candidate is required to use concepts for evaluating and reshaping tasks.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Communicating research findings concisely and accurately.	2
Collecting analysing and organising information	Collecting, interpreting and applying information to provide effective solutions to access situations.	3
Planning and organising activities	Conducting research activities systematically to maximise effectiveness and resource utilisation.	3
Working with others and in teams	Coordinating research activities with others to maximise the research effort.	1
Using mathematical ideas and techniques	Applying statistical analysis techniques to data.	2
Solving problems	Identifying gaps in existing knowledge associated with an access issue, and applying research findings to suggest effective solutions to an issue.	3
Using technology	Sourcing, storing and retrieving information and documentation.	2

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.

Client may include:

- architect and builder
- building designer
- building owner and manager
- educational services provider
- organisation developing a Disability Discrimination Act Action Plan
- other access consultant
- owner and manager of transport conveyances.

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
- 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.

Issues related to the appropriate use of research data may include:

- copyright
- ethical standards
- intellectual property
- ownership of the finished research
- rights and responsibilities of all parties involved in the research.

Research methods will include:

- documentary research of:
 - Australian and international standards
 - Australian and other national governments
 - international agencies/organisations
 - professional and academic journals and papers
 - conference presentations and papers
- other appropriate techniques as required such as:
 - field study
 - interview
 - observation or experiment
 - questionnaire or survey.

Methods of data analysis may:

- require the application of specific analytical techniques e.g. statistics
- utilise the more general ability to make sound judgements in the face of appropriate evidence.

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
 - accurately interpreting the research requirements of the client and confirming own understanding of the requirements
 - displaying a knowledge of a range of research methodologies, procedures and protocols and their application in research situations
 - effectively identifying a range of suitable information sources able to provide meaningful data relevant to the research project
 - conducting an analysis of data from a range of information sources, identifying the relevant information as per the requirements of the research project and interpreting the data to provide the basis of advice and recommendations
 - documenting and storing the research findings using research protocols and industry best practice to facilitate easy future retrieval of the information
 - managing time and resource constraints and workplace priorities effectively
 - managing client expectations within agreed parameters
 - effectively using information technology to conduct searches of data sources and to store and retrieve information
 - applying organisational management policies and procedures, including quality assurance.

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.

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required knowledge and understanding include:

- commonwealth, state and territory anti-discrimination legislation
- disability awareness
- efficient and effective customer service
- industry codes of practice and ethics
- limitations of work role, responsibility and professional abilities
- managing research projects
- organisational and professional procedures, ethical practices and business standards
- organisational requirements for documenting and presenting research findings, and for storing and retrieving documentation
- planning and setting research priorities
- privacy legislation and confidentiality requirements
- report writing for presenting research findings, including referencing protocols
- research methodology, procedures and protocols
- sources of information that may support the research effort e.g. relevant commonwealth, state and territory legislation, such as building legislation and codes, and Australian and international standards; and publications and other materials/resources on access issues produced by Australian or other governments, international agencies, and professional or academic bodies
- techniques for analysing information, collecting data and documenting findings.

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 the performance and outcomes of building innovations and alternative solutions
- application skills to:
 - apply relevant codes of practice and other legislative requirements to research processes
 - apply disability awareness to research processes
- communication skills to:
 - explain clearly research findings on issues relating to the provision of access and relevant legislation
 - consult effectively with clients and colleagues
 - 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
- consult and provide advice in a sensitive and appropriate manner
- literacy skills to:
 - assess and use workplace information
 - locate and interpret legislation and other written documentation
 - search databases and catalogues
 - conduct web-based searches
- organisational skills to:
 - prepare and manage documentation
 - plan and set priorities
 - coordinate technical and human resource inputs to research activities
 - work within time and resource constraints
 - develop and implement organisational policies and procedures
 - meet client expectations
- research and evaluation skills to:
 - develop innovative solutions for the provision of access, based on rigorous research processes
 - source, analyse and evaluate legislative requirements for the provision of access
- technical skills to:
 - analyse information and document findings
 - reference, store and retrieve data
 - recommend solutions to access issues based on the accurate interpretation of legislation, standards, publications and other materials and resources
- technology skills to:
 - apply information technology and computer skills to analyse data and prepare reports and other documents based on research findings.

PRDAC601A**Unit Descriptor****Participate as an access expert on an Access Panel**

This unit specifies the competency required to participate as an access expert on an Access Panel. Access Panels are created within state and territory jurisdictions under the Process to Administer Access to Buildings (The Protocol) for the purpose of considering Building Upgrade Plans.

The unit requires the ability to interpret the performance requirements of the Disability Discrimination Act (DDA) Premises Standard the Building Code of Australia (BCA) and all relevant Australian standards. Access consultants also require the ability to apply knowledge of contemporary Australian and international literature, developments and trends regarding access issues. The unit requires a high level of communication skills and the skills to contribute effectively to a team situation.

Application of the Unit

This unit of competency supports the access consulting service of serving on a BCA Access Panel. It involves the application of analysis, planning and evaluation to complex technical issues.

Unit Sector

Access Consulting

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|---|---|
| 1. Review Access Panel case documentation. | 1.1 <i>Case documentation</i> is checked upon receipt to ensure it is full and complete.
1.2 Case documentation is read and interpreted for the adequacy of access provision in accordance with the relevant <i>legislation and codes</i> .
1.3 Ambiguities in the documentation are clarified with <i>relevant persons</i> . |
| 2. Conduct research on relevant issues. | 2.1 Research is conducted on matters pertaining to the case using all relevant databases.
2.2 Advice from other access experts is sought to complement and supplement own expertise in relation to the specific case.
2.3 All research findings and their sources are referenced fully using recognised methods and documented for later retrieval and use. |
| 3. Prepare and document arguments for Access Panel consideration. | 3.1 Arguments on issues relating to the case to be considered by other Access Panel members are developed based on own expertise and research findings.
3.2 Developed arguments are documented fully and all relevant supporting evidence is assembled and retained in a suitable manner for consideration by other Access Panel members. |

- | | |
|---|---|
| 4. Contribute actively to Access Panel deliberations. | 4.1 The extent of own competencies in relation to the case are examined and recognised in accordance with industry codes of practice and ethics.
4.2 Information and advice on potential solutions to the adequacies of access provision are provided to all Access Panel members.
4.3 Effective <i>interpersonal skills and communication techniques</i> are utilised to contribute to all discussions in a participative and constructive manner.
4.4 Advice on access issues is provided in an agreed format.
4.5 Agreed decisions are documented for future personal reference. |
| 5. Assist in the preparation of the Access Panel decision document. | 5.1 Agreed decisions are documented in accordance with the Access Panel reporting guidelines.
5.2 The development and preparation of the Access Panel's reporting document for each case is assisted in accordance with Access Panel reporting guidelines. |

KEY COMPETENCIES

The seven key competencies represent generic skills considered necessary for effective participation by an individual in the workplace.

Performance Level 1 - at this level the candidate is required to undertake tasks effectively.

Performance Level 2 - at this level the candidate is required to manage tasks.

Performance Level 3 - at this level the candidate is required to use concepts for evaluating and reshaping tasks.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Communicating information and sharing ideas by discussing case documentation with other Access Panel members.	3
Collecting analysing and organising information	Conducting research activities to collect and analyse data on cases before the Access Panel, and organising the findings into a form suitable for other Access Panel members to review.	3
Planning and organising activities	Planning, coordinating and scheduling research activities to ensure that the research findings are available to other Access Panel members in a timely manner.	2
Working with others and in teams	Working with other Access Panel members in the planning and coordination of Access Panel activities.	2
Using mathematical ideas and techniques	Using mathematical techniques to calculate and confirm access provisions, making comparisons with legislative requirements and analysing the costs associated with the options for providing access.	2
Solving problems	Analysing the arguments presented to the Access Panel to determine whether they provide appropriate solutions.	3
Using technology	Using computer software to store and retrieve research information and to prepare Access Panel documentation in the required formats.	2

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.

Case documentation may include:

- reports and documents from previous Access Panel hearings.

Legislation and codes may include:

- BCA
- DDA Premises Standard
- state and territory building legislation.

Relevant person may include:

- state and territory officers responsible for Access Panel affairs.

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.

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 the role and responsibilities of the Access Panel and its members as set out in relevant legislation
 - analysing the evidence presented in case arguments, other information obtained by the Access Panel and relevant legislative requirements
 - forming realistic decisions based on the structured analysis of all relevant data and the application of relevant legislation
 - researching and referring to recognised national and international data sources and publications on access issues
 - interpreting the financial and social costs and benefits of Building Upgrade Plans and maintenance activities to provide access
 - applying Access Panel 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.

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required knowledge and understanding include:

- Access Panel structures
- anthropometric principles of accessible building design and fitout
- the difference between common law, judicial precedents and legislation
- commonwealth, state and territory anti-discrimination legislation
- commonwealth, state and territory Heritage Acts
- design, structural and construction principles of buildings
- disability awareness
- environmental issues impacting on material selection
- ergonomic principles
- functional systems of the human body
- industry codes of practice and ethics
- international standards on building access
- jurisdiction of Access Panels
- legislative requirements of presenting evidence to Access Panels
- limitations of work role, responsibility and professional abilities
- nature of building materials and effect of performance
- occupational health and safety policies and procedures
- processes for interpreting reports, working drawings and specifications
- preparation of a current comprehensive curriculum vitae
- principles and techniques associated with:
 - group dynamics and processes
 - leadership
 - communication and negotiation
 - planning
 - decision making
- procedures and protocols for Access Panels
- processes for recording data, administering records and preparing reports
- relevant commonwealth, state and territory building and other legislation, local government regulations and Australian standards
- research methodology and analytical processes
- role of legal personnel on Access Panels
- role, responsibilities and powers of building certifiers
- state and territory Planning and Development Acts
- relevant terminology, definitions and hazard identification
- types of allowable evidence raised in Access Panels
- types of issues raised in Access Panels.

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
- review and evaluate arguments presented in Access Panel case documentation
- 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
- communication skills to:
 - discuss issues relating to the provision of access presented in Access Panel case documentation and the relevant legislation with other Access Panel members
 - present arguments to other Access Panel members based on legislation and other research activities
 - seek alternative advice from other experts within own field
 - seek advice from experts in areas outside own expertise
- literacy skills to:
 - assess and use workplace information on Access Panel role and responsibilities
 - read and interpret plans, specifications and structural drawings
 - read and use anatomical and medical terminology
 - read and use building and construction terminology
 - read and comprehend Access Panel case documentation
- organisational skills to:
 - confirm that all relevant Access Panel case documentation is provided
 - research, reference, store and retrieve data for use in Access Panel processes
- interpersonal skills to:
 - relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
 - seek and obtain information in a sensitive and appropriate manner
- personal attributes relating to:
 - impartiality
 - fairness
 - independence
 - objectivity
 - confidentiality
 - respect
- report-writing skills to:
 - prepare reports and other Access Panel documentation following Access Panel style policy, procedures and guidelines
- research skills to:
 - initiate investigative research relating to specific Access Panel cases
 - source, analyse and evaluate building legislative requirements

- source, analyse and evaluate legislative requirements for the provision of access
- technical skills to:
 - identify problems and develop solutions
 - participate in decision-making processes
 - facilitate effective group processes to:
 - provide leadership
 - provide innovative responses to emerging access issues.

PRDAC602A

Apply performance-based codes and risk management principles to assessing buildings for access

Unit Descriptor

This unit specifies the competency required to apply performance-based codes, and risk assessment and risk management principles to accessibility features of buildings. It covers the comparison of proposed alternative solutions to the prescriptive Deemed-to Satisfy (DTS) requirements of the building legislation for the accessibility of building developments. It includes the evaluation of existing common law decisions for assessing risks associated with building development.

The assessment results in the preparation of a report describing the suitability of the proposed Alternative Building Solution to the provision of access and its usability by people with disabilities.

The unit requires the ability to communicate with members of the building industry on the interpretation and implementation of the Disability Discrimination Act (DDA), the DDA Premises Standard and the Building Code of Australia (BCA).

The access consultant may either work alone or as a member of a team.

This unit is based on BCGSV6009A Implement performance based codes and risk management principles for buildings up to 3 storeys.

Application of the Unit

This unit of competency supports the access consulting service of serving on a BCA Access Panel. It involves the application of analysis, planning and evaluation to complex technical issues.

Unit Sector

Access Consulting

ELEMENT

PERFORMANCE CRITERIA

- | | |
|--------------------------------------|--|
| 1. Evaluate performance-based codes. | <p>1.1 The role of the regulation of buildings and the built environment within society is identified and applied.</p> <p>1.2 Societal goals related to the construction and use of buildings are interpreted.</p> <p>1.3 The hierarchy of commonwealth, state and territory building access legislation and the role of BCA Objectives, Functional Statements and Performance Requirements are identified and recorded.</p> <p>1.4 Differences between public policy and professional judgement are identified and recorded.</p> |
|--------------------------------------|--|

2. Apply the performance-based codes.
 - 2.1 Assessment methods pertaining to access contained in the BCA and their application are identified and applied.
 - 2.2 Methodologies for determining correct performance requirements to be satisfied are applied.
 - 2.3 Processes for involving relevant parties in the decision-making process are determined.
 - 2.4 Impacts of a performance-based solution on building maintenance and alterations are identified and documented.
 - 2.5 Assessment report for the proposed performance-based solution is prepared.
 - 2.6 All documentation and records used in evaluating the proposed performance-based solution are retained for future reference and retrieval.

3. Conduct a risk assessment.
 - 3.1 Assessment methods pertaining to access contained in the BCA and their application are identified and applied.
 - 3.2 Methodology for determining correct performance requirements to be satisfied is applied.
 - 3.3 Methodology for determining and assessing risks is identified and applied.
 - 3.4 Research data sources for risk assessment and management are identified and applied.
 - 3.5 Consequences of various forms of risk are identified and reported.
 - 3.6 Basic probabilistic analysis, including use of event trees, is applied in accordance with risk assessment principles.
 - 3.7 Statistics used in risk assessment practices are interpreted.

KEY COMPETENCIES

The seven key competencies represent generic skills considered necessary for effective participation by an individual in the workplace.

Performance Level 1 - at this level the candidate is required to undertake tasks effectively.

Performance Level 2 - at this level the candidate is required to manage tasks.

Performance Level 3 - at this level the candidate is required to use concepts for evaluating and reshaping tasks.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Communicating and negotiating information and ideas to enable the application of performance-based codes, risk assessment and risk management principles to buildings, and the translation of outcomes and alternative methods.	3
Collecting analysing and organising information	Researching and analysing data on performance-based codes for use when assessing access risks in buildings.	3
Planning and organising activities	Planning and organising structured analytical processes to enable the implementation of performance-based codes and risk management strategies in building work.	3
Working with others and in teams	Working with others in planning and implementing performance-based codes and risk management principles.	2
Using mathematical ideas and techniques	Using mathematical ideas and techniques to complete measurements and calculate spatial requirements.	2
Solving problems	Making recommendations to manage risks identified through a risk assessment process.	3
Using technology	Using computer software to store and retrieve research information and to prepare reporting documentation in the required format.	2

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 may include:

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

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
 - applying disability awareness to the provision of access for people with disabilities
 - interpreting and applying the BCA hierarchy and the Objectives, Functional Statements and Performance Requirements when evaluating performance-based designs
 - selecting and applying suitable assessment methods for determining correct performance requirements
 - selecting and applying suitable risk assessment methods in evaluating performance-based designs
 - researching and referring to recognised national and international data sources and publications on access issues
 - interpreting the financial and social costs and benefits of Building Upgrade Plans and maintenance activities to provide access
 - complying with OHS regulations applicable to workplace operations
 - reporting the determination of compliance within the context of relevant legislation, BCA and Australian standards
 - 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.

REQUIRED SKILLS AND KNOWLEDGE

This 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
- commonwealth, state and territory Heritage Acts
- Deemed-to-Satisfy provisions
- design, structural and construction principles of buildings
- disability awareness
- environmental issues impacting on material selection
- ergonomic principles
- industry codes of practice and ethics
- international standards on building access
- limitations of work role, responsibility and professional abilities
- nature of building materials and effect of performance
- occupational health and safety (OHS) policies and procedures
- processes for interpreting reports, working drawings and specifications
- processes for recording data, administering records and preparing reports
- relevant commonwealth, state and territory building and other legislation, local government regulations and Australian standards
- research methodology and analytical processes
- risk management methodology appropriate for buildings and the built environment
- risk management principles
- role, responsibilities and powers of building certifiers
- state and territory Planning and Development Acts
- relevant terminology, definitions and 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
 - evaluate the proposed Alternative Building Solution
 - assess risks associated with the proposed Alternative Building Solution
- 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
- communication skills to:
 - explain clearly information on issues and legislation relating

- to the provision of access
- consult effectively with clients and colleagues
- impart knowledge and ideas through oral, written and visual means
- literacy skills to:
 - assess and use workplace information
 - read and interpret plans, specifications and structural drawings
 - read and use anatomical and medical terminology
 - read and use building and construction terminology
- organisational skills to:
 - prepare and manage documentation
 - collect, store and retrieve data
- interpersonal skills to:
 - relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
 - seek and obtain information in a sensitive and appropriate manner
- research skills to:
 - initiate searches for information relevant to assessing Alternative Building Solutions
 - source, analyse and evaluate building legislative requirements
 - source, analyse and evaluate legislative requirements for the provision of access.

PRDAC603A

Apply unjustifiable hardship principles to Alternative Building Solutions for access

Unit Descriptor

This unit specifies the competency required to apply the principles of unjustifiable hardship to the legislative requirements for existing buildings undergoing building work. It requires an assessment of any unjustifiable hardship component of a proposed Building Upgrade Plan, Alternative Building Solution or application for an exception from a requirement of the Building Code of Australia (BCA).

The assessment is tested against the principles of unjustifiable hardship as set out in the Process to Administer Access to Buildings (The Protocol) and the Disability Discrimination Act (DDA) Premises Standard. The assessment may result in the preparation of a report describing the processes for reaching approval of the proposed alternative solution or application for exception.

The unit requires the ability to communicate with members of the state or territory Access Panel on the interpretation and implementation of the DDA, the DDA Premises Standard, the BCA and The Protocol.

Application of the Unit

The access consultant may either work alone or as a member of a team.

This unit of competency supports the access consulting service of serving on a BCA Access Panel. It involves the application of analysis, planning and evaluation to complex technical issues.

Unit Sector

Access Consulting

ELEMENT

PERFORMANCE CRITERIA

- | | |
|--|--|
| 1. Assess the proposal from the building control authority. | <p>1.1 The nature of the proposal documentation is classified as a <i>Building Upgrade Plan</i>, an <i>Alternative Building Solution</i> or an <i>application for exception from a requirement of the BCA</i> .</p> <p>1.2 Access issues raised by the building control authority are identified, clarified and documented.</p> <p>1.3 The grounds for a request for unjustifiable hardship are identified from within the proposal documentation.</p> |
| 2. Apply unjustifiable hardship principles to the assessment of the Building Upgrade Plan. | <p>2.1 Key access components of the Building Upgrade Plan are identified.</p> <p>2.2 A technical assessment of the issues identified in the Building Upgrade Plan is conducted in accordance with the Process to Administer Access to Buildings.</p> <p>2.3 The level of access resulting from the Building Upgrade Plan is determined in accordance with legislative requirements.</p> <p>2.4 The appropriateness of the timeframes proposed by the Building Upgrade Plan is assessed and the findings are documented in accordance with unjustifiable hardship considerations.</p> |

3. Apply unjustifiable hardship principles to the assessment of the Alternative Building Solution.
 - 3.1 The performance of the Alternative Building Solution for providing access outcomes equivalent to the Deemed-to-Satisfy provisions of the relevant legislative requirements is assessed.
 - 3.2 A technical assessment of the issues identified in the application for Alternative Building Solution is conducted in accordance with the Process to Administer Access to Buildings.
 - 3.3 The ability of the Alternative Building Solution to provide access is assessed in accordance with unjustifiable hardship considerations.
 - 3.4 Unjustifiable hardship considerations are assessed and the findings are documented in accordance with the objectives of the DDA and state and territory anti-discrimination legislation.

4. Apply unjustifiable hardship principles to the assessment of the application for exception from a requirement of the BCA.
 - 4.1 The issues nominated in the proposal as preventing the provision of access are identified.
 - 4.2 A technical assessment of the issues identified in the application for exception is conducted in accordance with the Process to Administer Access to Buildings.
 - 4.3 The validity of the issues presented in the application for exception from a requirement of the BCA is assessed against unjustifiable hardship considerations.
 - 4.4 Unjustifiable hardship decisions are assessed and the findings are documented in accordance with the objectives of the DDA and state and territory anti-discrimination legislation.

KEY COMPETENCIES

The seven key competencies represent generic skills considered necessary for effective participation by an individual in the workplace.

Performance Level 1 - at this level the candidate is required to undertake tasks effectively.

Performance Level 2 - at this level the candidate is required to manage tasks.

Performance Level 3 - at this level the candidate is required to use concepts for evaluating and reshaping tasks.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Communicating information and ideas to enable assessments against the principles of unjustifiable hardship to be conducted.	2
Collecting analysing and organising information	Analysing the proposal for building work to an existing building and collecting and organising information as part of the technical assessment of the proposal.	3
Planning and organising activities	Planning and organising structured assessment processes as required by the Process to Administer Access to Buildings.	2
Working with others and in teams	Working with others in planning the assessment processes as required by the Process to Administer Access to Buildings.	2
Using mathematical ideas and techniques	Using mathematical ideas and techniques to analyse the costs of proposed building work.	1
Solving problems	Analysing the grounds for a request for unjustifiable hardship against the information provided through the assessment process.	3
Using technology	Using computer software to store and retrieve research information and to prepare assessment reporting documentation in the required format.	2

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 Upgrade Plan means:

- a plan for upgrading the accessibility of an existing building over time.

Alternative Building Solution means:

- a building solution that complies with BCA performance requirements, other than by reason of satisfying the Deemed-to-Satisfy provisions.

An application for exception from a requirement of the BCA refers to:

- a process under the Building Access Regulatory Compliance Process that allows applicants to seek an exception from a requirement of the BCA.

Legislative requirements may include:

- DDA
- state and territory anti-discrimination legislation
- DDA Premises Standard
- BCA
- Australian standards
- Process to Administer Access to Buildings (The Protocol).

Unjustifiable hardship considerations may include:

- the financial viability of a project
- the involvement of public funds in the building work
- the extent of the benefit from providing access
- the significance of any heritage value of features in a building that may be affected by the provision of access
- technical limits
- topographical restrictions or other site constraints
- any relevant safety or health factors
- the requirements of other legislation.

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
 - applying disability awareness to the provision of access for people with disabilities
 - interpreting and applying the unjustifiable hardship provisions of the BCA to Building Upgrade Plans, Alternative Building Solutions and applications for exception from a requirement of the BCA
 - conducting a technical assessment of Building Upgrade Plans, Alternative Building Solutions and applications for exception in accordance with the Process to Administer Access to Buildings (The Protocol)
 - complying with OHS regulations applicable to workplace operations
 - reporting assessment findings within the context of the relevant legislation, BCA and Australian standards
 - applying organisational management policies and procedures, including quality assurance requirements.

REQUIRED SKILLS AND KNOWLEDGE

This 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
- commonwealth, state and territory Heritage Acts
- design, structural and construction principles of buildings
- disability awareness
- environmental issues impacting on material selection
- ergonomic principles
- functional systems of the human body
- industry codes of practice and ethics
- international standards on building access
- limitations of work role, responsibility and professional abilities
- nature of building materials and effect of performance
- occupational health and safety (OHS) policies and procedures
- processes for interpreting reports, working drawings and specifications
- processes for recording data, administering records and preparing reports
- relevant commonwealth, state and territory building legislation, local government regulations and Australian standards
- research methodology and analytical processes
- role, responsibilities and powers of building certifiers
- state and territory Planning and Development Acts
- relevant terminology, definitions and 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
 - apply unjustifiable hardship principles to arguments presented in applications for an exception to a requirement of the BCA
- 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
- communication skills to:
 - discuss unjustifiable hardship principles, their interpretation and application
 - seek alternative advice from other experts within own field
 - seek advice from experts in areas outside own expertise
- literacy skills to:

- assess and use workplace information
- read and interpret plans, specifications and structural drawings
- read and use anatomical and medical terminology
- read and use building and construction terminology
- read and comprehend case documentation associated with claims for unjustifiable hardship
- organisational skills to:
 - confirm that all relevant case documentation is provided
 - research, reference, store and retrieve data for use in decision-making processes
- interpersonal skills to:
 - relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
 - seek and obtain information in a sensitive and appropriate manner
- personal attributes relating to:
 - impartiality
 - fairness
 - independence
 - objectivity
 - confidentiality
 - respect
- research skills to:
 - initiate searches for information relevant to claims for unjustifiable hardship
 - source, analyse and evaluate building legislative requirements
 - source, analyse and evaluate legislative requirements for the provision of access
- technical skills to:
 - participate in decision-making processes.

PRDPOD414A**Unit Descriptor****Facilitate meetings**

This competency standard specifies the outcomes required to prepare for meetings and facilitate groups to discuss common issues. It requires the ability to coordinate meeting arrangements, communicate effectively with a range of audiences, and accurately record meeting outcomes.

Unit Sector

Property operations and development

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|----------------------------|--|
| 1. Arrange meetings | <p>1.1 The <i>type of meeting</i> and its purpose are identified and meeting arrangements made in accordance with statutory and <i>organisational requirements</i></p> <p>1.2 <i>Meeting participants</i> are identified and meeting scheduled to provide maximum opportunities for attendance</p> <p>1.3 Participants are notified of <i>meeting agenda</i> and any <i>specific requests</i> are promptly actioned in accordance with organisational requirements</p> <p>1.4 Participants are advised of any changes to original meeting details in accordance with organisational requirements</p> |
| 2. Facilitate meetings | <p>2.1 An open and participative environment is provided for participants to discuss common issues in accordance with ethical and <i>legislative requirements</i></p> <p>2.2 Arrangements for taking meeting notes are made to ensure an accurate record of meeting in accordance with organisational and statutory requirements</p> <p>2.3 Meeting facilitation enables participation, discussion, problem solving and <i>resolution of issues</i></p> <p>2.4 <i>Meeting style and structure</i> is selected appropriate to meeting purpose</p> <p>2.5 <i>Leadership styles</i> are used which provide clear information at appropriate stages during meeting to assist in mutual understanding and agreement</p> |
| 3. Record meeting outcomes | <p>3.1 <i>Meeting notes</i> are checked to ensure accuracy of information and are formatted in accordance with organisational and statutory requirements</p> <p>3.2 Meeting issues raised which require urgent action are identified and addressed with relevant people in accordance with organisational procedures</p> <p>3.3 Meeting records are distributed to relevant people within agreed timeframes and securely maintained in accordance with organisational requirements</p> |

KEY COMPETENCIES

The seven key competencies represent generic skills considered essential for effective work participation. The bracketed numbering against each of the key competencies indicates the performance level required in this unit.

Level (1) represents the competence to undertake tasks effectively

Level (2) represents the competence to manage tasks

Level (3) represents the competence to use concepts for evaluating and reshaping tasks

Key Competencies or Generic Skills relevant to this unit include:

Key Competency	Example of Application	Performance Level
Communicating ideas and information	applying active listening skills and adopting appropriate communication style to target audience	3
Collecting analysing and organising information	accessing required information to assist in the development of meeting agendas	2
Planning and organising activities	preparing agendas and arranging participants	2
Working with others and in teams	facilitating active discussion and using appropriate questioning techniques to obtain feedback throughout meeting	2
Using mathematical ideas and techniques	managing time and meeting designated timelines	1
Solving problems	using negotiation skills to resolve conflict	2
Using technology	recording minutes and distributing meeting agendas	1

RANGE STATEMENT

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the performance criteria.

Meetings may be:

- formal and informal health and safety meetings
- committees, for example, consultative planning and purchasing
- meetings called by tenant representatives
- suggestions, requests, reports and concerns put forward to committees or management

Type of meeting may be:

- one-off
- regular
- teleconferences
- video-conferences
- committee meetings
- board meetings
- formal
- informal
- semi-formal
- staff meeting

Organisational requirements may be outlined and reflected in:

- quality assurance and/or procedures manuals
- goals, objectives, plans, systems and processes
- business and performance plans
- mission statements, strategic plans
- policies and procedures in relation to client service
- legal and organisational policy/guidelines
- access and equity principles and practice guidelines
- ethical standards, codes of practice
- complaints and dispute resolution procedures
- occupational health and safety (OHS) policies, procedures and programs
- quality and continuous improvement processes and standards

Meeting participants may be:

- owners
- tenants
- agents
- legal representatives
- OHS safety committees
- colleagues
- clients
- contractors
- internal clients (individuals, teams, consultants, committees)
- external clients (customers, business contacts, persons working in a similar field)

Meeting agenda may include:

- statement of meeting's purpose
- date, time and location of meeting
- matters or business arising from previous minutes
- reports
- correspondence

Specific requests may include:

- minutes of previous meetings
- specific documentation
- inclusion of agenda items
- inviting additional representatives
- new timing/location

Legislative requirements may be outlined and reflected in:

- relevant Commonwealth/State/Territory legislation which affect organisational operation:
 - OHS
 - environmental issues
 - equal employment opportunity (EEO)
 - industrial relations
 - anti-discrimination and diversity
- Australian Standards
- relevant industry codes of practice which may cover areas including: the market sector, financial transactions, taxation, environment, construction, land use, native title, zoning, utilities use (water, gas, electricity), contract or common law
- trade practices laws and guidelines
- privacy requirements
- general duty of care to clients
- strata, community and company titles
- tenancy agreements
- home building requirements

Resolution of issues may be negotiated using techniques such as:

- two-way interaction
- active listening
- questioning to clarify and confirm understanding
- accurately interpreting non-verbal and verbal messages
- use of language and concepts appropriate to target audience
- clear and concrete presentations of options
- culturally inclusive and sensitive engagement techniques
- seeking feedback

Style and structure of the meeting may be formal or informal and include:

- use of visuals
- guest speakers
- structured agenda and timeframes
- meeting chair

Leadership styles and methods may include:

- techniques for initiating action and directing decision making
- strategies for presenting a confident, assured and unhesitant manner in challenging situations
- strategies for not accepting unreasonable expectations
- maintaining ethical practice and beliefs in the face of opposition
- modelling behavioural and personal presentation standards
- time management
- strategies for acknowledging and respecting the attitudes and beliefs of others
- techniques for promoting active and genuine participation

Meeting notes may include:

- attendees and apologies
- points discussed at the meeting
- suggestions made at the meeting
- issues raised
- decisions made
- future action to be taken

EVIDENCE GUIDE

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of the assessment requirements followed by identification of specific aspects of evidence that will need to be addressed in determining competence. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Assessment must reflect the endorsed Assessment Guidelines of the parent Training Package.

A person who demonstrates competency in this standard must be able to provide evidence of:

- effectively planning and administering meetings using appropriate statutory procedures and protocols
- using effective communication and presentation skills to manage and conduct meetings
- accurately recording and securely maintaining meeting discussions
- using technology to prepare documentation relating to meeting outcomes and distributing to relevant people in a timely manner

Required knowledge and understanding includes but is not limited to:

- relevant legislation that affects business operation, especially in regard to OHS and environmental issues, equal opportunity, industrial relations and anti-discrimination
- different types and formats of meetings including general awareness of procedures for formal meetings
- group dynamic principles and theory
- types of minutes and their purpose
- meeting terminology
- standard meeting procedures including:
 - agenda format and order
 - types of seating arrangements
 - role of chairperson
- organisations record and reporting system

Required skills and attributes include:

- conflict management skills to:
 - manage and work with a group to resolve problems and develop action plans
- written communication skills to:
 - prepare agendas
 - take supporting notes and minutes
 - summarise meeting
- communication skills to:
 - encourage, listen to and incorporate feedback
 - conduct oral presentations to a group
 - answer questions
- planning skills to:
 - manage time effectively
 - prepare for meetings
- report writing skills to:
 - organise and assess information
 - source additional information
- interpersonal skills to:
 - relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

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/time considerations

Validity and sufficiency of evidence requires:

- 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 ability of the person to assess competence
- all assessment which 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 a simulated project based activity and must include evidence relating to each of the elements in this unit, covering all activities from arranging and facilitating meetings to documenting meeting outcomes
- evidence must include meeting agendas, minutes and documentation outlining meeting processes and outcomes for at least two meetings

Integrated competency assessment:

This competency standard could be assessed on its own or as part of an integrated assessment activity involving other relevant competencies relevant to the job function

PRDPOD426A**Unit Descriptor****Manage conflict and disputes**

This competency standard specifies the outcomes required to use communication techniques to manage and resolve conflict and disputes. It requires the ability to assess conflict/dispute situations, accurately receive and relay information, adapt interpersonal styles and techniques to varying social and cultural environments, and evaluate responses.

Unit Sector

Property operations and development

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|----------------------------|---|
| 1. Assess conflict/dispute | <p>1.1 <i>Conflict/dispute</i> is identified and responses evaluated in accordance with <i>organisational and legislative requirements</i></p> <p>1.2 Causes of conflict/dispute are accurately recognised and appropriate responses identified to prevent escalation in accordance with organisational procedures</p> <p>1.3 Effective observation and active listening skills are used to elicit and interpret verbal and non-verbal information</p> <p>1.4 Effective <i>communication techniques</i> are used to ensure an accurate exchange of information</p> <p>1.5 Situations requiring <i>specialist advice</i> are identified and assistance sought as required in accordance with organisational requirements</p> |
| 2. Negotiate resolution | <p>2.1 Conflict/dispute is negotiated and resolved constructively using strategies that comply with established organisational procedures</p> <p>2.2 <i>Negotiation techniques</i> are used to maintain positive interaction, divert and minimise aggressive behaviour</p> <p>2.3 Communication with others is conducted in a courteous manner which reflects sensitivity to individual, <i>social and cultural differences</i> in accordance with organisational requirements</p> <p>2.4 Contradictions, ambiguity, uncertainty or misunderstandings are identified and clarified in accordance with organisational procedures</p> <p>2.5 Factors that might impact on the safety or security of <i>clients/colleagues</i> are identified and appropriate responses or <i>contingency measures</i> are formulated and/or implemented</p> |
| 3. Evaluate response | <p>3.1 Effectiveness of response is evaluated and reviewed in accordance with legislative and organisational requirements</p> <p>3.2 Response evaluation findings are organised in a format suitable for analysis in accordance with organisational requirements</p> <p>3.3 Incident observations are provided in an accurate, concise and constructive manner when reviewing and debriefing situations</p> <p>3.4 <i>Business equipment/technology</i> is used to prepare records and reports in accordance with applicable occupational health and safety (OHS), legislative and organisational requirements</p> <p>3.5 All information is securely maintained with due regard to confidentiality, legislative and organisational requirements</p> |

KEY COMPETENCIES

The seven key competencies represent generic skills considered essential for effective work participation. The bracketed numbering against each of the key competencies indicates the performance level required in this unit.

Level (1) represents the competence to undertake tasks effectively

Level (2) represents the competence to manage tasks

Level (3) represents the competence to use concepts for evaluating and reshaping tasks

Key Competencies or Generic Skills relevant to this unit include:

Key Competency	Example of Application	Performance Level
Communicating ideas and information	using interpersonal techniques to elicit information and negotiate resolution to conflict/dispute	3
Collecting analysing and organising information	identifying and interpreting organisational and industry policies and procedures for conflict/dispute management	2
Planning and organising activities	negotiating to resolve conflict/dispute and organising support services	2
Working with others and in teams	consulting with clients/colleagues to assist conflict/dispute resolution and ensure safety and security of others if necessary	2
Using mathematical ideas and techniques	estimating resource requirements	1
Solving problems	identifying contradictory or ambiguous information to prevent misunderstandings	3
Using technology	preparing formal records and reports	1

RANGE STATEMENT

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the performance criteria.

Conflict/dispute situations may include:

- arguments and disagreements
- persons with criminal intent
- persons under the influence of intoxicating substances
- refusals to follow directions and guidance
- conflict/disputes between staff/members of the public
- ejection of persons
- accidents resulting in injury
- riots, demonstrations
- destruction of property
- persons suffering from emotional distress or mental illness
- situations affecting the security of self, others or property

Organisational requirements may be outlined and reflected in:

- quality assurance and/or procedures manuals
- goals, objectives, plans, systems and processes
- business and performance plans
- mission statements, strategic plans
- policies and procedures in relation to client service
- legal and organisational policy/guidelines
- access and equity principles and practice guidelines
- ethical standards, codes of practice
- complaints and dispute resolution procedures
- OHS policies, procedures and programs
- quality and continuous improvement processes and standards

Legislative, financial and procedural requirements may be outlined and reflected in:

- relevant Commonwealth/State/Territory legislation and regulations which affect organisational operation including:
 - OHS
 - environmental issues
 - equal employment opportunity (EEO)
 - industrial relations
 - anti-discrimination and diversity
- relevant common law
- trade practices laws and guidelines
- consumer protection law and guidelines
- Australian Standards
- quality assurance and certification requirements
- relevant industry codes of practice which may cover areas including: the market sector, financial transactions, taxation, environment, construction, land use, native title, zoning, utilities use (water, gas, electricity), contract or common law
- privacy/confidentiality requirements and laws applying to owners/contractors/tenants
- relevant local government policies and regulations
- environmental and zoning laws affecting access and property use, and access security
- public health
- freedom of information
- court/tribunal precedents
- licensing requirements
- Australian Securities and Investments Commission, Australian Competition and Consumer Commission, Foreign Investment Review Board requirements
- Commonwealth and State taxation requirements
- strata, community and company titles
- tenancy agreements
- home building requirements

Communication techniques may include but are not limited to:

- active listening
- using open and/or closed questions
- speaking clearly and concisely
- using appropriate language and tone of voice
- giving customers full attention
- maintaining eye-contact (for face-to-face interactions)
- non-verbal communication (eg body language and personal presentation for face-to-face interactions)
- clear, legible writing

Specialist advice may be sought from:

- supervisors
- colleagues
- clients
- counsellors
- health and safety personnel
- emergency personnel
- industry professionals and associations
- legal representatives

Negotiation techniques should include, but are not limited to:

- using strategic questioning and listening to gather information and direct the focus of people involved
- use of positive, confident and cooperative language
- control of tone of voice and body language
- using language and concepts appropriate to the people involved
- using clear presentation of options and consequences
- demonstrating flexibility and willingness to negotiate
- using summarising of positions and agreements to move understanding

Social and cultural differences may be expressed in:

- language (verbal, non-verbal, written)
- traditional practices and observations
- beliefs, values, practices
- food, diet
- dress
- religious and spiritual observances
- social conventions
- cultural stereotypes
- conventions of gender/sexuality

Clients may include:

- strata companies
- property owners
- property agents
- tenants
- building supervisors
- government and legal instruments/agencies
- private investors
- funds managers
- owner occupiers
- internal/external property groups
- institutions
- funds providers
- company management
- insurers

Contingency measures may include:

- separation/isolation
- defusing strategies
- counselling
- specialists/experts
- intervention
- mediation
- first-aid
- selecting alternative actions which may require use of force within legal requirements
- special watch
- cultural support

Business equipment/technology may include:

- computers
- email
- internet/extranet/intranet
- facsimile machines
- printers
- photocopiers
- data storage devices
- software applications such as databases, word applications
- scanners

Records and reports may include:

- organisational forms
- incident reports
- logs/journals
- running sheets
- task allocation sheets
- records of conversation
- written/computer-based information
- radio/telephone records

EVIDENCE GUIDE

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of the assessment requirements followed by identification of specific aspects of evidence that will need to be addressed in determining competence. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Assessment must reflect the endorsed Assessment Guidelines of the parent Training Package.

A person who demonstrates competency in this standard must be able to provide evidence of:

- using communication techniques to accurately identify causes and incidences of conflict/dispute, and effectively evaluating responses
- negotiating conflict/dispute situations to an effective resolution where possible
- evaluating response process and accurately recording and reporting facts and outcomes

Required knowledge and understanding includes but is not limited to:

- relevant legislation that affects business operation, especially in regard to OHS and environmental issues, equal opportunity, industrial relations and anti-discrimination
- ethical practices and relevant Codes of Conduct
- organisational business structure, products and services
- the organisational policies and procedures for property services including handling of complaints
- negotiation strategies
- conflict/dispute resolution techniques and procedures
- consultation methods, techniques and protocols
- techniques for dealing with people with special needs

Required skills and attributes include:

- language skills to:
 - allow for adequate communication
- negotiation skills to:
 - support people involved in conflict/dispute
 - negotiate agreement of all parties to conflict/dispute
 - resolve conflict/dispute
- problem solving skills to:
 - identify causes and incidences of conflict/dispute
 - determine contingency responses
- evaluation skills to:
 - assess appropriate responses to conflict/dispute
 - assess effectiveness of conflict/dispute resolution processes
- technology skills to:
 - prepare and present records and reports
- interpersonal skills to:
 - adapt personal styles to suit conflict/dispute situation
 - consult and negotiate in a culturally sensitive and appropriate manner
 - relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

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/time considerations

Validity and sufficiency of evidence requires:

- 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 ability of the person to assess competence
- all assessment which 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 a simulated project based activity and must include evidence relating to each of the elements in this unit, covering all activities from accurately identifying causes of conflict/dispute, to negotiating resolution, and recording and reporting outcomes
- evidence must include records and reports of conflict/dispute situations including documentation showing how communication and consultation techniques were used to negotiate and evaluate conflict/dispute resolution

Integrated competency assessment:

This competency standard could be assessed on its own or as part of an integrated assessment activity involving other relevant competencies relevant to the job function

PRDPOD522A**Coordinate facilities and amenities for property users****Unit Descriptor**

This competency standard specifies the outcomes required to provide facilities and amenities and associated services for property users. It requires the ability to accurately establish the need for facilities and amenities and coordinate the planning, implementation and review of services.

Unit Sector

Property operations and development

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|--|---|
| 1. Determine facilities and amenities requirements | <p>1.1 <i>Facilities and amenities</i> requirements are identified in consultation with <i>relevant people</i> and using appropriate research and survey techniques</p> <p>1.2 <i>Client</i> needs are accurately assessed and clarified using appropriate <i>consultative processes</i> in accordance with <i>organisational requirements</i></p> <p>1.3 <i>Relevant documentation</i> and <i>legislative requirements</i> are reviewed to ensure facilities and amenities comply with requirements</p> <p>1.4 Situations requiring <i>specialist advice</i> are identified and assistance sought as required in accordance with organisational requirements</p> |
| 2. Plan for provision of service | <p>2.1 Provision of facilities and amenities is planned in accordance with client and organisational requirements</p> <p>2.2 Project strategies, objectives and timelines are negotiated and agreed in consultation with client and other relevant people</p> <p>2.3 Monitoring and reporting arrangements for project activities are established and documented in line with client requirements</p> <p>2.4 Financial, physical and human <i>resource</i> requirements are identified and arranged in accordance with project plan and organisational procedures</p> <p>2.5 Risk management plan to identify, assess and control risks is prepared and incorporated into project plan in accordance with legislative and organisational requirements</p> <p>2.6 Relevant approvals are obtained within the designated timeframe in accordance with legislative and organisational requirements</p> |
| 3. Coordinate implementation of facilities and amenities | <p>3.1 Facilities and amenities are implemented in accordance with agreed project plan, approvals and organisational requirements</p> <p>3.2 All equipment and services are provided in accordance with manufacturer/supplier and legislative requirements</p> <p>3.3 <i>Contingency</i> arrangements for implementation of facilities and amenities are identified and activities planned to maximise quality outcomes</p> <p>3.4 Expenditure and resource usage is monitored and controlled to ensure objectives are achieved within specified budgetary parameters</p> <p>3.5 Regular reports on progress and outcomes are provided to relevant people in accordance with project plan</p> |

4. Review effectiveness of facilities and amenities
- 4.1 Systematic review processes and established *evaluation methods* are used to evaluate the effectiveness of facilities and amenities
 - 4.2 *Feedback* from *users* is used to confirm quality of facilities and amenities and identify areas for future improvement in accordance with organisational procedures
 - 4.3 Identified non-conformances and non-compliances are documented and referred for action in accordance with organisational requirements
 - 4.4 Evaluation results and recommendations for improvements to processes are prepared in required format, style and structure and presented to relevant people within agreed timeframes
 - 4.5 *Business equipment/technology* is used to maintain relevant documentation in accordance with legislative and organisational requirements

KEY COMPETENCIES

The seven key competencies represent generic skills considered essential for effective work participation. The bracketed numbering against each of the key competencies indicates the performance level required in this unit.

Level (1) represents the competence to undertake tasks effectively

Level (2) represents the competence to manage tasks

Level (3) represents the competence to use concepts for evaluating and reshaping tasks

Key Competencies or Generic Skills relevant to this unit include:

Key Competency	Example of Application	Performance Level
Communicating ideas and information	clarifying and confirming client objectives, needs and expectations and communicating project progress	3
Collecting analysing and organising information	using documentation and relevant legislation to implement and monitor facilities and amenities	3
Planning and organising activities	scheduling, coordinating, monitoring and evaluating the provision of facilities and amenities	3
Working with others and in teams	collaborating with users to obtain feedback on service provision	2
Using mathematical ideas and techniques	planning, measuring and scheduling tasks	2
Solving problems	identifying non-conformances, problems and delays	3
Using technology	using planning and scheduling software and preparing reports	2

RANGE STATEMENT

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the performance criteria.

Facilities and amenities may relate to:

- child care
- recreation
- meeting places
- car services
- security services
- minding services
- business support

Relevant people may include:

- management/colleagues
- users
- principals
- service providers
- builders
- architects
- clients
- legal representatives
- industry professionals and associations

Clients may include:

- property owners
- property agents
- building supervisors
- project managers
- government and legal instruments/agencies
- private investors
- internal/external property groups
- institutions
- funds providers
- company management
- insurers
- risk assessors
- legal advisers

Consultative processes may include:

- face-to-face meetings
- telephone, facsimile and written communication
- email communication

Organisational requirements may be outlined and reflected in:

- quality assurance and/or procedures manuals
- goals, objectives, plans, systems and processes
- business and performance plans
- mission statements, strategic plans
- policies and procedures in relation to client service
- legal and organisational policy/guidelines
- access and equity principles and practice guidelines
- ethical standards, codes of practice
- complaints and dispute resolution procedures
- occupational health and safety (OHS) policies, procedures and programs
- quality and continuous improvement processes and standards

Relevant documentation may include:

- certificates of occupancy
- leases
- contracts
- permits
- building codes
- licences
- specifications
- agreements
- plans

Legislative requirements may be outlined and reflected in:

- relevant Commonwealth/State/Territory legislation which affect organisational operation:
 - OHS
 - environmental issues
 - equal employment opportunity (EEO)
 - industrial relations
 - anti-discrimination and diversity
- Australian Standards, quality assurance and certification requirements
- codes of practice which may cover areas including: the market sector, financial transactions, taxation, environment, construction, land use, native title, zoning, utilities use (water, gas, electricity), contract or common law
- award and enterprise agreements
- trade practices laws and guidelines
- privacy requirements
- strata, community and company titles
- tenancy agreements
- home building requirements

Specialist advice may be sought from:

- valuers
- architects
- planners
- investment consultants
- builders
- bankers and financiers
- solicitors
- business consultants
- real estate agents
- sub-contractors
- technical experts
- government officials
- industry professionals and associations

Resources may include:

- tools and equipment
- materials
- personnel
- training
- transport

Contingencies may relate to:

- industrial disputes
- building delays
- public holidays and shut-down periods
- competing work demands of contractor
- technology/equipment breakdowns
- unforeseen incidents
- workplace hazards, risks and controls
- environmental factors (time, weather)
- non-availability of resource and materials
- budget constraints

Evaluation methods could be qualitative or quantitative and may include:

- observation
- questionnaires
- review of quality assurance data
- checklists
- interviews
- expert and peer review
- cost data analysis

Feedback may be sought from:

- formal/informal performance appraisals
- comments from management and/or colleagues
- comments from clients and/or legal representatives
- personal, reflective behaviour strategies
- workplace assessment

Users may include:

- tenants
- customers
- clients
- owners
- managers
- agents
- general public

Business equipment/technology may include:

- computers
- email
- internet/extranet/intranet
- facsimile machines
- printers
- photocopiers
- data storage devices
- software applications such as databases, word applications
- scanners

EVIDENCE GUIDE

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of the assessment requirements followed by identification of specific aspects of evidence that will need to be addressed in determining competence. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Assessment must reflect the endorsed Assessment Guidelines of the parent Training Package.

A person who demonstrates competency in this standard must be able to provide evidence of:

- identifying facilities and amenities requirements through consultation with client and others and reviewing of documentation
- planning the provision of facilities and amenities incorporating strategies for monitoring and reporting, risk management, resource needs and gaining of necessary approvals
- coordinating the implementation of facilities and amenities ensuring equipment and services meet manufacturer/supplier specifications and expenditure and resource use is monitored against budgets
- evaluating the effectiveness of facilities and amenities including feedback from user and making recommendations for improvements to processes

Required knowledge and understanding includes but is not limited to:

- organisational and professional procedures, ethical practices and business standards
- OHS issues and requirements
- EEO, equity and diversity principles
- limitations of work role, responsibility and professional abilities
- relevant Acts and regulations
- building control legislation
- building codes and relevant Australian Standards
- planning methods and techniques
- types of facilities and amenities within the property industry
- industry benchmarks on performance levels

Required skills and attributes include:

- research and evaluation skills to:
 - source facilities and amenities information and resource requirements
 - use survey techniques
 - review and evaluate processes
- organisational skills to:
 - schedule and meet timelines and client requirements
 - plan, complete and review project processes
- analytical skills to:
 - interpret documentation
 - assess risk
 - estimate costings and budget needs
 - provide cost analysis applied to services provision
- communication skills to:
 - negotiate and consult with relevant people
 - interpret written and oral information
- interpersonal skills to:
 - relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- technical skills to:
 - schedule tasks and report outcomes
 - design monitoring systems and processes

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/time considerations

Validity and sufficiency of evidence requires:

- 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 ability of the person to assess competence
- all assessment which 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 a simulated project based activity and must include evidence relating to each of the elements in this unit, covering all activities from identifying facilities and amenities requirements to planning, implementing and reviewing the provision of services
- evidence must include documentation for at least two facilities and amenities provision projects including project plans, budgets, risk assessment and evaluation reports

Integrated competency assessment:

This competency standard could be assessed on its own or as part of an integrated assessment activity involving other relevant competencies relevant to the job function

PRDPOD523A**Unit Descriptor****Advise on facilities use and design**

This competency standard specifies the outcomes required to provide effective advice on the use and design of facilities to meet client needs. It requires the ability to research and monitor facilities to identify future processes for meeting facilities requirements.

Unit Sector

Property operations and development

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|---------------------------------------|--|
| 1. Identify facilities requirements | <ul style="list-style-type: none"> 1.1 <i>Facilities</i> requirements are identified in consultation with <i>relevant people</i> in accordance with <i>organisational requirements</i> 1.2 <i>Client needs</i> are accurately assessed and clarified using appropriate research and survey techniques and <i>consultative processes</i> 1.3 Relevant documentation and <i>legislative requirements</i> are accessed to ensure facilities comply with requirements 1.4 Situations requiring <i>specialist advice</i> are identified and assistance sought as required in accordance with organisational requirements |
| 2. Conduct analysis on facilities | <ul style="list-style-type: none"> 2.1 <i>Information</i> and data is gathered and organised in a format suitable for analysis and interpretation in accordance with organisational requirements 2.2 Reliable methods are used to collect information in accordance with organisational requirements are implemented 2.3 Relevant people are consulted to gather additional data using appropriate communication techniques 2.4 Information is analysed using reliable and valid <i>data analysis</i> methods in accordance with organisational requirements 2.5 Assumptions and conclusions are supported by verifiable evidence and are consistent with research objectives |
| 3. Provide advice and recommendations | <ul style="list-style-type: none"> 3.1 Clients are provided with clear <i>recommendations</i> on facilities use and design services to meet their identified needs 3.2 <i>Feedback</i> and comments on suitability and sufficiency of recommendations is obtained in accordance with organisational requirements 3.3 Advice and recommendations are <i>presented</i> in an appropriate format, style and structure using business technology 3.4 Future services required by client are identified and delivery is planned in consultation with relevant personnel 3.5 Relevant documentation is completed and processed in accordance with legislative and organisational requirements |

KEY COMPETENCIES

The seven key competencies represent generic skills considered essential for effective work participation. The bracketed numbering against each of the key competencies indicates the performance level required in this unit.

Level (1) represents the competence to undertake tasks effectively

Level (2) represents the competence to manage tasks

Level (3) represents the competence to use concepts for evaluating and reshaping tasks

Key Competencies or Generic Skills relevant to this unit include:

Key Competency	Example of Application	Performance Level
Communicating ideas and information	clarifying and confirming client needs	3
Collecting analysing and organising information	sourcing, assessing and testing information on facilities use	3
Planning and organising activities	conducting analysis on facilities information to identify performance and trends	3
Working with others and in teams	receiving feedback on the effectiveness of client advice	2
Using mathematical ideas and techniques	calculating the performance of a range of facilities and measure against client requirements	2
Solving problems	addressing anticipated problems or complex client needs through the assistance of specialist advice	3
Using technology	sourcing, assessing and preparing client advice or recommendations	2

RANGE STATEMENT

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the performance criteria.

Facilities may include:

- child care centres
- sport and recreation venues
- offices
- educational facilities
- meeting places
- car services
- security services
- community centres

Relevant people may include:

- engineers and technicians
- technical experts
- management/colleagues
- clients
- legal representatives
- tenants
- property owners
- agents

Organisational requirements may be outlined and reflected in:

- quality assurance and/or procedures manuals
- goals, objectives, plans, systems and processes
- business and performance plans
- mission statements, strategic plans
- policies and procedures in relation to client service
- legal and organisational policy/guidelines
- access and equity principles and practice guidelines
- ethical standards, codes of practice
- complaints and dispute resolution procedures
- occupational health and safety (OHS) policies, procedures and programs
- quality and continuous improvement processes and standards

Client needs may relate to:

- political and social issues
- financial performance
- workforce productivity
- organisational culture, structure and value process
- organisational physical infrastructure
- organisational industry direction

Consultative processes may include:

- face-to-face meetings
- telephone, facsimile and written communication
- email communication

Legislative requirements may be outlined and reflected in:

- relevant Commonwealth/State/Territory legislation which affect organisational operation:
 - OHS
 - environmental issues
 - equal employment opportunity (EEO)
 - industrial relations
 - anti-discrimination and diversity
- Australian Standards
- relevant industry codes of practice which may cover areas including: the market sector, financial transactions, taxation, environment, construction, land use, native title, zoning, utilities use (water, gas, electricity), contract or common law
- trade practices laws and guidelines
- privacy requirements
- general duty of care to clients
- strata, community and company titles
- tenancy agreements
- home building requirements

Specialist advice may be sought from:

- valuers
- architects
- planners
- investment consultants
- builders
- solicitors
- business consultants
- real estate agents
- sub-contractors
- technical experts
- government officials
- industry professionals and associations

Information may include:

- company asset documents and registers
- reports and inventories
- depreciation schedules
- master planning documents
- capital management plans
- landscape planning documents
- risk management plans
- conservation plans
- environmental, energy, and safety plans and guidelines
- urban design studies
- qualitative and/or quantitative data
- financial documents

Data analysis methods may include:

- quantitative and/or qualitative
- explorative, descriptive, causative or predictive, and may include:
 - probability analysis
 - computer modelling
 - time series recognition
 - mathematical calculations
 - critical analysis
 - problem solving

Recommendations may include:

- new assets
- security
- energy efficiency measures
- waste disposal measures
- disposal of assets
- information technology
- development of plans
- feasibility studies
- funding options
- the potential for sale, sublease, out-lease, or lease termination
- improvements to the quality of the workspace for employees
- refurbishment/fit-out
- new building/landscape design
- relocation
- space use and allocation

Feedback may be obtained from:

- questionnaires
- documentation and reports
- comments from clients/colleagues
- regular meetings

Presentation of advice may incorporate use of:

- company logo/letterhead
- tables and charts
- particular software application
- graphics and pictures
- standardised forms

EVIDENCE GUIDE

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of the assessment requirements followed by identification of specific aspects of evidence that will need to be addressed in determining competence. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Assessment must reflect the endorsed Assessment Guidelines of the parent Training Package.

A person who demonstrates competency in this standard must be able to provide evidence of:

- identifying client needs through consultation with client and others and reviewing of documentation
- accessing and comparing a range of information and statistical data to determine performance of facilities
- evaluating the effectiveness of facilities including feedback from clients and making recommendations for future use and design
- following organisational and legislative procedures when giving advice

Required knowledge and understanding includes but is not limited to:

- relevant legislation that affects business operation, especially in regard to OHS and environmental issues, equal opportunity, industrial relations and anti-discrimination
- adaptive reuse and implications for business continuity
- future proofing strategies such as flexible space planning and technology provision
- organisational and professional procedures, ethical practices and business standards
- change management principles and practice
- environmental auditing aimed at effective facility operation
- heritage implications and legislative constraints
- value analysis and benchmarking techniques
- a range of decision making tools
- methodology formulation and analysis techniques

Required skills and attributes include:

- analytical skills to:
 - observe, dissect and understand
 - apply statistical methods and techniques
 - identify problems and find innovative solutions
 - evaluate existing facilities
- appraisal skills to:
 - assess merit of solutions
 - synthesise a wide range of acquired knowledge and experience when making recommendations
- communication skills to:
 - impart knowledge, ideas and concepts through oral, written and visual means
- technology skills to:
 - process information
 - utilise information technology systems
- research skills to:
 - source, analyse and interpret financial information
 - formulate conclusions which contribute to existing knowledge concerning advanced practice
- interpersonal skills to:
 - relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

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/time considerations

Validity and sufficiency of evidence requires:

- 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 ability of the person to assess competence
- all assessment which 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 a simulated project based activity and must include evidence relating to each of the elements in this unit, covering all activities from identifying facility requirements, conducting analysis to providing advice and recommendations
- evidence must include facility operational analysis, including budget estimates, feedback from clients and colleagues, formulation and presentation of recommendations, collected information and methods used for analysis

Integrated competency assessment:

This competency standard could be assessed on its own or as part of an integrated assessment activity involving other relevant competencies relevant to the job function

PRDPOD524A**Unit Descriptor****Monitor performance of property/facility portfolio**

This competency standard specifies the outcomes required to monitor the ongoing performance of a property/facility portfolio. It requires the ability to provide advice and recommendations to the client based on an accurate analysis of investment performance.

Unit Sector

Property operations and development

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|---------------------------------------|---|
| 1. Determine performance requirements | <p>1.1 <i>Performance</i> requirements are identified in consultation with <i>relevant people</i> in accordance with <i>organisational requirements</i></p> <p>1.2 <i>Client needs and expectations</i> are accurately assessed and clarified using appropriate research and survey techniques and <i>consultative processes</i></p> <p>1.3 <i>Source documents</i> and <i>legislative requirements</i> are obtained and assessed to ensure that information is accurate and reliable in accordance with organisational requirements</p> <p>1.4 Situations requiring <i>specialist advice</i> are identified and assistance sought as required in accordance with organisational procedures</p> |
| 2. Monitor performance | <p>2.1 <i>Performance of portfolio</i> is regularly monitored to ensure it meets client objectives and relevant organisational and legislative requirements</p> <p>2.2 Assessment processes are designed which detail the assessment method that will accurately reflect client needs and organisational requirements</p> <p>2.3 Trends and <i>market conditions</i> are identified and evaluated against <i>industry benchmarks</i> to determine performance of portfolio</p> <p>2.4 Variations in performance expectations are promptly identified and explained to relevant people</p> <p>2.5 Methods for assessing performance are reliable and make efficient use of time and resources in accordance with organisational requirements</p> |
| 3. Provide advice and recommendations | <p>3.1 Clients are provided with clear advice and <i>recommendations</i> on whether performance of portfolio meets their identified needs and expectations</p> <p>3.2 Advice and recommendations are supported by verifiable evidence and are consistent with monitoring objectives and client requirements</p> <p>3.3 Advice and recommendations are presented in an appropriate format, style and structure using <i>business equipment/technology</i></p> <p>3.4 <i>Feedback</i> on suitability and sufficiency of advice and recommendations is obtained from relevant people</p> <p>3.5 All information is securely maintained with due regard to client confidentiality, legislative and organisational requirements</p> |

KEY COMPETENCIES

The seven key competencies represent generic skills considered essential for effective work participation. The bracketed numbering against each of the key competencies indicates the performance level required in this unit.

Level (1) represents the competence to undertake tasks effectively

Level (2) represents the competence to manage tasks

Level (3) represents the competence to use concepts for evaluating and reshaping tasks

Key Competencies or Generic Skills relevant to this unit include:

Key Competency	Example of Application	Performance Level
Communicating ideas and information	determining performance expectations and providing recommendations and advice	3
Collecting analysing and organising information	sourcing property data and analysing performance against industry trends	3
Planning and organising activities	coordinating, monitoring and evaluating assessment processes	3
Working with others and in teams	obtaining feedback on suitability of advice and recommendations	2
Using mathematical ideas and techniques	applying statistical and probability calculations	2
Solving problems	promptly addressing variations in performance expectations	2
Using technology	researching and analysing information, and preparing and presenting recommendations	2

RANGE STATEMENT

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the performance criteria.

Performance may relate to:

- concepts
- plans
- strategies and placement of capital in property for investment
- productive use
- customer service outcomes

Relevant people may include:

- management/colleagues
- clients
- analysts
- legal representatives
- industry professionals and associations
- government personnel
- legal representatives
- taxation specialists
- accountants

Organisational requirements may be outlined and reflected in:

- quality assurance and/or procedures manuals
- goals, objectives, plans, systems and processes
- business and performance plans
- emergency and evacuation procedures
- records and information systems and processes
- employer and employee rights and responsibilities
- policies and procedures relating to own role and responsibility
- ethical standards, codes of practice
- occupational health and safety (OHS) policies, procedures and programs
- mission statements, strategic plans
- policies and procedures in relation to client service
- legal and organisational policy/guidelines
- access and equity principles and practice guidelines
- complaints and dispute resolution procedures
- quality and continuous improvement processes and standards

Clients may include:

- financial institutions
- investment organisations
- funds managers
- internal/external property groups
- partners
- joint ventures
- unit trustees
- owner occupiers
- developers

Client needs and expectations may relate to:

- immediate capital gains
- long-term capital gains

Consultative processes may include:

- face-to-face meetings
- telephone, facsimile and written communication
- email communication

Source documents may include:

- government statistics
- reports and inventories
- business plans
- marketing plans
- property valuation statements
- depreciation schedules
- qualitative and/or quantitative data
- comparative market data
- financial documents
- taxation records

Legislative requirements may be outlined and reflected in:

- relevant Commonwealth/State/Territory legislation which affect organisational operation:
 - OHS
 - environmental issues
 - equal employment opportunity (EEO)
 - industrial relations
 - anti-discrimination and diversity
- Australian Standards
- relevant industry codes of practice which may cover areas including: the market sector, financial transactions, taxation, environment, construction, land use, native title, zoning, utilities use (water, gas, electricity), contract or common law
- trade practices laws and guidelines
- privacy requirements
- general duty of care to clients
- strata, community and company titles
- tenancy agreements
- home building requirements

Specialist advice may be sought from:

- valuers
- architects
- environmental auditors
- investment consultants
- builders
- bankers and financiers
- solicitors
- real estate agents
- technical experts
- government officials
- industry professionals and associations

Performance of portfolio may be influenced by:

- type of property/facility
- change to organisational structure
- return versus risk, return on investment
- geographic aspects
- capital growth versus short-term gain
- limits to financial resources
- gearing possibilities
- cash flows
- capacity to improve asset
- taxation considerations
- demographics

Market conditions may relate to:

- level of competition
- availability of alternatives
- economic conditions
- business confidence

Industry benchmarks may include:

- internal rate of return
- industry association performance index
- published vacancies factors
- employment rates
- tenancy mix
- inflation rate
- discounted cash flow
- lifecycle costing

Recommendations may include:

- refitting
- renovation
- representation
- redevelopment
- rebuilding
- refurbishment/fit-outs
- repackaging
- new finance arrangements
- new tenant/lease arrangements

Business equipment/technology may include:

- computers
- email
- internet/extranet/intranet
- facsimile machines
- printers
- photocopiers
- data storage devices
- software applications such as databases, word applications
- scanners

Feedback may be obtained from:

- questionnaires
- documentation and reports
- quality assurance data
- comments from clients/colleagues
- comments from legal representatives
- regular meetings

EVIDENCE GUIDE

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of the assessment requirements followed by identification of specific aspects of evidence that will need to be addressed in determining competence. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Assessment must reflect the endorsed Assessment Guidelines of the parent Training Package.

A person who demonstrates competency in this standard must be able to provide evidence of:

- conducting research of relevant documentation and legislation and accurately determining client performance expectations through consultation
- developing an assessment process and measuring performance of portfolio against set criteria
- monitoring portfolio performance using data analysis methods and identifying variations in performance expectations
- providing advice and recommendations to clients based on a comprehensive evaluation of portfolio performance, including feedback using business equipment/technology

Required knowledge and understanding includes but is not limited to:

- relevant legislation that affects business operation, especially in regard to lease arrangements, OHS and environmental issues, equal opportunity, industrial relations and anti-discrimination
- organisational and professional procedures, ethical practices and business standards
- industry practice and benchmarks
- risk management associated with property/facility performance
- contracts law and property/facility performance
- administration of property/facility usage plans
- lease rights and responsibilities
- local property market conditions and overall trends in the industry
- a range of research methods and analysis techniques

Required skills and attributes include:

- communication skills to:
 - clarify ideas and perspectives
 - interpret written and oral information
 - negotiate client and tenant requirements
 - interpret property/facility plans
 - complete documentation and report findings
- technical skills to:
 - use property/facility software
 - formulating reports
- analytical skills to:
 - interpret property/facility plans
 - assess property/facility performance
 - research property/facility application and usage and benchmark for optimisation
- interpersonal skills to:
 - relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

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/time considerations

Validity and sufficiency of evidence requires:

- 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 ability of the person to assess competence
- all assessment which 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 a simulated project based activity and must include evidence relating to each of the elements in this unit, covering all activities from determining portfolio performance requirements to monitoring and assessing performance and providing advice and recommendations to client
- evidence must include copies of documentation showing how client needs were verified, a range of sourced information, use of data analysis techniques to research and analyse portfolio performance, and documented recommendations

**Integrated competency
assessment:**

This competency standard could be assessed on its own or as part of an integrated assessment activity involving other relevant competencies relevant to the job function

PRDPOD525A**Unit Descriptor****Implement facilities management plan**

This competency standard specifies the outcomes required to implement a facilities management plan. It requires the ability to establish implementation activities and priorities, and schedule and monitor support processes to ensure effective and quality implementation processes.

Unit Sector

Property operations and development

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|--|---|
| 1. Identify facilities management requirements | <p>1.1 <i>Facilities management plan</i> is interpreted to establish implementation activities and priorities in consultation with <i>relevant people</i> in accordance with <i>organisational requirements</i></p> <p>1.2 An <i>implementation plan</i> incorporating strategies, objectives and timelines for implementation are negotiated and agreed in consultation with relevant people</p> <p>1.3 Monitoring and reporting arrangements for implementation activities are established and documented in line with organisational procedures</p> <p>1.4 <i>Risk management plan</i> to identify, assess and control risks is incorporated into implementation plan in accordance with organisational and <i>legislative requirements</i></p> |
| 2. Organise support processes | <p>2.1 <i>Resource</i> requirements are determined and organised in accordance with the implementation plan and organisational requirements</p> <p>2.2 <i>Targets and milestones</i> are identified and linked to the achievement of outcomes in accordance with the implementation plan</p> <p>2.3 Documentation and checklists associated with the implementation of the facilities management plan are prepared in established formats and distributed to relevant people</p> <p>2.4 Information related to the implementation of the asset management plan is promptly distributed using established <i>communication channels</i></p> <p>2.5 <i>Contingency</i> arrangements for the implementation of the facilities management plan are identified and activities planned to maximise quality outcomes</p> |
| 3. Monitor implementation of plan | <p>3.1 Progress is systematically monitored and variations to implementation of the facilities management plan are verified as required with relevant people</p> <p>3.2 Expenditure and resource usage is monitored and controlled to ensure objectives are achieved within specified parameters</p> <p>3.3 <i>Coaching and mentoring</i> assistance is provided to colleagues as required to overcome difficulties throughout implementation process</p> <p>3.4 Systems, records and reporting procedures are maintained in accordance with organisational and legislative requirements</p> |

4. Evaluate implementation of plan
- 4.1 Regular reports on progress and outcomes are provided to relevant people to ensure completion of activities are in line with implementation plan
 - 4.2 Systematic review processes and established *evaluation methods* are identified and used to evaluate implementation processes and outcomes
 - 4.3 Evaluation results are prepared in the required format, style and structure and presented to relevant people within agreed timeframes
 - 4.4 Recommendations for improving implementation processes are presented to relevant people in accordance with organisational requirements
 - 4.5 Relevant documentation is completed and processed in accordance with legislative and organisational procedures

KEY COMPETENCIES

The seven key competencies represent generic skills considered essential for effective work participation. The bracketed numbering against each of the key competencies indicates the performance level required in this unit.

Level (1) represents the competence to undertake tasks effectively

Level (2) represents the competence to manage tasks

Level (3) represents the competence to use concepts for evaluating and reshaping tasks

Key Competencies or Generic Skills relevant to this unit include:

Key Competency	Example of Application	Performance Level
Communicating ideas and information	consulting to confirm facilities management requirements	3
Collecting analysing and organising information	monitoring and reporting on implementation progress	3
Planning and organising activities	planning work activities and organising support processes within timeframes and budget parameters	3
Working with others and in teams	establishing roles and responsibilities for the implementation of the facilities management plan activities	2
Using mathematical ideas and techniques	monitoring and assessing performance against implementation plan	2
Solving problems	analysing actual or potential project risks and providing practical contingency solutions	2
Using technology	applying facility management software	2

RANGE STATEMENT

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the performance criteria.

Facilities may include:

- child care centres
- recreational facilities
- sport and recreation venues
- offices
- educational facilities
- meeting places
- car services
- security services
- community facilities

Facilities management plan may outline areas such as:

- long-term financial (capital and maintenance) forecasts
- funding strategies
- performance benchmarking recommendations and measurement processes
- risk management processes
- environment plans
- buildings, minor works, site works and landscaping planning guidelines
- lifecycle management plans
- infrastructure for and supply of utilities such as energy, water, and sewerage
- control of traffic and parking
- building and engineering maintenance, cleaning services, security services and landscape maintenance
- quality standards for furniture

Relevant people may include:

- engineers and technicians
- technical experts
- sub-contractors
- colleagues
- emergency personnel
- occupational health and safety (OHS) representatives
- legal representatives
- industry professionals and associations
- tenants
- financial institutions

Organisational requirements may be outlined and reflected in:

- quality assurance and/or procedures manuals
- goals, objectives, plans, systems and processes
- business and performance plans
- mission statements, strategic plans
- policies and procedures in relation to client service
- legal and organisational policy/guidelines
- access and equity principles and practice guidelines
- ethical standards, codes of practice
- complaints and dispute resolution procedures
- OHS policies, procedures and programs
- quality and continuous improvement processes and standards

Implementation plan may include:

- a formal structure against which progress can be evaluated
- budgets and time-tables which enable the commitment of resources at appropriate points
- contingency plans to cater for changes or significant difficulties
- acquisition strategies
- consultation strategies to involve stakeholders
- transition plans
- specifications
- quality assurance procedures
- objectives, scope and expected benefits

Risk management plan may describe:

- processes used to identify, analyse and manage risks
- how often risks will be reviewed, the process for review and who will be involved
- who will be responsible for which aspects of risk management
- how risk status will be reported and to whom
- the initial snapshot of the major risks, current grading
- planned strategies for reducing likelihood and seriousness of each risk (mitigation strategies) and who will be responsible for implementing them

Legislative requirements may be outlined and reflected in:

- relevant Commonwealth/State/Territory legislation which affect organisational operation:
 - OHS
 - environmental issues
 - equal employment opportunity (EEO)
 - industrial relations
 - anti-discrimination and diversity
- Australian Standards
- relevant industry codes of practice which may cover areas including: the market sector, financial transactions, taxation, environment, construction, land use, native title, zoning, utilities use (water, gas, electricity), contract or common law
- trade practices laws and guidelines
- privacy requirements
- general duty of care to clients
- strata, community and company titles
- tenancy agreements
- home building requirements

Resources may relate to:

- specialist advice
- contractors
- technicians
- planning documents
- feedback processes
- communication protocols
- equipment
- materials
- training

Targets and milestones may include:

- agreed reporting requirements
- measurement/achievement of set outcomes
- completion of key tasks/project phases
- progress reports

Documentation may include information relating to:

- budgets and operating costs
- company services
- master plans
- sub-plans (eg environment, human resource management, marketing)
- policy/management procedures
- current and planned developments
- legal documentation
- property leases, plans or contracts
- service/maintenance records

Communication channels may include:

- organisational networks
- formal communication pathways
- direct line supervision paths
- lateral supervision paths
- organisational communication protocols and procedures
- clear and concise use of technical terminology

Contingencies may include:

- industrial disputes
- building delays
- public holidays and shut-down periods
- competing work demands of contractor
- technology/equipment breakdowns
- unforeseen incidents
- workplace hazards, risks and controls
- environmental factors (time, weather)
- non-availability of resource and materials
- budget constraints

Coaching and mentoring assistance may include:

- providing feedback to another team member
- fair and ethical practices
- non-discriminatory processes and activities
- respecting the contribution of all participants and giving credit for achievements
- presenting and promoting a positive image of the collective group
- problem solving
- providing encouragement

Evaluation methods could be qualitative or quantitative and may include:

- observation
- questionnaires
- review of quality assurance data
- checklists
- interviews
- expert and peer review
- cost data analysis

EVIDENCE GUIDE

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of the assessment requirements followed by identification of specific aspects of evidence that will need to be addressed in determining competence. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Assessment must reflect the endorsed Assessment Guidelines of the parent Training Package.

A person who demonstrates competency in this standard must be able to provide evidence of:

- preparing a detailed implementation plan which incorporates strategies addressing risk management, resource needs, monitoring and reporting arrangements and quality assurance controls
- analysing risks and developing a plan to manage and control risks associated with the implementation of the facilities management plan
- organising resources and developing checklists to assist in the implementation of the facilities management plan
- evaluating the implementation of the facilities management plan through consultation and preparing systematic progress reports

Required knowledge and understanding includes but is not limited to:

- relevant legislation that affects business operation, especially in regard to OHS and environmental issues, equal opportunity, industrial relations and anti-discrimination
- building services and operation methods and practices
- industry performance benchmarks including use and application of value analysis and benchmarking techniques
- organisational and professional procedures, ethical practices and business standards
- project management concepts and principles
- continuous improvement processes
- organisational quality systems such as:
 - strategic planning processes
 - recording systems

Required skills and attributes include:

- leadership skills to:
 - take a leading role in a variety of situations
 - motivate people
 - pursue new challenges and opportunities
- technology skills to:
 - calculate resources
 - process information
 - use project planning and scheduling software
- communication skills to:
 - negotiate and consult with relevant people
 - interpret written and oral information
- planning skills to:
 - logically sequence project activities
 - plan and document strategies to implement plans
 - set goals and meet time constraints
- analytical skills to:
 - interpret documentation
 - estimate resource and time requirements
- problem solving skills to:
 - promptly identify potential barriers to implementation strategies
 - analyse risks and establish contingencies
- interpersonal skills to:
 - relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

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/time considerations

Validity and sufficiency of evidence requires:

- 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 ability of the person to assess competence
- all assessment which 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 a simulated project based activity and must include evidence relating to each of the elements in this unit, covering all activities from identifying facilities management requirements to developing, monitoring and evaluating implementation of plan
- evidence must include an implementation plan outlining specific priorities, timelines and required resources determined through analysis of facilities management plan, risk management plan, identification of recording and reporting requirements including associated roles and responsibilities and progress documentation outlining contingency planning and reporting within set timeframes

Integrated competency assessment:

This competency standard could be assessed on its own or as part of an integrated assessment activity involving other relevant competencies relevant to the job function

PRDPOD526A**Coordinate facilities procurement system****Unit Descriptor**

This competency standard specifies the outcomes required to coordinate a purchasing system for goods and services. It requires the ability to follow established procurement principles to identify and implement procurement system processes and support mechanisms.

Unit Sector

Property operations and development

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|--|---|
| 1. Determine procurement system requirements | <p>1.1 <i>Procurement</i> system requirements and objectives are determined in consultation with <i>relevant people</i> in accordance with <i>organisational and legislative requirements</i></p> <p>1.2 <i>Relevant documentation</i> is sourced and interpreted to establish contractual, organisational and legislative requirements</p> <p>1.3 <i>Quality assurance goals and strategies</i> and <i>performance measures</i> are determined for incorporation into implementation processes</p> <p>1.4 <i>Analysis</i> is undertaken of supply market to identify <i>factors which may impact on procurement processes and decisions</i></p> <p>1.5 <i>Risk</i> assessment is conducted on expected procurement system outcomes in accordance with organisational procedures</p> |
| 2. Organise support processes | <p>2.1 Procurement support processes are determined and organised in accordance with procurement system objectives and organisational requirements</p> <p>2.2 <i>Targets and milestones</i> are identified and linked to the achievement of procurement system objectives in accordance organisational procedures</p> <p>2.3 Appropriate <i>communication channels</i> are used to inform relevant people of procurement system processes and obtain <i>feedback</i> in accordance with organisational requirements</p> <p>2.4 <i>Roles and responsibilities</i> associated with the implementation of the procurement system are clearly defined and documented</p> <p>2.5 Monitoring and reporting arrangements and delegations for procurement activities are determined and documented in accordance with organisational requirements</p> |
| 3. Implement procurement system | <p>3.1 Procurement system is implemented within agreed timeframes in accordance with organisational and legislative requirements</p> <p>3.2 <i>Sub-plans</i> are reviewed and implemented in accordance with procurement system objectives and organisational and legislative requirements</p> <p>3.3 Procurement processes are documented in established formats using <i>business equipment/technology</i> and distributed to relevant people</p> <p>3.4 Situations requiring <i>specialist advice</i> are identified and assistance sought where appropriate in accordance with organisational requirements</p> |

4. Review procurement system
- 4.1 Systematic review processes and established *evaluation methods* are identified and used to evaluate procurement system processes and outcomes
 - 4.2 Evaluation methods for measuring performance of supply markets are reliable and make efficient use of time and resources in accordance with organisational requirements
 - 4.3 *Opportunities for improvement* to procurement system are assessed and recommendations presented to relevant people in accordance with organisational requirements
 - 4.4 All information is securely maintained in accordance with legislative and organisational requirements

KEY COMPETENCIES

The seven key competencies represent generic skills considered essential for effective work participation. The bracketed numbering against each of the key competencies indicates the performance level required in this unit.

Level (1) represents the competence to undertake tasks effectively

Level (2) represents the competence to manage tasks

Level (3) represents the competence to use concepts for evaluating and reshaping tasks

Key Competencies or Generic Skills relevant to this unit include:

Key Competency	Example of Application	Performance Level
Communicating ideas and information	consulting with relevant people to determine procurement system requirements and objectives	3
Collecting analysing and organising information	sourcing and analysing strategic plans and relevant market factors	3
Planning and organising activities	developing monitoring and reporting arrangements for procurement activities	3
Working with others and in teams	obtaining feedback on procurement system processes	2
Using mathematical ideas and techniques	undertaking risk analysis	2
Solving problems	identifying areas for improvement to procurement system	3
Using technology	preparing recommendations	2

RANGE STATEMENT

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the performance criteria.

Procurement may include:

- leasing, buying
- short-term or long-term arrangements
- sole or multiple suppliers
- maintenance and support arrangements
- incentive contracting
- franchising
- research and development
- pre-qualification of suppliers
- standing orders
- standard form agreements
- common use contracts
- facilities management
- prime contractor/sub-contractor
- gainsharing/open book

Relevant people may include:

- managers
- technical experts
- colleagues
- clients
- legal representatives
- industry professionals and associations
- tenants
- property/facilities owners/managers
- agents
- government personnel

Organisational requirements may be outlined and reflected in:

- quality assurance and/or procedures manuals
- goals, objectives, plans, systems and processes
- business and performance plans
- mission statements, strategic plans
- policies and procedures in relation to client service
- legal and organisational policy/guidelines
- access and equity principles and practice guidelines
- ethical standards, codes of practice
- complaints and dispute resolution procedures
- occupational health and safety (OHS) policies, procedures and programs
- quality and continuous improvement processes and standards

Legislative requirements may be outlined and reflected in:

- relevant Commonwealth/State/Territory legislation which affect organisational operation:
 - OHS
 - environmental issues
 - equal employment opportunity (EEO)
 - industrial relations
 - anti-discrimination and diversity
- Australian Standards
- relevant industry codes of practice which may cover areas including: the market sector, financial transactions, taxation, environment, construction, land use, native title, zoning, utilities use (water, gas, electricity), contract or common law
- trade practices laws and guidelines
- privacy requirements
- general duty of care to clients
- strata, community and company titles
- tenancy agreements
- home building requirements

Relevant documentation may relate to:

- procurement guidelines, practices and policies
- organisational and business strategic plans and sub-plans
- contracts and tender documentation
- register of suppliers
- quotations and invoices
- facility/asset management plans
- maintenance plans and strategies
- budgets and operating costs
- goods and services
- policy/management procedures
- legal documentation
- tenancy and other contracts
- property drawings

Procurement process may include:

- open quotations
- tendering (both complying and non-complying)
- advertisement
- register of suppliers
- direct appointments

Information may relate to:

- sub-plans
- relevant project contracts
- facility/asset management plans
- maintenance plans and strategies
- budgets and operating costs
- services
- policy/management procedures
- current and planned property/site developments
- legal documentation
- tenancy and other contracts
- property drawings

Quality assurance goals and strategies may include:

- reporting procedures and protocols
- procedures for monitoring and evaluating procurement requirements and client satisfaction
- compliance with Australian Standards
- continuous improvement strategies
- reducing risk by anticipating, evaluating and developing strategies for the management of possible problems
- a formal structure against which progress can be evaluated
- mechanisms for involving a wide variety of interested parties or stakeholders
- budgets and time-tables which enable the commitment of resources at appropriate stages
- contingency plans to cater for a change of corporate focus or significant resource difficulties

Performance measures may include:

- quantitative
- qualitative
- statistical
- non-statistical
- financial
- non-financial

Analysis:

- may be:
 - quantitative and/or qualitative
 - explorative, descriptive, causative or predictive
- and may include:
 - basic statistical analysis
 - mathematical calculations
 - critical analysis
 - problem solving

Factors that may impact on procurement processes and decisions may relate to:

- supply market capacity, structure, maturity and strength
- factors/conditions which may affect supply
- potential impact of intended contracting activity
- level of risk, complexity and sensitivity
- leasing instead of up-front capital investment
- strategic/tactical issues
- political imperatives and strategies
- budgetary constraints
- collaborative arrangements
- industry involvement requirements
- environmental issues

Risks may relate to:

- suppliers and contractors
- contracts and tenders
- physical, financial or human resources
- competition
- market influences
- client/staff satisfaction (eg complaints)
- health and safety
- fire and security
- project control and cash flow
- changes to regulations and legislation
- time constraints
- emergencies and disasters

Targets and milestones may include:

- agreed reporting requirements
- measurement/achievement of set outcomes
- completion of key tasks/project phases
- progress reports

Communication channels may include:

- organisational networks
- formal communication pathways
- direct line supervision paths
- lateral supervision paths
- organisational communication protocols and procedures
- clear and concise use of technical terminology

Feedback may include:

- formal and informal discussions, reviews and evaluations with:
 - existing and previous clients
 - peers, colleagues and managers
- information provided by others involved in a professional capacity both internal and external to the organisation

Roles and responsibilities may be influenced by:

- job description and employment arrangements
- organisational policy relevant to work role
- team structures
- supervision and accountability requirements including OHS
- skills, training and competencies
- Codes of Conduct

Sub-plans may relate to :

- market evaluation
- bid evaluation
- contract negotiation
- risk management
- contingency
- communication/public relations
- human resource management
- disposal
- contract review
- environment/green issues
- industry policy

**Business equipment/
technology may include:**

- computers
- email
- internet/extranet/intranet
- facsimile machines
- printers and photocopiers
- data storage devices
- software applications such as databases, word applications
- scanners

**Specialist advice may be
sought from:**

- managers
- authorised delegations
- clients
- legal, functional, technical experts
- agents

**Evaluation methods could
be qualitative or
quantitative and may
include:**

- observation
- questionnaires
- review of quality assurance data
- checklists
- interviews
- expert and peer review
- cost data analysis

**Opportunities for
improvement may be
assessed for:**

- cost effectiveness
- ability to add value
- ability to improve customer satisfaction
- practicality
- viability
- ease of implementation
- degree of management support

EVIDENCE GUIDE

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of the assessment requirements followed by identification of specific aspects of evidence that will need to be addressed in determining competence. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Assessment must reflect the endorsed Assessment Guidelines of the parent Training Package.

A person who demonstrates competency in this standard must be able to provide evidence of:

- determining procurement system requirements and objectives by interpreting relevant documentation and analysing supply market factors and quality assurance goals and strategies
- using appropriate communication channels to identify roles, timelines and reporting arrangements to support implementation of procurement system
- implementing procurement system within agreed timeframes and reviewing sub-plans to ensure implementation complies with procurement system objectives
- using established evaluation methods to review procurement system processes and outcomes and incorporating recommendations for improvement

Required knowledge and understanding includes but is not limited to:

- relevant legislation that affects business operation, especially in regard to OHS and environmental issues, equal opportunity, industrial relations and anti-discrimination
- key principles of procurement, including:
 - value for money
 - open and effective competition
 - accountability and recording
 - ethics and fair dealing
 - planning and professionalism
- implications of warranties, guarantees and exclusions
- whole of life costing and price-quality relationship issues
- limitations of work role, responsibility and professional abilities
- relevant Acts, regulations and Australian Standards
- tendering and contracting processes, including a range of contractual arrangements
- benefits and risks of a range of procurement options such as lease purchase, sale and leaseback, and term contract
- user needs and requirements for facilities
- organisations policies and procedures for employment/tendering of services and procurement
- risk management strategies relating to managing suppliers
- best practice procurement principles

Required skills and attributes include:

- research skills to:
 - source and identify market factors that may affect procurement
 - source relevant documentation
- technology skills to:
 - maintain a database of information about suppliers
 - prepare reports and recommendations
- evaluation skills to:
 - assess risk
 - analyse supply market
 - review procurement system
- organisational skills to:
 - schedule activities
 - determine appropriate timeframes
- communication skills to:
 - interpret written and oral information
 - discuss and confirm procurement arrangements
 - obtain feedback
 - liaise with suppliers
- interpersonal skills to:
 - relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

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/time considerations

Validity and sufficiency of evidence requires:

- 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 ability of the person to assess competence
- all assessment which 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 a simulated project based activity and must include evidence relating to each of the elements in this unit, covering all activities from determining procurement system requirements to implementing and reviewing procurement system and support processes
- evidence must include a market analysis, procurement documentation that includes performance measures, evaluation of procurement processes and risk assessment

**Integrated competency
assessment:**

This competency standard could be assessed on its own or as part of an integrated assessment activity involving other relevant competencies relevant to the job function

PRDPOD527A**Unit Descriptor****Coordinate facilities construction/renovation**

This competency standard specifies the outcomes required to coordinate the construction/renovation of facilities. It requires the ability to use appropriate consultative processes to determine requirements and develop, monitor and finalise a construction plan.

Unit Sector

Property operations and development

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|---|--|
| 1. Determine construction/renovation requirements | <p>1.1 <i>Construction drawings</i> are reviewed and confirmed with <i>relevant people</i> as required in accordance with <i>project requirements</i></p> <p>1.2 <i>Consultative processes</i> are used to negotiate and confirm construction requirements with <i>contracted parties</i> in accordance with <i>organisational requirements</i></p> <p>1.3 <i>Site access and specific site requirements</i> are identified and appropriate arrangements made as required in accordance with client, organisational and <i>legislative requirements</i></p> <p>1.4 Construction plan is prepared and <i>contingencies</i> planned to ensure contract and organisational requirements are met</p> |
| 2. Organise resources and support processes | <p>2.1 Provision of financial, physical and human resources is planned in accordance with client and organisational requirements</p> <p>2.2 Construction strategies, objectives and timelines are negotiated and agreed in consultation with the client and relevant people</p> <p>2.3 Monitoring and reporting arrangements for construction activities are established and documented in accordance with organisational requirements</p> <p>2.4 Relevant approvals are obtained within the designated timeframe in accordance with legislative and organisational requirements</p> |
| 3. Arrange contractors and consultants | <p>3.1 <i>Contractors</i> and consultants are arranged to undertake construction in accordance with legislative and organisational requirements</p> <p>3.2 <i>Tendering and selection methods</i> are chosen to meet client, organisational procurement guidelines and legislative requirements</p> <p>3.3 Contracted services are relevant to the construction work to be undertaken and client requirements</p> <p>3.4 <i>Documentation</i> regarding reporting arrangements and deliverables is finalised in accordance with organisational and legislative requirements</p> |

- | | |
|--|---|
| 4. Monitor construction/renovation processes | 4.1 Construction/renovation is monitored against construction plan to ensure completion occurs within designated timeframes
4.2 Factors affecting the achievement of scheduled work are promptly identified and required variations to schedules are negotiated and agreed with relevant people
4.3 Established <i>communication channels</i> and processes are used to ensure an accurate exchange of information throughout operations
4.4 Situations requiring <i>specialist advice</i> are identified and appropriate support sought as required |
| 5. Finalise construction/renovation process | 5.1 <i>Notification</i> of completed construction is received and checked against client and organisational requirements
5.2 Inspection is arranged to confirm facilities are fully operational and meet required specifications and industry standards
5.3 All information is securely maintained with due regard to client confidentiality, legislative and organisational requirements |

KEY COMPETENCIES

The seven key competencies represent generic skills considered essential for effective work participation. The bracketed numbering against each of the key competencies indicates the performance level required in this unit.

Level (1) represents the competence to undertake tasks effectively

Level (2) represents the competence to manage tasks

Level (3) represents the competence to use concepts for evaluating and reshaping tasks

Key Competencies or Generic Skills relevant to this unit include:

Key Competency	Example of Application	Performance Level
Communicating ideas and information	negotiating construction requirements and consultant/contractor arrangements	3
Collecting analysing and organising information	researching construction documentation and checking work performed against work schedules	3
Planning and organising activities	coordinating and scheduling construction/renovation processes	3
Working with others and in teams	collaborating with relevant people to coordinate construction processes and seeking specialist advice as required	3
Using mathematical ideas and techniques	planning, measuring and scheduling tasks	2
Solving problems	addressing variations to contracts and work schedules	2
Using technology	selecting and using software for planning and scheduling and preparing reports	2

RANGE STATEMENT

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the performance criteria.

Construction may include:

- use of fixed price
- cost plus
- design and construct
- construct only
- involvement of more than one builder

Construction drawings may include:

- detailed architect drawings
- working drawings
- engineers' drawings
- detail drawings
- specifications

Relevant people may include:

- engineers and technicians
- technical experts
- installers
- sub-contractors
- colleagues
- clients
- occupational health and safety (OHS) representatives
- legal representatives
- industry professionals and associations
- tenants
- investors
- property owners
- agents
- government agencies

Project may involve:

- creation of an asset
- fitting out of new structures
- modification of existing structures

Consultative processes may include:

- face-to-face meetings
- telephone communication
- facsimile communication
- written communication
- email communication

Contracted parties may include:

- builders
- subcontractors
- project managers
- other special consultants
- investors
- financial institutions

Organisational requirements may be outlined and reflected in:

- quality assurance and/or procedures manuals
- goals, objectives, plans, systems and processes
- business and performance plans
- mission statements, strategic plans
- policies and procedures in relation to client service
- legal and organisational policy/guidelines
- access and equity principles and practice guidelines
- ethical standards, codes of practice
- complaints and dispute resolution procedures
- OHS policies, procedures and programs
- quality and continuous improvement processes and standards

Site access and specific site requirements may relate to:

- access points, time of access
- access codes, keys, passes, security clearances
- union requirements
- OHS requirements
- building codes and regulations
- heritage listings
- noise control
- environmental issues

Legislative requirements may be outlined and reflected in:

- relevant Commonwealth/State/Territory legislation which affect organisational operation:
 - OHS
 - environmental issues
 - equal employment opportunity (EEO)
 - industrial relations
 - anti-discrimination and diversity
- Australian Standards
- relevant industry codes of practice which may cover areas including: the market sector, financial transactions, taxation, environment, construction, land use, native title, zoning, utilities use (water, gas, electricity), contract or common law
- trade practices laws and guidelines
- privacy requirements
- general duty of care to clients
- strata, community and company titles
- tenancy agreements
- home building requirements

Contingencies may include:

- industrial disputes
- building delays
- public holidays and shut-down periods
- competing work demands of contractors and consultants
- technology/equipment breakdowns
- unforeseen incidents
- workplace hazards, risks and controls
- variations in market conditions
- environmental factors (time, weather)
- non-availability of resource and materials
- budget constraints

Contractors may include:

- one builder
- multiple builders
- service providers

Tendering and selection methods may include:

- public tender
- open quotations
- compulsory competitive tender
- advertisement
- selective tender
- register of consultants
- direct appointment

Documentation may include:

- schedules
- contracts
- logs of equipment/system problems/faults
- warranty conditions and allowances
- operational checks and maintenance conducted
- costings, receipts, invoices
- property leases, plans or contracts
- planning permits
- certifications
- inspection certificates
- progress reports
- handover documentation

Communication channels may include:

- organisational networks
- formal communication pathways
- direct line supervision paths
- lateral supervision paths
- organisational communication protocols and procedures
- clear and concise use of technical terminology

Specialist advice may be sought from:

- valuers
- architects
- planners
- investment consultants
- builders
- bankers and financiers
- solicitors
- business consultants
- real estate agents
- sub-contractors
- technical experts
- government officials
- industry professionals and associations

Notification may include:

- handover documentation
- certification
- certificate of occupancy

EVIDENCE GUIDE

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of the assessment requirements followed by identification of specific aspects of evidence that will need to be addressed in determining competence. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Assessment must reflect the endorsed Assessment Guidelines of the parent Training Package.

A person who demonstrates competency in this standard must be able to provide evidence of:

- ascertaining construction requirements and developing a construction plan through research and consultation
- making available appropriate resources to support the construction process
- preparing selection schedule and criteria, and arranging people to be involved in the contract process by following organisational procurement procedures
- monitoring construction processes using project management methodologies and developing and communicating appropriate contingency plans
- negotiating variations and adjustments to work schedules
- arranging inspections and preparing and collating documentation relating to finalisation of contract requirements using business technology

Required knowledge and understanding includes but is not limited to:

- relevant legislation that affects business operation, especially in regard to OHS and environmental issues, equal opportunity, industrial relations and anti-discrimination
- implications of warranties, guarantees and exclusions
- whole of life costing and price-quality relationship issues
- limitations of work role, responsibility and professional abilities
- building control legislation, codes and relevant Australian Standards
- regulations and legislation affecting property investments
- building construction practice, principles and processes
- contract law applied to building contracts
- consultant roles and capabilities
- project planning and scheduling

Required skills and attributes include:

- research skills to:
 - source information and resource requirements
- organisational skills to
 - plan and arrange construction/renovation work
 - schedule and meet timelines and client requirements
 - manage risk
- technical skills to:
 - schedule tasks and report outcomes
 - design monitoring systems and processes
- decision making skills to:
 - select appropriate contractual arrangements
 - determine appropriate procurement options
- communication skills to:
 - interpret written and oral information
 - complete documentation
 - negotiate client requirements, variations and adjustments to construction processes
- interpersonal skills to:
 - relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

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/time considerations

Validity and sufficiency of evidence requires:

- 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 ability of the person to assess competence
- all assessment which 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 a simulated project based activity and must include evidence relating to each of the elements in this unit, covering all activities from accurately determining construction requirements, arranging contractors and consultants to monitoring and finalising construction and/or renovation processes
- evidence must include at copies of construction work schedules, contracts and tender documentation, monitoring/reporting arrangements, construction plan, finalisation documentation including inspection reports, procurement arrangements for obtaining resources, and a contingency plan

Integrated competency assessment:

This competency standard could be assessed on its own or as part of an integrated assessment activity involving other relevant competencies relevant to the job function

BCGCM2001B**Unit Descriptor****Read and interpret plans and specifications**

This unit specifies the competency required to read and interpret plans and specifications relevant to General Construction operations.

The unit includes the identification of types of plans and drawings and their functions, the recognition of commonly used symbols and abbreviations, the identification of key features and specifications on a site plan, the comprehension of written job specifications and the recognition of document status and amendment detail.

Unit Sector

Common Units

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|--|--|
| 1. Identify types of drawings and their functions | 1.1 Main types of plans and drawings used in the civil construction sector of the industry are identified
1.2 Key functions of each type of drawing are identified
1.3 Quality requirements of company operations are recognised and adhered to
1.4 Environmental controls are identified from the job plans, specifications and environmental plan |
| 2. Recognise amendments | 2.1 Title panel is checked to verify latest amendments to drawing
2.2 Amendments to specifications are checked to ensure currency of information |
| 3. Recognise commonly used symbols and abbreviations | 3.1 General Construction symbols and abbreviations are recognised
3.2 Legend is located on project drawings, symbols and abbreviations are correctly interpreted |
| 4. Locate and identify key features on a site plan | 4.1 Orientation of the plan with the site is achieved
4.2 Key features of the site are identified and located
4.3 Access to site is gained and services, main features, contours and datum are identified |
| 5. Identify project requirements | 5.1 Dimensions for project and nominated locations are identified
5.2 Construction types and dimensions for nominated locations are identified
5.3 Environmental controls and locations are identified
5.4 Location, dimensions and tolerances for ancillary works are identified |
| 6. Read and interpret job specifications | 6.1 Job specifications are identified from drawings, notes and descriptions
6.2 Standards of work, finishes and tolerances are identified from the project specifications
6.3 Material attributes are identified from specifications |

KEY COMPETENCIES

These include a number of processes that are learned throughout work and life, which are required in most jobs. Some of these are covered by the national key competencies, although others may be added. The details below highlight how these competencies are to be applied in the attainment of this unit.

Application of the key competencies in this unit are to satisfy the nominated level in which:

Level 1 -relates to working effectively within set conditions and processes;

Level 2 -relates to the management or facilitation of conditions or processes; and

Level 3 -relates to the design, development and evaluation of conditions or process.

How will the candidate apply the following key competency in this unit? The candidate will need to:

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Communicate ideas and information orally and in writing in simple English to enable confirmation of detail, the passage of information and requests to other workers and the reporting and recording of outcomes	1
Collecting analysing and organising information	Collect, organise, interpret and understand the information required for plan and specification reading/interpretation, including work instructions plans/sketches/diagrams, specifications, safety instructions and quality assurance procedures	1
Planning and organising activities	Conduct activities associated with the preparation for operations, including the coordination and use of materials to avoid backtracking and rework	1
Working with others and in teams	Work with others and in a team by recognising dependencies and using co-operative approaches to optimise satisfaction and productivity	1
Using mathematical ideas and techniques	Use mathematical ideas and techniques to correctly calculate measurements, distances, scales and levels, calculate material requirements and establish quality checks	1
Solving problems	Recognise clear discrepancies between the documents (map, plan, specifications) and the actual (site) and take action to correct these	1
Using technology	Use workplace technology including the use of communication systems and the reporting/recording of results	1

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables relate to this particular unit:

Unit scope

- Drawings may include site plans, construction plans, cross sectional plans, longitudinal plans, structural detail and specification providing illustrations and dimensions and project plans, drawings, specifications, illustrations, dimensions and notes
- Specifications may include detail relating to materials and quality of work, quality assurance, nominated sub-contractors, provision of site access/facilities, details relating to performance including:
 - Standards of work
 - Tolerances
 - Material types
 - Characteristics
 - Treatments and finishes
- Key features of plans and specifications may include type of product/service, quantities, characteristics, sizes, pattern dimension, location, construction and compatibility
- Material attributes include types, characteristics, construction requirements, treatments and finishes
- Project documentation includes contract, drawings, specifications, supplementary specifications, work schedules, schedule of rates, standard procedures and practices

Safety (OH&S)

- OH&S requirements are to be in accordance with State or Territory legislation and regulations, organisational safety policies and procedures, and project safety plan. This may include protective clothing and equipment, use of tools and equipment, workplace environment and safety, handling of materials, use of fire fighting equipment, organisational first aid, hazard control and hazardous materials and substances
- Personal protective equipment is to include that prescribed under legislation, regulation and workplace policies and practices

Environmental Requirements

- Environmental requirements are to include but are not limited to waste management and clean-up management

Quality Requirements

- Quality requirements are to include but not be limited to relevant regulations including Australian Standards, internal company quality policy and standards, workplace operations and procedures and manufacturers specifications where specified

Statutory/Regulatory Authorities

- Statutory/regulatory authorities may include Federal, State and Local Authorities administering the applicable acts, regulations and codes of practice

Communications

- Communications are to include but not limited to verbal instructions and fault reporting and may include two way radio, hand signals, mobile phone, phone, facsimile, computer, site specific instructions, written instructions or instructions related to job/task

Information

- Information sources may include but not be limited to verbal or written and graphical instructions, signage, work schedules/plans/specifications, work bulletins, memos, maps, material safety data sheets (MSDS), diagrams or sketches and graphics
- Safe work procedures related to construction site operations
- Regulatory/legislative requirements pertaining to operations and the environment
- Manufacturers' specifications and instructions
- Organisation work specifications and requirements.
- Instructions issued by authorised organisational or external personnel
- Relevant Australian Standards

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Performance Criteria, the Range Statement, and the Assessment Guidelines of the Training Package.

Critical aspects of evidence required to demonstrate competency in this unit

- Location, interpretation and application of relevant information, standards and specifications
- Compliance with site safety plan, OH&S regulations and State/Territory legislation applicable to workplace operations
- Compliance with organisational policies and procedures including quality requirements
- Communication and working effectively and safely with others
- For a minimum of two different projects, the reading and interpretation of the project plans including:
 - Confirmation of amendment status and drawings confirmed 'For Construction'
 - Orientation of plans to the ground
 - Six key features on both the plan and the site
 - Confirmation of six items of information from the title block of the project plans
 - Six construction dimensions, levels and locations from the project plans
 - Six ancillary works dimensions, levels and locations from the project plans
- For a minimum of two formal specifications, identify the dimensions, material requirements and processes to be followed

Relationship to other units

- Competency in this unit may be assessed in conjunction with other functional units which together form part of the holistic work

Specific knowledge required to achieve the performance criteria

- A knowledge of
 - Features of plans and elevations including direction, scale, key, contours, symbols and abbreviations
 - Commonly used General Construction symbols and abbreviations
 - The processes for application of scales in plan preparation/interpretation
 - Techniques for orienting/confirming the orientation of a plan
 - Key features of formal job specifications
 - Site and equipment safety requirements
 - Project quality requirements
 - General Construction terminology
 - Basic calculations of heights, areas, volumes and grades
 - Drawing conventions
 - JSA's/Safe work method statements

The context of assessment

- The application of competency is to be assessed in the workplace or realistically simulated construction site
- Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints
- Assessment of essential underpinning knowledge, other than confirmatory questions, will usually be conducted in an off-site context
- Assessment is to comply with relevant regulatory or Australian Standards requirements

Methods of assessment

- Assessment must satisfy the endorsed assessment guidelines of the Building and Construction industry's General Construction Training Package
- Assessment methods must confirm consistency and accuracy of performance together with application of underpinning knowledge
- Assessment methods must confirm the ability to access and correctly interpret and apply the essential underpinning knowledge
- Assessment may be applied under project related conditions (real or simulated) and require evidence of process
- Assessment must confirm a reasonable inference that competency is able not only to be satisfied under the particular circumstance, but is able to be transferred to other circumstances
- Assessment may be in conjunction with assessment of other units of competency, including those listed above

Specific resource requirements for this unit

- The following resources should be made available:
 - workplace location or simulated workplace
 - project plans and specifications
 - realistic tasks covering the mandatory task requirements

BCGSV5003A**Produce working drawings for residential buildings****Unit Descriptor**

This unit specifies the competency required to read and interpret plans/specifications and to undertake basic architectural drafting of conventional residential structures.

It includes the production of two and three dimensional drawings in accordance with standard industry drawing practice and to a level suitable for building permit approval.

Unit Sector

Building Surveying

ELEMENT**PERFORMANCE CRITERIA**

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|---|---|
| 1. Use drawing instruments, equipment and materials to set out drawings | 1.1 Drawing instruments, equipment and materials are used to produce scaled line work, simple geometric shapes, lettering, numbering and the correct setting out of drawings |
| 2. Produce drawings at varying scales using architectural conventions for linework, lettering and symbols | 2.1 Linework is applied in a range of different types and media in accordance with standard industry drawing practice
2.2 Hand letter text is formed in a variety of formats
2.3 Different drawing scales are identified and used
2.4 Graphic symbols are identified and used
2.5 Orthographic projection in building drafting applications are drawn accurately to scale
2.6 Notations and dimensions are added to complete drawing |
| 3. Read and interpret plans and specifications for a single storey dwelling | 3.1 Inter-relationships between plans and specifications are identified and interpreted
3.2 Location and interpretation of key information is identified according to drawing and specifications |
| 4. Draw three dimensional sketches | 4.1 Annotated 3D sketches of various building components using parametric (eg isometric) or perspective techniques are produced to specifications |
| 5. Produce building permit approval drawings | 5.1 Building permit approval drawings including detailed specification notes for residential dwellings are completed to architectural conventions. |

KEY COMPETENCIES

These include a number of processes that are learned throughout work and life, which are required in most jobs. Some of these are covered by the national key competencies, although others may be added. The questions below highlight how these processes are applied in this competency unit. The number in brackets indicates the level to which the key competency needs to be demonstrated where (1) working within set conditions and processes, (2) management or facilitation of conditions or processes are exercised, and (3) design and/or development of conditions or process are required.

How will the candidate apply the following key competency in this unit?

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Communicate and negotiate ideas and information to translate legislation enabling production of working drawings for residential buildings.	3
Collecting analysing and organising information	Research, analyse, organise and understand the application and production of working drawings for residential buildings.	3
Planning and organising activities	Plan and organise activities including the planning of working drawings for residential buildings and analytical processes related to organisation of regulatory factors.	3
Working with others and in teams	Work with others and in a team by recognising dependencies and using co-operative approaches to optimise satisfaction and productivity.	2
Using mathematical ideas and techniques	Use mathematical ideas and techniques to correctly complete measurements, calculate analytical requirements, scales and numbering systems, quantify, survey and present analytical results.	2
Solving problems	Establish analytical processes, including diagnostic processes, which anticipate and allow for risks, cater for both direct and indirect evidence, avoid or minimise reworking and avoid wastage.	3
Using technology	Use workplace technology related to information gathering and analysis, diagnosis, information research, report writing, production of working drawings, administration and management procedures.	2

RANGE STATEMENT

Range Statement provides advice to interpret the scope and context of this unit of competency allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Unit scope

- Input to the production of working drawings for residential buildings is to include but is not limited to:
 - Two (2) and three (3) dimensional drawings
 - Plan and specification interpretation
 - Single storey dwellings (elementary or conventional)
 - Building Codes of Australia class 1 and 10 buildings
 - Computer generated or paper based presentations
 - Site plans, floor plans, sections, elevations, projections, details, general notes, construction notes, area analysis, services, location or neighbouring buildings
- Production of building drawings may include but not be limited to:
 - Drawing protocols which include, symbols, lettering standards, standard units of measurement, paper size, scale, numbering, legends, abbreviations
 - Land surveyor plans, levels and contours, certificate of title to land, excavation cut and fill, retaining walls, banks and landscaping, sewerage connection and easements plan, stormwater connection and easements plan, general plumbing services plan, electrical connections plan, soil classification and tests, base structure - timber and masonry, wall construction, timber and masonry, internal and external wall claddings, roof construction, upper floor construction, chimney construction, composite construction (e.g. steel and timber), complex roof and wall shapes, flashings and box gutters, stairs, glazing including bay window construction, window and door schedules, insulation and sarking, cathedral ceilings, large span timber beams and connections (including glue laminated beams), joinery, conversion of plans and specifications to architectural/building detail
- Application of Australian Standards which include:
 - AS 3700 - masonry
 - AS 1100 - architectural drawing and supplement
 - AS 2870 - residential slabs and footings
 - AS 1684 - residential timber framing

Unit context

- Competency requires the demonstration of two and three dimensional drawing skills and compliance within the context of relevant legislations, the Building Code of Australia and Australian Standards.

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Performance Criteria and Range Statement.

What critical aspects of evidence are required to demonstrate competency in this unit?

- Compliance with occupational health and safety regulations applicable to workplace operations
- Application of organisational management policies and procedures including quality assurance requirements where applicable
- Production of two and three dimensional drawings for residential building projects, including at least one orthographic, one isometric and one perspective drawing
- Provision of drawings to appropriate body/individual as determined by the project brief
- Application of strategic plans, workplace policies and procedures

Are there any other units which should be assessed with this unit or which relate directly to this unit?

- There are no specified relationships
- Holistic assessment should be applied where appropriate to form a complete work function

What specific knowledge is required to achieve the performance criteria?

- Processes for the interpretation of reports, working drawings and specifications
- Drafting and drawing protocols
- Relevant national, State/Territory legislation and local government policy and procedures
- Structural, design and construction principles of buildings
- Terminology, definitions and fault identification
- Codes of conduct and ethics
- Research methods
- Processes for the administration and preparation of documentation

In what context should assessment occur?

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide and within the scope defined by the Range Statement.
- Assessment must take account of the endorsed assessment guidelines in the Construction Training Package.

What methods of assessment should apply?

- Assessment of this competency is most likely to be project related under real or simulated conditions and require portfolios or other forms of indirect evidence of process. Direct evidence may include certification of compliance on the final outcome or authorisation for commencement by a competent authority.
- Assessment must confirm the inference that competency is able not only to be satisfied under the particular circumstance, but is able to be transferred to other circumstances.
- Assessment should reinforce the integration of the key competencies.

What are the specific resource requirements for this unit?

- A situation, real or realistically simulated, requiring working drawings for residential buildings.
- The learner and trainer should have access to appropriate documentation and resources normally used in the workplace.

BCGSV5004A**Apply legislation to urban development and building controls****Unit Descriptor**

This unit specifies the competency required to research, interpret and apply appropriate land use and urban development to any conventional building project in compliance with relevant legislation and the Building Code of Australia (BCA).

Unit Sector

Building Surveying

ELEMENT**PERFORMANCE CRITERIA**

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|---|--|
| 1. Promote sustainable building and conservation practices in the community | 1.1 Environmental changes are determined due to land-use and building development according to the natural elements of specific localities
1.2 Development of settlements and the evolution of urban structures for specific communities are researched, analysed and documented
1.3 Constrains on building development sites are identified and reported according to the physical nature of environment
1.4 Sustainable development and the benefits of conservation are recorded and promoted
1.5 Controls on development are analysed and reported |
| 2. Identify the legal requirements relating to building developments | 2.1 Components of land use and building legislation are identified and documented including the BCA as it applies to building developments.
2.2 Legislation affecting forms of development, including environmental safeguards is identified and recorded
2.3 Factors influencing safety of buildings and structures according to legislative requirements are identified and reported
2.4 Aims and objectives of building and land-use legislation are interpreted |
| 3. Determine individual and community responsibilities relating to approval applications for building and land-use developments | 3.1 Consent requirements for building and land-use approval are determined in accordance with legislative requirements
3.2 Development applications are prepared in accordance with legislative requirements
3.3 List of relevant authorities involved with project development is documented
3.4 Development application notices and responses are identified and prepared in accordance with legislative requirements
3.5 Appeal rights for individuals and community relating to building and land-use applications are identified and recorded in accordance with legislative requirements |

- | | | | |
|----|---|-----|--|
| 4. | Interpret and apply building, land-use and related legislation | 4.1 | Building and land-use legislation is applied to various classes of building in accordance with legislative requirements |
| | | 4.2 | Special provisions of legislation are researched, identified and recorded |
| | | 4.3 | Non-compliance with building, land-use and other related environmental legislation is identified and recorded |
| | | 4.4 | Heritage and Conservation legislation relating to building, land-use is researched, identified and recorded |
| | | 4.5 | Environmental health issues influencing building and land-use legislation are researched and documented |
| 5. | Determine the legal responsibilities of builders and owners relative to building projects | 5.1 | Responsibilities of owners/builders lodging building or land-use applications are determined in accordance with legislative requirements |
| | | 5.2 | Notices/orders issues with respect to applications and site safety signage requirements are identified and recorded in accordance with legislative requirements |
| | | 5.3 | Owner responsibility relating to construction of party walls is identified and recorded in accordance with legislative requirements |
| | | 5.4 | Owner responsibility relating to proposed work affecting adjoining land is identified and recorded in accordance with legislative requirements |
| 6. | Apply special provisions of building and land-use legislation | 6.1 | Land division requirements are identified and recorded in accordance with legislative requirements |
| | | 6.2 | Special requirements for major projects relating to preparation and assessment of environmental impact statements are recorded in accordance with legislative requirements |
| | | 6.3 | Referral to prescribed Government agencies/departments is identified and noted in accordance with legislative requirements |
| | | 6.4 | Land-use requirements applying to specific locations are identified and recorded in accordance with legislative requirements |
| | | 6.5 | Vehicle parking requirements applying to developments are identified and recorded in accordance with legislative requirements |
| 7. | Establish the system for dispute resolution | 7.1 | Responsibilities of individuals under building and land-use legislation are identified and recorded in accordance with legislative requirements |
| | | 7.2 | Appeal rights provided for under building and land-use legislation are identified and recorded |
| | | 7.3 | Consequences for non-compliance with orders and notices are documented |

KEY COMPETENCIES

These include a number of processes that are learned throughout work and life, which are required in most jobs. Some of these are covered by the national key competencies, although others may be added. The questions below highlight how these processes are applied in this competency unit. The number in brackets indicates the level to which the key competency needs to be demonstrated where (1) working within set conditions and processes, (2) management or facilitation of conditions or processes are exercised, and (3) design and/or development of conditions or process are required.

How will the candidate apply the following key competency in this unit?

The candidate will need to:

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Communicate and negotiate ideas and information to enable application of planning legislation to urban development and building controls for translation of compliance issues on conventional developments.	2
Collecting analysing and organising information	Research, analyse, organise and understand the process for assessing compliance or urban development and building controls through the application of planning legislation plus subsequent reporting procedures.	3
Planning and organising activities	Plan and organise activities including the planning of analytical processes, the assessment and strategies related to the determination of planning legislation compliance on urban development and building controls.	2
Working with others and in teams	Work with others and in a team by recognising dependencies and using co-operative approaches to optimise satisfaction and productivity.	2
Using mathematical ideas and techniques	Use mathematical ideas and techniques to correctly complete measurements, calculate analytical requirements, establish realistic sample criteria, quantify, survey and present analytical results.	1
Solving problems	Establish analytical processes, including diagnostic processes, which anticipate and allow for risks, cater for both direct and indirect evidence, avoid or minimise reworking and avoid wastage.	2
Using technology	Use workplace technology related to information gathering and analysis, diagnosis, information research, report writing, administration and management procedures.	2

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Unit scope

- Legislation is limited to compliance with building and land-use legislation and the Building Code of Australia for the purposes of applying building controls and evaluating urban development procedures. It interrogates impacts of settlement, the physical environment and land use.
- Application of building and land use legislation may include but not be limited to:
 - Commercial environment - may be affected by rising, steady or falling markets.
 - Market indicators - perceptions of the area, type of client likely to be attracted to the market, current market in the area and absorption rates.
 - Property statistics, urban planning and local government data bases, demographic (socio-economic) data on populations in catchment areas, enterprise management reports, locality maps, cadastral maps, relevant local authority, environmental impact statements, notices/orders issued with respect to applications and site safety signage requirements .
- Reporting systems in accordance with organisational, legislative and quality assurance procedures are to include desk based assessment and may include site-based assessment.

Unit context

- Competency requires the application of legislation corresponding with urban development and building controls through research, analysis, evaluation and reporting skills in the determination of compliance within the context of relevant legislations, the Building Code of Australia and Australian Standards.

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Performance Criteria and Range Statement.

What critical aspects of evidence are required to demonstrate competency in this unit?

- Compliance with occupational health and safety regulations applicable to workplace operations.
- Application of organisational management policies and procedures including quality assurance requirements where appropriate.
- Evaluation, reporting of data, findings, recommendations for and classification of at least one (1) conventional building development and in compliance with the applicable local government planning scheme for urban development and building control projects associated with relevant legislation and the BCA.
- Provision of reports to appropriate body/individual as determined by the project brief.
- Application of strategic plans, workplace policies and procedures

Are there any other units which should be assessed with this unit or which relate directly to this unit?

- There are no specified relationships.
- Holistic assessment should be applied where appropriate to form a complete work function.

What specific knowledge is required to achieve the performance criteria?

- Processes for the interpretation of reports, working drawings and specifications.
- Authorities and powers of a building surveyor.
- Relevant national, State/Territory legislation and local government policy and procedures
- Urban zoning.
- Local market conditions
- Current home/commercial building development criteria.
- Land use management models and concepts.
- Control and appeal system.
- Socio-economic data.
- Terminology, definitions and hazard identification.
- Research methods.
- Processes for the administration and preparation of documentation.

In what context should assessment occur?

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide and within the scope defined by the Range Statement.
- Assessment must take account of the endorsed assessment guidelines in the Construction Training Package.

What methods of assessment should apply?

- Assessment of this competency is most likely to be project related under real or simulated conditions and require portfolios or other forms of indirect evidence of process. Direct evidence may include certification of compliance on the final outcome or authorisation for commencement by a competent authority.
- Assessment must confirm the inference that competency is able not only to be satisfied under the particular circumstance, but is able to be transferred to other circumstances.
- Assessment should reinforce the integration of the key competencies.

What are the specific resource requirements for this unit?

- A situation, real or realistically simulated, requiring application of planning legislation upon urban development and building controls.
- The learner and trainer should have access to appropriate documentation and resources normally used in the workplace.

BCGSV5010A**Unit Descriptor****Interact with clients in a regulated environment**

This unit specifies the competency required to initiate and undertake consultation with individuals and groups in regard to building surveying practices.

It includes the identification and implementation of appropriate interaction models according to community demographics, cultural considerations, social stratification, analysis and evaluation of data to enable informed decision-making, and the presentation of findings to clients and other appropriate stakeholders.

Unit Sector

Building Surveying

ELEMENT**PERFORMANCE CRITERIA**

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|--|--|
| 1. Devise interaction strategies | 1.1 Interested and affected individuals and/or parties are identified
1.2 A range of interaction strategies are identified, assessed for suitability and selected
1.3 Resources required to conduct interaction are determined
1.4 Regulations are reviewed to ensure strategies meet all criteria |
| 2. Assess demographic, cultural, social and psychological considerations | 2.1 Needs of disadvantaged individuals and groups are identified and incorporated
2.2 Cultural, social and psychological factors are considered and incorporated
2.3 Urban, demographic, technological, political and economic effects are considered and incorporated
2.4 Collective community behaviour is assessed |
| 3. Communicate legislative requirements to individuals and/or groups | 3.1 Information is prepared which is clear, accurate and appropriate to the needs of the parties involved
3.2 All parties involved are informed of the applicable legislations
3.3 Information is provided to affected parties at an appropriate time and place
3.4 Interaction is undertaken in an orderly manner to ensure all viewpoints are canvassed |
| 4. Record, analyse and report results | 4.1 Responses are assessed and checked against the project brief
4.2 Appropriate suggestions for improvement are incorporated within the project brief
4.3 An accurate report is prepared including recommendations for approval
4.4 Overall effectiveness of the interaction is reviewed and evaluated with action taken where required |

KEY COMPETENCIES

These include a number of processes that are learned throughout work and life, which are required in most jobs. Some of these are covered by the national key competencies, although others may be added. The questions below highlight how these processes are applied in this competency unit. The number in brackets indicates the level to which the key competency needs to be demonstrated where (1) working within set conditions and processes, (2) management or facilitation of conditions or processes are exercised, and (3) design and/or development of conditions or process are required.

How will the candidate apply the following key competency in this unit?

The candidate will need to:

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Communicate and negotiate ideas and information to enable confirmation of work requirements and legislation, co-ordination of client interaction and input, other workers and customers, the reporting of outcomes and the completion of regulatory determinations.	3
Collecting analysing and organising information	Research, organise and understand information related to contemporary client interaction and consultation procedures, including social, cultural and psychological considerations.	3
Planning and organising activities	Plan and organise activities including the planning of analytical processes, the establishment of evaluative criteria, the preparation and layout of worksites, how clients and stakeholders will be engaged.	2
Working with others and in teams	Work with others and in a team by recognising dependencies and using co-operative approaches to optimise satisfaction and productivity.	3
Using mathematical ideas and techniques	Use mathematical ideas and techniques to correctly complete measurements, calculate analytical requirements, utilise realistic sample criteria, quantify, survey and present analytical results.	1
Solving problems	Establish analytical processes, including diagnostic processes, which anticipate and allow for risks, cater for both direct and indirect evidence, avoid or minimise reworking and avoid wastage.	3
Using technology	Use workplace technology related to information gathering and analysis, diagnosis, information research, report writing, administration and management procedures.	2

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Unit scope

- Input to the interaction process is to include but not be limited to written records and historical data, anecdotal information, interviews, meetings with clients and key stakeholders.
- Interested parties are to include but not be limited to individuals and special interest groups, existing community groups, government agencies and may include others such as private sector businesses, social groups and emergency services.
- Demographics include age, gender, ethnicity, individual and group profiles and social stratification.
- Resources to facilitate the consultation process may include but not be limited to human and financial.
- Interaction strategies may include but not be limited to client meetings, surveys, home and site visits and meetings of relevant stakeholders.
- Presentation of information may include but not be limited to models, graphics, videos, handouts, display plans, software presentations and computer simulations

Unit context

- Competency requires the demonstration of social theory, awareness of diverse cultures, stratification, inequality, the family, economic order, political order social change and interaction, deviance, collective behaviour, urbanisation, technology and the environment. It also requires communication, negotiation and evaluation skills within the context of relevant legislation, the Building Code of Australia and Australian Standards.

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Performance Criteria and Range Statement.

What critical aspects of evidence are required to demonstrate competency in this unit?

- Compliance with occupational health and safety regulations applicable to workplace operations.
- Application of organisational management policies and procedures including quality assurance requirements where applicable.
- Performance of a management role in the identification and implementation of at least one (1) client negotiation and consultation process or equivalent.
- Provision of reports to appropriate body/individual as determined by the project brief.
- Application of strategic plans, workplace policies and procedures

Are there any other units which should be assessed with this unit or which relate directly to this unit?

- There are no specified relationships
- Holistic assessment should be applied where appropriate to form a complete work function

What specific knowledge is required to achieve the performance criteria?

- Local factors affecting communities and/or individuals
- Relevant national, State/Territory legislation and local government policy and procedures
- Strategies for consultation
- Codes of conduct and ethics
- Research methods
- Effects of social stratification on society
- Effects of social change
- Effects of technological change
- Effects of urbanisation
- Psychological theories

In what context should assessment occur?

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide and within the scope defined by the Range Statement.
- Assessment must take account of the endorsed assessment guidelines in the Construction Training Package.

What methods of assessment should apply?

- Assessment of this competency is most likely to be project related under real or simulated conditions and require portfolios or other forms of indirect evidence of process. Direct evidence may include certification of compliance on the final outcome or authorisation for commencement by a competent authority or client.
- Assessment must confirm the inference that competency is able not only to be satisfied under the particular circumstance, but is able to be transferred to other circumstances.
- Assessment should reinforce the integration of the key competencies.

What are the specific resource requirements for this unit?

- A situation, real or realistically simulated, requiring a client interaction process.
- The learner and trainer should have access to appropriate documentation and resources normally used in the workplace.
- Access to appropriate information on social, cultural and psychological considerations.

BCGSV6009A**Implement performance based codes and risk management principles for buildings up to 3 storeys****Unit Descriptor**

This unit specifies the competency required to implement performance based codes, risk assessment and risk management principles to commercial and residential buildings up to three storeys and not exceeding a maximum floor area of 2000 square metre.

Unit Sector

Building Surveying

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|---|---|
| 1. Evaluate performance based designs | <ul style="list-style-type: none"> 1.1 Role of regulation of buildings and the built environment within society are identified and applied 1.2 Societal goals related to the construction and use of buildings are interpreted 1.3 BCA hierarchy and the role of Objectives, Functional Statements and Performance Requirements are identified and recorded 1.4 Differences between public policy and professional judgement are identified and recorded |
| 2. Apply the performance-based Building Code of Australia (BCA) | <ul style="list-style-type: none"> 2.1 Various assessment methods contained in the BCA and their application are identified and applied 2.2 Methodologies for determining correct performance requirements to be satisfied are demonstrated 2.3 Processes for involving relevant parties in the decision making process are determined 2.4 Fire Safety Engineering Brief (FSEB) process is identified and applied 2.5 Assessment report for a performance-based solution is prepared 2.6 Importance of documentation and record keeping for performance-based solutions are identified and applied 2.7 Impacts of a performance-based solution on building maintenance and alterations are identified and reported |
| 3. Evaluate risk assessment | <ul style="list-style-type: none"> 3.1 Methods of determining and assessing risks are identified and applied 3.2 Consequences of various forms of risk are identified and reported 3.3 Basic probabilistic analysis including use of event trees are applied in accordance with risk assessment principles 3.4 Statistics used in risk assessment practices are interpreted 3.5 Research data sources for risk assessment and management are identified and applied |

- 4. Evaluate fire safety engineering
 - 4.1 Potential fire hazards and causes of fire are identified and reported
 - 4.2 Fire loads and fire growth characteristics are identified and interpreted
 - 4.3 Research data sources for fire safety engineering are identified and interpreted
 - 4.4 Principles of fire detection, suppression and extinguishment are applied
 - 4.5 Tenability limits and effects and toxicity of smoke on building occupants are identified and listed in accordance with fire engineering principles
 - 4.6 Human behaviour and movement principles are identified and applied
 - 4.7 Fire brigade activities and intervention principles are recorded
 - 4.8 Research material, statistics and probabilistic analysis used in fire safety engineering are applied
 - 4.9 Compute software applications used in fire safety engineering are identified and their limitations of use assessed

KEY COMPETENCIES

These include a number of processes that are learned throughout work and life, which are required in most jobs. Some of these are covered by the national key competencies, although others may be added. The questions below highlight how these processes are applied in this competency unit. The number in brackets indicates the level to which the key competency needs to be demonstrated where (1) working within set conditions and processes, (2) management or facilitation of conditions or processes are exercised, and (3) design and/or development of conditions or process are required.

How will the candidate apply the following key competency in this unit?

The candidate will need to:

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Communicate and negotiate ideas and information to enable application of performance based codes, risk assessment and risk management to buildings and for translation of outcomes and alternate methods.	3
Collecting analysing and organising information	Research, analyse, organise and understand the process applying performance based codes, assessment and management of risk has on buildings plus subsequent reporting procedures.	3
Planning and organising activities	Plan and organise activities including the planning of analytical processes, the implementation of performance based codes and risk strategies upon buildings.	3
Working with others and in teams	Work with others and in a team by recognising dependencies and using co-operative approaches to optimise satisfaction and productivity.	3
Using mathematical ideas and techniques	Use mathematical ideas and techniques to correctly complete measurements, calculate analytical requirements, establish realistic sample criteria, quantify, survey and present analytical results.	2
Solving problems	Establish analytical processes, including diagnostic processes, which anticipate and allow for risks, cater for both direct and indirect evidence, avoid or minimise reworking and avoid wastage.	3
Using technology	Use workplace technology related to information gathering and analysis, diagnosis, information research, report writing, administration and management procedures.	2

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Unit scope

- Performance based codes, risk assessment and risk management principles are to include but not be limited to the evaluation of buildings, new and proposed, for the purposes of highlighting potential risks and managing those risks through introduction of alternate solutions in compliance with the Building Code of Australia.
- Building projects requiring assessment and management of risk are to include but not be limited to provision of site access/facilities, work schedules, project milestones and the calculation and processing of application or inspection fees.
- Buildings are limited to three (3) storeys and a maximum floor area not exceeding 2000 square metre, complying with the Building Code of Australia class 2 to 9 buildings.
- Standard specifications may include but not be limited to industry standard specifications and may be preliminary/outline specifications, developed specifications or detailed specifications (addressing specific components such as structural or other requirements).
- Reporting systems in accordance with organisational, legislative and quality assurance procedures are to include desk based assessment and may include site-based assessment.

Unit context

- Competency requires the application of performance based codes, risk assessment and risk management strategies to minimise building non-compliance and the possibility of risk to human life. Competency must demonstrate research, analysis, evaluation and appropriate reporting in the determination of compliance within the context of relevant legislation, the Building Code of Australia and Australian Standards.

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Performance Criteria and Range Statement.

What critical aspects of evidence are required to demonstrate competency in this unit?

- Compliance with occupational health and safety regulations applicable to workplace operations.
- Application of organisational management policies and procedures including quality assurance requirements where appropriate.
- Evaluation, reporting of data, findings, and recommendations for the implementation of risk management strategies as a result of risk assessment and application of performance based codes for at least one (1) building development project up to three (3) storeys, and in compliance with the applicable local government authority, relevant legislation and the BCA.
- Provision of reports to appropriate body/individual as determined by the project brief.
- Application of strategic plans, workplace policies and procedures

Are there any other units which should be assessed with this unit or which relate directly to this unit?

- There are no specified relationships.
- Holistic assessment should be applied where appropriate to form a complete work function.

What specific knowledge is required to achieve the performance criteria?

- Processes for the interpretation of reports, working drawings and specifications.
- Authorities and powers of a building surveyor.
- Relevant national, State/Territory legislation and local government policy and procedures
- Problem identification, formulation and solutions.
- Fire safety engineering guidelines.
- Building fire safety.
- Deemed To Satisfy (DTS) provisions.
- Terminology, definitions and hazard identification.
- Codes of conduct and ethics.
- Research methods.
- Processes for the administration and preparation of documentation.

In what context should assessment occur?

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide and within the scope defined by the Range Statement.
- Assessment must take account of the endorsed assessment guidelines in the Construction Training Package.

What methods of assessment should apply?

- Assessment of this competency is most likely to be project related under real or simulated conditions and require portfolios or other forms of indirect evidence of process. Direct evidence may include certification of compliance on the final outcome or authorisation for commencement by a competent authority.
- Assessment must confirm the inference that competency is able not only to be satisfied under the particular circumstance, but is able to be transferred to other circumstances.
- Assessment should reinforce the integration of the key competencies.

What are the specific resource requirements for this unit?

- A situation, real or realistically simulated, requiring application of performance-based codes, risk assessment and risk management principles to buildings.
- The learner and trainer should have access to appropriate documentation and resources normally used in the workplace.

BCGSV6011A**Unit Descriptor****Apply legal procedures to building surveying**

This unit specifies the competency required to advise on building control activities in a court of law and present evidence in accordance with rules of evidence for civil and criminal trials.

It includes the identification and application of the rules of statutory interpretation as they relate to building control legislation.

Unit Sector

Building Surveying

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|--|--|
| 1. Distinguish between common law, judicial precedent and legislation | 1.1 Common law in the Australian legal system is analysed and documented.
1.2 Binding and persuasive precedent is analysed and interpreted.
1.3 Relationship between common law and statute law is analysed and documented.
1.4 Delegated legislation and the authorities' allocated specific powers are documented.
1.5 Legal practice of reading case law and law up-dates are appraised and noted. |
| 2. Identify and interpret the court hierarchy and the civil/criminal jurisdictions of each court | 2.1 Civil/criminal court hierarchy is analysed and documented.
2.2 Details of the civil/criminal jurisdiction of each court are analysed and documented.
2.3 System of civil/criminal appeals identified and documented.
2.4 Jurisdiction the coroner's court has in regulatory practice and its role in legislative reform is identified and documented.
2.5 Role of legal personnel in the court system is identified and documented. |
| 3. Identify and interpret court room procedures | 3.1 Court examination procedures are identified and documented.
3.2 Role of a judge and jury in a civil/criminal trial and eligibility to attend for jury service is identified and documented.
3.3 Format of a prosecution brief is identified and documented.
3.4 Appropriate manner of entering into and departing from the courts/tribunals is adhered to.
3.5 Appropriate manner of addressing the courts/tribunals is adhered to.
3.6 Relevant legal language is applied. |
| 4. Identify the types of offences and defences within criminal law | 4.1 Presumption of innocence in a criminal case and the burden of proof is analysed and documented.
4.2 General principles of criminal liability are determined.
4.3 Differences between summary and indictable offences are analysed and documented.
4.4 Types of defences are analysed and documented. |
| 5. Detail types of evidence admissible in a civil and criminal trial | 5.1 Types of evidence are analysed and documented.
5.2 Differences between types of evidence in a court of law are defined and outlined.
5.3 Evidence rules are identified and documented. |

- 6. Identify the rules of statutory interpretation
 - 6.1 Acts of parliament and subordinate legislation as a source of law are analysed and documented.
 - 6.2 Extrinsic and intrinsic material as they relate to Commonwealth/State/Territory interpretation acts are identified and documented.
 - 6.3 Syntactical presumptions are analysed and documented.
 - 6.4 General approaches to statutory interpretation are identified and analysed.

KEY COMPETENCIES

These include a number of processes that are learned throughout work and life, which are required in most jobs. Some of these are covered by the national key competencies, although others may be added. The questions below highlight how these processes are applied in this competency unit. The number in brackets indicates the level to which the key competency needs to be demonstrated where (1) working within set conditions and processes, (2) management or facilitation of conditions or processes are exercised, and (3) design and/or development of conditions or process are required.

How will the candidate apply the following key competency in this unit?

The candidate will need to:

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Communicate and negotiate ideas and information to enable interpretation of building control legislation and how other laws and legislation impact upon it for the purposes of attendance and involvement in a civil or criminal law case.	2
Collecting analysing and organising information	Research, analyse, evaluate, interpret and report information related to building control legislation and how it impacts on building surveyors for attendance and involvement in a civil or criminal law case.	2
Planning and organising activities	Plan and organise activities including the planning of analytical processes, the establishment of research criteria and the interpretation of building control legislation in respect of common law and other impacting legislations together with attendance and involvement in a civil or criminal law case.	2
Working with others and in teams	Work with others and in a team by recognising dependencies and using co-operative approaches to optimise satisfaction and productivity.	2
Using mathematical ideas and techniques	Use mathematical ideas and techniques to correctly complete measurements, calculate analytical requirements, establish realistic sample criteria, quantify, survey and present analytical results.	1
Solving problems	Establish analytical processes, including diagnostic processes, which anticipate and allow for risks, cater for both direct and indirect evidence, avoid or minimise reworking and avoid wastage.	2
Using technology	Use workplace technology related to information gathering and analysis, diagnosis, information research, report writing, administration and management procedures.	2

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Unit scope

- Types of courts must include civil and criminal jurisdictions.
- Laws may include but not be limited to common law, judicial precedent and legislation.
- Syntactical presumptions may include but not be limited to ejusdem generis and noscitur a sociis.
- Statutory interpretation may include but not be limited to the golden rule, the literal rule and the mischief rule.
- Input to the research, interpretation and analysis of building control legislation is to include but not be limited to commercial, industrial and residential buildings and structures.
- Investigation of laws is to include but not be limited to the Australian common law system, laws applicable to building surveying and the professional code of ethics required for the assessment and inspection of buildings.
- Types of evidence may include but not be limited to oral, documented, real, direct, secondary, hearsay and admissible and inadmissible evidence.
- Implications of Commonwealth legislation may include but not be limited to the Disability Discrimination Act.
- Implications of other State and Territory legislation may include but not be limited to environmental health, planning, occupational health and safety and local government by-laws.
- Reporting systems must be in accordance with organisational and legislative quality assurance procedures and may include desk and site based assessment.

Unit context

- Competency requires the demonstration of research, interpretation, analysis, evaluation, courtroom etiquette and procedures within the context of common law, relevant legislation, the Building Code of Australia and Australian Standards.

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Performance Criteria and Range Statement.

What critical aspects of evidence are required to demonstrate competency in this unit?

- Compliance with occupational health and safety regulations applicable to workplace operations.
- Application of organisational management policies and procedures including quality assurance requirements where applicable.
- Performance of research, interpretation, analysis together with attendance and involvement in at least one (1) civil law case and at least one (1) criminal law case impacting on building control legislation all in accordance with the professional code of conduct and ethics applicable to building control.
- Provision of reports to appropriate body/individual as determined by the project brief.
- Application of strategic plans, workplace policies and procedures.

Are there any other units which should be assessed with this unit or which relate directly to this unit?

- There are no specified relationships
- Holistic assessment should be applied where appropriate to form a complete work function.

What specific knowledge is required to achieve the performance criteria?

- Building policy and legislation
- Australian legal system
- Relevant national, State/Territory legislation and local government policy and procedures
- Codes of conduct and ethics
- Research processes and strategies
- Applications of law and legal principles in building surveying
- Legal terminology, definitions, processes and procedures used in standard court operations
- Processes for the administration and preparation of documentation

In what context should assessment occur?

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide and within the scope defined by the Range Statement.
- Assessment must take account of the endorsed assessment guidelines in the Construction Training Package.

What methods of assessment should apply?

- Assessment of this competency is most likely to be project related under real or simulated conditions and require portfolios or other forms of indirect evidence of process. Direct evidence may include certification of compliance on the final outcome or authorisation for commencement by a competent authority.
- Assessment must confirm the inference that competency is able not only to be satisfied under the particular circumstance, but is able to be transferred to other circumstances.
- Assessment should reinforce the integration of the key competencies.

What are the specific resource requirements for this unit?

- A situation, real or realistically simulated, requiring research analysis, evaluation, interpretation and reporting together with attendance and involvement in a civil or criminal law case relating to building control legislation activities for building projects.
- The learner and trainer should have access to appropriate documentation and resources normally used in the workplace.

BCGSV6013A**Unit Descriptor****Co-ordinate asset refurbishment**

This unit specifies the competency required to undertake standard refurbishment of buildings.

It includes the evaluation of property/premises to establish the scope of work, the preparation of inspection reports and the engagement and co-ordination of sub-contractors to carry out defined tasks.

Unit Sector

Building Surveying

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|---|---|
| 1. Establish refurbishment and/or inspection requirements | <ul style="list-style-type: none"> 1.1 Existing property inspection reports, where available, are used to advise client of the cost benefits associated with property refurbishment 1.2 Inspection method and criteria are consistent with the purpose of the inspection, client requirements and building type 1.3 Relevant documentation is obtained and reviewed to clarify inspection requirements 1.4 Inspections are arranged to minimise disruption to building users 1.5 Access arrangements are confirmed prior to entry and where appropriate, agreement to intrusive inspection is secured |
| 2. Evaluate and report inspection outcomes | <ul style="list-style-type: none"> 2.1 Inspection report is prepared in a timely manner, is clear, concise, accurate and in an appropriate format and style consistent with statutory requirements 2.2 Inspection outcomes are advised promptly to nominated parties and accurately recorded according to workplace procedures 2.3 Processes involved in reaching objectives are evaluated for quality, added value and contribution to further refurbishment management opportunities |
| 3. Implement services contract/s | <ul style="list-style-type: none"> 3.1 Team input consistent with achieving project objectives is coordinated through the enterprise to the satisfaction of subcontractors and the client 3.2 Performance in relation to timelines and budgets is regularly monitored 3.3 Necessary variations or adjustments are negotiated with subcontractors and the client and agreed outcomes documented 3.4 Refurbishments are completed according to plan within budget and time constraints to client and statutory requirements 3.5 Reports and administrative procedures are completed to client specifications |

KEY COMPETENCIES

These include a number of processes that are learned throughout work and life, which are required in most jobs. Some of these are covered by the national key competencies, although others may be added. The questions below highlight how these processes are applied in this competency unit. The number in brackets indicates the level to which the key competency needs to be demonstrated where (1) working within set conditions and processes, (2) management or facilitation of conditions or processes are exercised, and (3) design and/or development of conditions or process are required.

How will the candidate apply the following key competency in this unit?

The candidate will need to:

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Communicate and negotiate ideas and information to enable confirmation of work requirements and legislation, translation of asset refurbishment inspection reports and engagement of sub-contractors, the reporting of outcomes and the completion of regulatory determinations.	2
Collecting analysing and organising information	Research, analyse, organise and understand the inspection, assessment and reporting processes associated with asset refurbishment.	2
Planning and organising activities	Plan and organise activities including the planning of analytical processes, the establishment of evaluative criteria, the assessment of refurbishment requirements and the appropriate engagement/co-ordination of sub-contractors.	3
Working with others and in teams	Work with others and in a team by recognising dependencies and using co-operative approaches to optimise satisfaction and productivity.	2
Using mathematical ideas and techniques	Use mathematical ideas and techniques to correctly complete measurements, calculate analytical requirements, establish realistic sample criteria, quantify, survey and present analytical results.	2
Solving problems	Establish analytical processes, including diagnostic processes, which anticipate and allow for risks, cater for both direct and indirect evidence, avoid or minimise reworking and avoid wastage.	2
Using technology	Use workplace technology related to information gathering and analysis, diagnosis, information research, report writing, administration and management procedures.	1

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Unit scope

- Input to the asset refurbishment process is to include but not be limited to evaluation and inspection of properties/premises, reporting of inspection outcomes and implementation of service contracts with sub-contractors
- Asset refurbishment is to include but not be limited to lease property requiring the services of sub-contractors or assessment of a property/premise in determining the scope of work required for refurbishment
- Asset refurbishment is to include but not be limited to commercial property/premises and may include residential property/premises
- Resources to facilitate undertaking asset refurbishment may include but not be limited to human and financial
- Reporting systems in accordance with organisational and legislative quality assurance procedures are to include desk based assessment and may include site-based assessment

Unit context

- Competency requires the demonstration of research, analysis, evaluation and reporting skills within the context of relevant legislation, the Building Code of Australia and Australian Standards.

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Performance Criteria and Range Statement.

What critical aspects of evidence are required to demonstrate competency in this unit?

- Compliance with occupational health and safety regulations applicable to workplace operations.
- Application of organisational management policies and procedures including quality assurance requirements where applicable.
- Assessment of a building to determine refurbishment requirements, the associated reporting of findings and engagement of sub-contractors for the refurbishment of at least one building or equivalent.
- Provision of reports to appropriate body/individual as determined by the project brief.
- Application of strategic plans, workplace policies and procedures

Are there any other units which should be assessed with this unit or which relate directly to this unit?

- There are no specified relationships
- Holistic assessment should be applied where appropriate to form a complete work function.

What specific knowledge is required to achieve the performance criteria?

- Procedures to establish asset refurbishment of commercial buildings.
- Processes for the interpretation of working drawings and specifications.
- Processes for the interpretation of status/inspection reports, dilapidation reports and refurbishment evaluation processes.
- Relevant national, State/Territory legislation and local government policy and procedures
- Structural, design and construction principles of buildings.
- Hazard category identification.
- Codes of conduct and ethics.
- Research methods.
- Administration and preparation of documentation.

In what context should assessment occur?

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide and within the scope defined by the Range Statement.
- Assessment must take account of the endorsed assessment guidelines in the Construction Training Package.

What methods of assessment should apply?

- Assessment of this competency is most likely to be project related under real or simulated conditions and require portfolios or other forms of indirect evidence of process. Direct evidence may include certification of compliance on the final outcome or authorisation for commencement by a competent authority.
- Assessment must confirm the inference that competency is able not only to be satisfied under the particular circumstance, but is able to be transferred to other circumstances.
- Assessment should reinforce the integration of the key competencies.

What are the specific resource requirements for this unit?

- A situation, real or realistically simulated, requiring asset refurbishment and engaging of sub-contractors.
- The learner and trainer should have access to appropriate documentation and resources normally used in the workplace.

BSBHR402A**Unit Descriptor****Recruit and select personnel**

This unit is based upon WRRPM.2A Recruit and select personnel, endorsed in the National Retail Training Package, but has been customised with additional outcomes. It covers the overall planning of personnel recruitment, writing job descriptions, and recruiting and selecting staff. This role may be carried out by the manager or the task may be delegated to others.

This unit is related to BSBHR506A Manage recruitment, selection and induction processes and BSBHR502 Manage human resource management information systems. Consider co-assessment with BSBHR403A Process human resource documents and inquiries.

Competency Field

Human resource management

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|---------------------------------|---|
| 1. Maintain personnel needs | <ul style="list-style-type: none"> 1.1 Organisational policies in regard to staffing levels are accurately identified 1.2 Job requirement information is current and accurate 1.3 Competencies and behaviour required of individuals and teams are clearly identified 1.4 <i>Relevant groups and individuals</i> are consulted for input on future needs 1.5 Estimates of staffing needs are supported by appropriate evidence |
| 2. Determine job specifications | <ul style="list-style-type: none"> 2.1 Specifications accurately reflect the role which the appointee will play in relation to the team as a whole 2.2 The views and requirements of relevant managers and team members are taken into account in developing the specification 2.3 Specifications are written in a clear, concise manner, and comply with relevant legal requirements and organisational format 2.4 Specifications are confirmed with appropriate personnel prior to <i>recruitment</i> action in accordance with organisational policy |
| 3. Recruit staff | <ul style="list-style-type: none"> 3.1 Employment vacancies are <i>advertised</i> in accordance with <i>staffing requirements</i> and organisational policy 3.2 Technology is used as required to aid the recruitment process 3.3 A selection plan and criteria are developed, based upon job specification and consultation with relevant managers 3.4 Job interviews and employment appraisal tests are organised/conducted in accordance with organisational policy/best practice |

4. Assess and select applicants
- 4.1 Assessment and selection process is conducted in accordance with organisational policy and legal requirements
 - 4.2 Information obtained from each candidate is judged against specified selection criteria, and any additional influencing factors noted
 - 4.3 Where difficulty in interpreting the selection criteria exists, or there appears to be a conflict of criteria, advice is clarified with appropriate managers
 - 4.4 Unintended deviations from agreed procedures are identified and corrected before selection decisions are made
 - 4.5 Selection *report* is prepared according to organisational procedures
 - 4.6 Selection recommendations are communicated to authorised personnel for approval
 - 4.7 All candidates are promptly and accurately informed of selection decisions, following each stage of the selection process
 - 4.8 Recommendations for improvements to any aspect of the selection process are communicated promptly to appropriate personnel
 - 4.9 Selection processes are appropriately documented with sufficient evidence to support the selection decision
 - 4.10 Induction processes are undertaken in accordance with organisational policy

KEY COMPETENCIES

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	to assist staff selection	2
Collecting analysing and organising information	to write job descriptions, recruit and select staff	2
Planning and organising activities	to plan personnel recruitment	2
Working with others and in teams	to assess performance	2
Using mathematical ideas and techniques	to measure performance	2
Solving problems	by identification of staffing needs and job specifications	2
Using technology	to aid communication and record-keeping	2

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

OHS considerations may include:

- establishment and maintenance of OHS training, records, induction processes
- performance against OHS legislation and organisation's OHS system, especially policies, procedures and work instructions

Relevant groups and individuals include:

- all those who have a role in the implementation of policies, procedures or decisions and/or are affected by their implementation

Job specifications may include:

- job title and purpose of position
- skills and knowledge necessary
- competencies required by staff
- qualifications
- person specifications

Recruitment procedures may be:

- delegated to individuals or to specialist personnel

Advertising may include:

- internal or external
- electronic or print
- outsourced

Staffing requirements may include:

- permanent, temporary, full-time, part-time or casual

Staff reporting requirements may include:

- systems for recording employee relations information

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence

- The integrated demonstration of all elements and their performance criteria
- Working with managers to identify existing and required competencies and attitudes of individuals and teams
- Working with managers to develop job specifications to effectively meet the needs of the organisation
- Assessing and selecting candidates according to organisational policies and legal requirements
- Accurately recording selection processes

Underpinning Knowledge

- Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Knowledge of organisational policies, in regard to:
 - personnel planning, including current and projected staff numbers
 - personnel selection
 - recruitment
 - induction
- Knowledge and understanding of:
 - recruitment sourcing methods
 - government subsidies/support functions for traineeships
- Knowledge of principles and techniques in:
 - planning and organising activities
 - competency standards
 - identifying, defining and assessing competence of individuals
 - identifying competence requirements in relation to work demands
 - consultation processes
 - writing clear accurate job descriptions/specifications
 - evaluating information from resumes, letters, references, interviews and aptitude tests against criteria
 - checking references and personal documentation
 - obtaining information from candidates at interview
 - recording details of processes

At this level the learner must demonstrate understanding of a broad knowledge base incorporating some theoretical concepts.

Underpinning Skills

- Literacy skills in regard to researching, analysing and interpreting a broad range of written material, including job descriptions
- Interviewing skills to participate in selection interviewing
- Active listening skills for ensuring potential employees are provided with all relevant information
- Preparing reports after selection processes are complete
- Documenting results from selection activities, e.g. competency testing of applicants
- Using technology, especially use of the internet for recruitment processes
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

- The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of Performance

- In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competency Levels

BSBHR405A**Unit Descriptor****Implement industrial relations procedures**

This unit specifies the outcomes required to work in the industrial relations area and implement organisational policies and procedures.

Application of the Unit

This unit addresses the knowledge and skills required to represent the organisation/employer in dealing with industrial relations matters in the workplace. The unit covers communicating and implementing industrial relations policies and procedures that meet statutory and legislative requirements; assisting in dealing with industrial relations conflicts and issues; and generally working towards a harmonious industrial relations climate within the workplace.

Competency Field

Human resource management : Domain - Human resources

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|--|---|
| 1. Communicate and implement organisation's industrial relations policies and procedures | <ul style="list-style-type: none"> 1.1 <i>Relevant agreements, policies and procedures</i> are sourced and disseminated to all relevant <i>persons and groups</i> 1.2 Agreements, policies and procedures are implemented in accordance with <i>site, enterprise and statutory requirements</i> 1.3 Strategies are developed to effectively communicate with relevant persons and groups on industrial relations matters 1.4 The organisation's industrial relations procedures are promoted with relevant persons and groups 1.5 The organisation is represented strongly in discussions with relevant persons and groups |
| 2. Assist in minimising industrial relations conflict | <ul style="list-style-type: none"> 2.1 The implementation of industrial relations policies and procedures is monitored 2.2 Potential industrial relations conflicts are identified through a monitoring process and reported to <i>management</i> 2.3 Documentation is prepared and forwarded to management in relation to identified potential industrial relations conflicts 2.4 Assistance is provided to deal with industrial relations conflicts under management supervision |
| 3. Enhance industrial relations | <ul style="list-style-type: none"> 3.1 <i>Strategies</i> to provide ongoing monitoring of the organisation's industrial relations policies and procedures are trialed and implemented 3.2 Strategies to facilitate feedback are implemented 3.3 Strategies are implemented to develop and strengthen relationships with relevant persons and groups 3.4 Information and feedback are provided to management as required 3.5 Information and advice is provided to relevant persons and groups as required |

KEY COMPETENCIES

The seven key competencies represent generic skills considered essential for effective work participation. Innovation skills represent a further area of generic competence. The bracketed numbering indicates the performance level required in this unit:

Level (1) represents the competence to undertake tasks effectively

Level (2) represents the competence to manage tasks

Level (3) represents the competence to use concepts for evaluating and reshaping tasks

Key Competency	Example of Application	Performance Level
Communicating ideas and information	consulting with key stakeholders presenting information to stakeholders and management enhancing industrial relations in the organisation	2
Collecting analysing and organising information	identifying and assisting in dealing with issues	2
Planning and organising activities	developing strategies for employee wellbeing providing workshops on industrial relations matters	2
Working with others and in teams	working across the organisation and with all levels of the workforce	2
Using mathematical ideas and techniques	analysing data	1
Solving problems	identifying and dealing with minor industrial relations issues minimising the impact of disputes and grievances under supervision of management	2
Using technology	maintaining required records using assistive technology, if required	2

RANGE STATEMENT

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the Performance Criteria.

Legislation, codes and national standards relevant to the workplace which may include:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

Relevant agreements, policies and procedures include:

- enterprise agreement
- employment contracts
- equal employment opportunity (EEO), diversity, parental leave policies
- reasonable adjustments for workers with a disability
- occupational health and safety (OHS) policies and procedures

Persons and groups include:

- employee representatives
- union representatives
- employer representatives

Site, enterprise and statutory requirements refer to:

- dispute settlement procedures
- grievance mechanisms
- reporting channels and procedures
- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to OHS and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

Management may include:

- CEO, Board and other senior managers
- IR/HR manager of the organisation
- line managers

Strategies may include:

- communication plan
- human resources strategy
- organisational values strategies
- employee wellbeing strategies

EVIDENCE GUIDE

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of the assessment requirements followed by identification of specific aspects of evidence that will need to be addressed in determining competence. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Assessment must reflect the endorsed Assessment Guidelines of the parent Training Package.

Overview of Assessment Requirements

A person who demonstrates competence in this unit must be able to provide evidence of effectively implementing, on behalf of the organisation, industrial relations agreements, policies and procedures, dealing with relevant persons and groups and providing advice and assistance where appropriate and as required.

Assessment of the unit must confirm the application of knowledge and skills to support the promotion and maintenance of a positive industrial relations climate in the workplace.

Required knowledge and understanding include:

- legislation, codes of practice and national standards, for example:
 - relevant state and federal industrial relations systems
 - EEO, anti-discrimination
 - OHS
 - international industrial relations systems where work undertaken has an international focus or context
- industrial relations policies and procedures:
 - enterprise agreements
 - enterprise and workplace bargaining
 - role of employee representatives and employee organisations
- grievance resolution policy and procedures
- staff development techniques:
 - wellbeing programs
 - work/life balance
- specialist services

Required skills and attributes include:

- ability to relate to people from a range of social, cultural and ethnic backgrounds, and physical and mental abilities
- communication and interpersonal skills:
 - negotiation, facilitation and consultation
 - conflict resolution and problem-solving
 - report development
- working with diversity across the enterprise

Products that could be used as evidence include:

- reports of issues dealt with and support provided to others to deal with relevant issues in industrial relations
- resources developed to promote organisation's industrial relations policies and procedures
- reports related to monitoring and reviewing industrial relations strategies across the organisation
- identified improvements to industrial relations policies, procedures and practices

Processes that could be used as evidence include:

- how potential issues were identified and dealt with
- how other staff were supported in dealing with industrial relations issues
- how the candidate has supported the implementation of the organisation's industrial relations policies and procedures
- how industrial relations strategies were monitored and reviewed

Resource implications for assessment include:

- access to workplace documentation
- access to feedback from staff supported in maintaining a positive industrial relations climate in the workplace

Validity and sufficiency of evidence requires:

- that where assessment of underpinning knowledge and skills is part of a learning experience, evidence will need to be collected over a period of time, involving both formative and summative assessment
- that assessment may be through simulated project based activity or actual case studies within the workplace

Integrated competency assessment means:

- that this unit can be assessed alone or as part of an integrated assessment activity involving other relevant management, project management units and human resources management units

BSBHR504A**Unit Descriptor****Manage industrial relations policies and processes**

This unit covers the range of competencies required of a manager who has day-to-day involvement in, and management of, industrial relations matters within the organisation. It includes negotiations, conflict management and dispute resolution.

This unit is related to BSBHR604A Manage employee relations, which is a broader and more strategic approach to workplace performance.

Competency Field

Human resource management

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|---|---|
| 1. Develop industrial relations (IR) strategies/policies | <ul style="list-style-type: none"> 1.1 Strategic plans and operational plans are analysed to determine <i>long term industrial relations objectives</i> 1.2 Existing industrial relations performance is analysed in relation to strategic IR objectives 1.3 <i>Performance gaps</i> are identified by the management team 1.4 Options are evaluated in terms of <i>cost benefit</i> and <i>risk analyses</i> 1.5 Industrial relations strategies/policies are agreed within the management team 1.6 Options to eliminate the gaps over the <i>short to medium term</i> are developed |
| 2. Industrial relations strategies/policies and plans are implemented | <ul style="list-style-type: none"> 2.1 An <i>implementation plan</i> for the IR strategies/policies is developed by the management team 2.2 The implementation plan includes risk analyses and <i>contingency plans</i> 2.3 Training and development is provided where appropriate to support the IR plan 2.4 <i>Contingency plans</i> are prepared in the event that negotiations break down 2.5 Negotiations are undertaken between <i>employer representatives</i> and <i>employee representatives</i>, to agree to changes required by either group 2.6 Agreed outcomes of negotiations are documented and <i>certified</i> in the relevant jurisdiction where appropriate 2.7 Breakdowns in negotiations are managed in accordance with the organisation's IR strategies/policies and <i>legal requirements</i> 2.8 Outcomes of agreements are monitored and evaluated 2.9 Remedial action is taken where groups or individuals fail to abide by agreements |

3. Manage conflict
- 3.1 Problem solving/grievance procedures are agreed and documented
 - 3.2 Individuals are trained in *conflict management techniques*
 - 3.3 Procedures are in place to ensure early advice/notification of grievances/conflicts/disputes within the organisation
 - 3.4 Causes of conflict/grievance are identified and alleviated/eliminated in accordance with organisational policies and legal requirements
 - 3.5 *Disputes resolution procedures* are followed with referral to external bodies as a last resort
 - 3.6 Specialist/expert advice is sought and considered where appropriate
 - 3.7 The organisation's position is strongly *advocated* by appropriate representatives both internally and within relevant jurisdiction
 - 3.8 Workplaces are monitored to minimise dysfunctional conflict
 - 3.9 *Conflict management procedures* are regularly reviewed and improved where appropriate

KEY COMPETENCIES

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	to assist in the understanding of IR concepts	3
Collecting analysing and organising information	to prepare for negotiations	3
Planning and organising activities	to implement IR strategies	3
Working with others and in teams	to aid the negotiation process	3
Using mathematical ideas and techniques	to analyse data	2
Solving problems	to minimise the impact of grievances and disputes	3
Using technology	to aid communication and record keeping	2

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

OHS considerations may include:

- establishment and maintenance of OHS training, records, induction processes
- performance against OHS legislation and organisation's OHS system, especially policies, procedures and work instructions

Long term industrial relations objectives may include:

- developing and maintaining the commitment of employees to workplace reform
- promoting more effective communication throughout the organisation
- achieving successful outcomes from negotiation and maintaining consultative processes with groups and individuals both inside and outside the organisation
- effective management of grievances, conflict situations and dispute resolution procedures
- introducing on-going workplace reform

Performance gaps means:

- situations where outcomes are less than those stated in the strategic objectives and may include:
 - lost time disputes
 - work bans/go slow
 - disruptive conflict
 - low/high turnover of labour
 - external interference
 - quality/OHS/environmental failure
 - productivity below budget
 - costs above budget
 - failure to meet strategic and/or operational objectives

Cost benefit analysis means:

- a calculation to determine whether the results/outcomes of a particular course of action are sufficient to justify the costs and risks in taking that action

Risk analysis means:

- a determination of the likelihood of a negative event preventing the organisation meeting its objectives and the likely consequences of such an event on organisational performance

Short to medium term means:

- from the present to the period extending over the next 12 months

Implementation plan may include:

- documented objectives, methodology and time frame
- project plan

Contingency plan may cover:

- unpredicted staff shortages
- unpredicted customer demand
- accidents or emergencies
- legal action/protection

Employer representative may include:

- line manager
- internal/external HR expert
- internal/external IR expert
- employer associations

Employee representative may include:

- employee chosen by peer
- union delegate
- union organiser/official

Certified means:

- Australian Workplace Agreements
- workplace and enterprise bargaining agreements

Legal requirements means:

- all relevant state and federal legislation, regulations, awards and agreements

Conflict management techniques/procedures may include those which deal with:

- dispute resolution procedures
- negotiating/bargaining
- controlling difficult situations using legal remedies

Disputes resolution procedures may include:

- informal organisational processes
- organisational policies/processes
- procedures enforceable under an award, agreement or Act of Parliament

Advocated may include:

- written or oral advocacy
- informal and formal

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence

- Actual performance of the negotiation/conflict management role
- Well organised development and documentation of strategies and plans which address all of the relevant IR matters between the organisation and its employees and clearly identify areas for improvement/reform
- Negotiation and conflict management skills which are able to deliver predetermined organisational outcomes

Underpinning Knowledge

- Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Industrial relations as a concept within an organisational context
- Workplace reform in a best practice context
- Role of employee representatives and employee organisations
- Case preparation and presentation techniques
- Negotiation and mediation techniques
- Relevant state and federal industrial relations systems
- Enterprise and workplace bargaining
- Changing economic, social, demographic, labour market conditions and educational trends
- Human resource strategy and planning
- Industrial relations policies and practices

At this level the learner must demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas.

Underpinning Skills

- Consultative and negotiation skills to develop IR strategies and implement them
- Project management skills to manage workplace reform and development of certified agreements
- Counselling skills where individuals are involved in conflict situations
- Communication skills to impart and explain knowledge on IR matters to managers and employees
- Debating and advocacy skills to put forward organisation's support of company objectives, both informally and in relevant jurisdictions
- Facilitation skills to work with groups to achieve consensus outcomes to problems in the workplace
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

- The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of Performance

- In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competency Levels

BSBMED201A**Unit Descriptor****Use basic medical terminology**

This unit covers understanding and responding to instructions, carrying out routine tasks and communicating with a range of internal/external clients in a Medical Office, using appropriate basic medical terminology.

This unit can be assessed alone or in combination with other units making up a job role.

This unit is from BSA97 Administration Training Package (enhanced).

Competency Field

Business Administration Services

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|---|--|
| 1. Respond appropriately to instructions which contain basic medical terminology | <ul style="list-style-type: none"> 1.1 Written and oral instructions using basic medical terminology are received, understood and documented 1.2 Checklists are used where appropriate 1.3 Abbreviations for commonly used medical terms and associated processes are understood 1.4 The policies and procedures of the medical practice are understood and adhered to 1.5 Clarification is sought where necessary |
| 2. Carry out routine tasks | <ul style="list-style-type: none"> 2.1 Basic medical terminology is used correctly in the completion of <i>routine tasks</i> 2.2 Assistance is sought from <i>designated person</i> as required |
| 3. Use appropriate basic medical terminology in oral and written communication with patients, fellow workers and health professionals | <ul style="list-style-type: none"> 3.1 Appropriate basic medical terminology is used as directed in oral communication with patients, fellow workers and health professionals 3.2 Appropriate basic medical terminology is used as directed in written communication with patients, fellow workers and health professionals 3.3 Basic medical terminology is spelt and pronounced correctly 3.4 Advice is sought from <i>designated person</i> with regard to basic medical term/s and accompanying process/es |

KEY COMPETENCIES

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	in seeking advice and clarification about terms and processes and abbreviations; using correct pronunciation; using correct spelling in writing records, histories and correspondence	1
Collecting analysing and organising information	including patient records, appointments and checklists of procedures using authoritative sources of definition	1
Planning and organising activities	in maintaining schedule for opening/closing of rooms, orderly processing of waiting patients	1
Working with others and in teams	with health professionals, supervisors, colleagues, patients and external businesses	1
Using mathematical ideas and techniques	(not applicable in this unit)	1
Solving problems	by assessing urgency of competing requests, dealing with difficult customers, determining confidentiality	1
Using technology	to process correspondence and patient records	1

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Basic medical terminology may include:

- knowledge of the fundamental word structure used in medical terms
- basic systems of the body (eg. skeletal, respiratory, cardiovascular, lymphatic)
- parts of the body
- interrelated functions of the body, locations and diseases (eg. functions of the skeletal system, locations of skeletal injuries, skeletal diseases)
- common medical conditions
- medical investigations and procedures
- injuries
- common abbreviations for medical and pharmacological terms (eg. BCG, HRT, IVP, tab, ante, ung)
- commonly used medical equipment and instruments
- departments/sections in a hospital
- common medications
- referrals
- medico-legal terminology at basic level

Written and oral instructions may include:

- notices
- referrals
- OHS signs and instructions
- diary entries
- telephone calls
- verbal instructions

Routine tasks may include:

- entering patient details into computer system
- filing patient notes
- maintaining patient information
- receiving and making telephone calls
- word processing
- processing correspondence
- preparing medical equipment
- storing and maintaining security of drugs
- receiving visitors and patients
- providing basic information to patients
- maintaining information to assist patients
- maintaining reception area, waiting room, consultation room
- ordering stock (eg. stationery and medical supplies)
- recording information
- opening the rooms at start of session
- closing rooms at end of session

Oral communication may include:

- verbal instructions
- confirming appointments
- answering routine telephone patient inquiries
- transferring calls
- paging staff
- interrupting doctor when necessary
- determining the urgency of patient presentations-by telephone or face to face

Written communication may include:

- memoranda
- letters
- forms
- routine correspondence
- patient records
- appointment diaries, cards
- telephone messages
- electronic messaging

Policies and procedures may include:

- telephone protocol
- correspondence format
- office practice manual
- OHS
- emergency procedures
- security, confidentiality and privacy procedures
- recording information
- cleanliness and hygiene
- accessing and updating files
- information specific to the enterprise
- abiding by local, state and federal legislation
- following instructions
- confidentiality and privacy
- RACGP Code of Practice for the Management of Health Information in General Practice
- RACGP Entry Standards for General Practices

Clarification may be sought from:

- medical dictionary
- office practice manual
- relevant handbook
- designated person

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence

- Abbreviations for basic medical terms and associated processes are identified and used where appropriate
- Basic medical terminology is spelt and pronounced correctly
- Routine communication is carried out in a professional manner using appropriate communication strategies, including clear language
- Confidentiality, security and privacy of information is maintained
- Activities and actions are carried out within local, state and federal legislation
- Instructions are followed
- Activities are well organised, executed in a timely fashion and any documents prepared or obtained are filed appropriately
- All written communication is self-checked for spelling errors, grammatical mistakes and missing words

Resource implications

The assessor must have access to appropriate documentation and resources normally found in the work environment and required to allow the job or task to be properly performed. These may include:

- appropriate legislation and regulations relevant to codes of conduct
- workplace manuals and reference materials such as a medical dictionary, procedural manuals and checklists
- appropriate technology such as computers with relevant software, tape recorder

Consistency in performance

This unit of competency will require evidence to be collected across a range of events, dealing with different issues workplace matters, and over a period of time to ensure that situational variables are consistently achieved.

Context of assessment

- Evidence of competency can be met in different situations, including:
 - on the job assessment
 - off the job assessment
 - placement in an enterprise
 - participation in a New Apprenticeship (traineeship) arrangement
 - use of a Practice Firm or simulated work environment
 - Recognition of Prior Learning, Recognition of Current Competencies (in skill areas where there has been no significant change to work practice in recent times).

Evidence gathering methods may include:

- demonstration
- questioning
- workplace performance
- simulation
- role-play
- projects/assignments
- third party reports

Underpinning Knowledge

- Office practice manual
- Relevant state/federal legislation
- Own and others' responsibilities
- Appropriate forms and recording requirements
- Appropriate external agencies

At this level the learner must demonstrate knowledge by recall in a narrow range of areas.

Underpinning Skills

- Literacy: interprets set procedures, policies, signs and instructions, uses correct spelling, grammar and punctuation
- Follows routine oral and written sequenced instructions
- Language: relays information, uses appropriate and correct medical terminology, uses correct pronunciation and sentence structures
- Communication: listens and questions to clarify terms and context
- Interpersonal: interacts with patients and others in an appropriate manner

BSBSBM401A**Unit Descriptor****Establish business and legal requirements**

The unit involves identifying and complying with business legal and administrative requirements. It is suitable for setting up or existing micro and small businesses or a department in a larger organisation.

This unit is related to BSBSBM404A Undertake business planning.

Competency Field

Business Management Services

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|---|---|
| 1. Identify and Implement business legal requirements | 1.1 Possible legal options for the business structure are identified
1.2 <i>Legislation, codes and regulatory requirements</i> affecting the structure and operations of the business are determined and procedures are developed and implemented to ensure full compliance |
| 2. Comply with legislation, codes and regulatory requirements | 2.1 Systems are established to ensure the <i>legal rights and responsibilities</i> of the business are identified, and the business is adequately protected, especially in regard to <i>Occupational Health and Safety</i> , business registration and environmental requirements
2.2 <i>Taxation principles and requirements</i> relative to the business are identified, and procedures are followed to ensure compliance
2.3 <i>Legal documents</i> are identified, carefully maintained and relevant <i>records</i> are kept and updated to ensure their ongoing security and accessibility
2.4 <i>Insurance requirements</i> are identified and adequate cover is acquired
2.5 Compliance with legal and regulatory requirements monitored
2.6 Investigations conducted to identify areas of non-compliance with legal and regulatory requirements and corrective action taken where required |
| 3. Negotiate and arrange contracts | 3.1 Legal advice on contractual rights and obligations is sought, if required, to clarify business liabilities
3.2 Potential products/services are investigated and assessed to determine <i>procurement rights</i> and to ensure protection of business interests where applicable
3.3 Conditions applying to production/provision of relevant products and services are investigated to ensure compliance with legal and contractual requirements as required
3.4 Contractual procurement rights for goods and services including <i>contracts with relevant people</i> , negotiated and secured as required in accordance with the business plan
3.5 Options for leasing/ownership of business premises identified and contractual arrangements completed in accordance with the business plan |

KEY COMPETENCIES

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	to establish business structure	2
Collecting analysing and organising information	to determine business legal requirements	3
Planning and organising activities	to comply with legal requirements for the business legal structure	3
Working with others and in teams	to obtain compliance with legal requirements	2
Using mathematical ideas and techniques	to support the business operation	2
Solving problems	to reduce risk and establish business legal structure	3
Using technology	to optimise business performance	1

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:

- award and enterprise agreements and relevant industrial instruments
- national, State/Territory and Local Government legislative requirements affecting business operation, especially in regard to Occupational Health and Safety and environmental issues, EEO, industrial relations and anti-discrimination
- relevant industry codes of practice

Occupational Health and Safety and requirements must include:

- establishing hazard management arrangements to identify workplace specific hazards
- establishing hazard management arrangements to assess and control the risks associated with workplace hazards including development of written safe operating procedures
- establishing OHS record keeping arrangements in accordance with regulatory requirements
- developing and implementing procedures to evaluate and review effectiveness of risk control measures
- the establishment and maintenance of a system for managing OHS
- OHS Duty of Care responsibilities (knowledge of legislation)

And may include:

- establishing arrangements to induct, train and provide information on workplace hazards and their control, to all workplace personnel
- developing workplace arrangements to consult employees

Legal options for the business structure may include:

- company, trust, partnership or sole trader structure or form of business recognised by law. It may be profit or non-profit based

And may be influenced by:

- preferences of owners
- requirements of financial backers
- confidentiality
- taxation
- superannuation
- ownership transfer
- partnership considerations

Ownership transfer considerations may include:

- ownership transfer may occur as a result of forced business closure, death, divorce, sale of business, buying out other partners, succession planning etc

Legislation, codes and regulatory requirements may include:

- local, state, national and international legislation and regulations affecting business operations such as: business registration, planning and other permissions, license to practice, franchising, agencies, licensing eg (Real Estate Agents, Customs Brokers), fire, occupational health and safety and environmental legislation, industrial, taxation including GST, copyright, patent trademark and design regulations, codes of practice, standards and anti-competition/monopoly, anti-trust and consumer legislation, Law of Torts

Legal rights and responsibilities may include:

- marketing the business in accordance with consumer legislation
- operating the business with a duty of care (Law of Torts)
- obligations imposed by choice of business structure

Taxation principles and requirements may include:

- tax file number, Australian Business number, GST registration, PAYG and withholding arrangements
- relevant taxation requirements/obligations for business

Legal documents may include:

- partnership agreements, constitution documents, statutory books for companies (Register of Members, Register of Directors and Minute Books), Certificate of Incorporation, Franchise Agreements and financial documentation, appropriate software for financial records

Recordkeeping may include but is not restricted to:

- personnel, financial, taxation, OHS and environmental

OHS recordkeeping may include:

- workers compensation and rehabilitation;
- hazardous substances register;
- material safety data sheets;
- manufacturers' and suppliers' information;
- OHS audits and inspections;
- first aid and medical; accident reports and investigations
- plant maintenance and testing;
- instruction & training

Insurance requirements may include:

- third party bodily injury on motor vehicles
- workers compensation
- any other insurance cover declared mandatory by State or Federal legislation

Procurement rights to products and services may include:

- royalties, copyright, patents, trademarks, registered design and applications, intellectual property, software licenses, franchises, agencies and any form of licensing

Contracts with relevant people may include:

- owners, suppliers, employees, landlords, agents, distributors, customers or any person with whom the business has, or seeks to have, a performance-based relationship

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence

- The capacity to implement a systematic approach to identifying, managing and meeting legal business requirements and
- Interpreting compliance data and formulating appropriate action

Underpinning Knowledge

- National, State/Territory and Local Government legislative requirements affecting business operation, especially in regard to Occupational Health and Safety and environmental issues, EEO, industrial relations and anti-discrimination
- Relevant OHS responsibilities and procedures
- Business registration and licensing requirements
- Legal rights and obligations of alternative ownership structures
- Relevant taxation and related legislative requirements and legal rights and responsibilities related to the business
- Bookkeeping and record keeping procedures to meet minimum financial and legal requirements
- Award and enterprise agreements, where required
- Industrial law relevant to recruitment and dismissal of employees
- Creation and termination of relevant legal contracts
- Duty of care imposed by Law of Torts
- Relevant industry codes of practice
- Relevant consumer legislation

At this level the learner must demonstrate understanding of a broad knowledge base incorporating some theoretical concepts.

Underpinning Skills

- Literacy skills to interpret legal requirements, develop company policies and procedures and analyse compliance information
- Communication, reporting and consultation skills necessary for the business operation
- Time management skills to prioritise tasks and to meet datelines
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

- The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of Performance

- In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range of Variables
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competency Levels at the end of this unit

BSBSBM402A**Unit Descriptor****Undertake financial planning**

This unit involves the development of a financial plan to support business viability. It is suitable for setting up or existing micro and small businesses or a department in a larger organisation.

This unit is related to BSBSBM404A Undertake business planning.

Competency Field

Business Management Services

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|---|---|
| 1. Analyse the financial requirements of the business | <ul style="list-style-type: none"> 1.1 Income and outgoing expenditure is identified and assessed to plan for business viability 1.2 Costs associated with the production and delivery of the business' products/services are identified and documented 1.3 Appropriate pricing strategies are identified in relation to market conditions to meet the profit targets of the business 1.4 Contribution margins of products/services are considered to obtain the optimum sales mix 1.5 Profit projections are prepared to supplement the business plan |
| 2. Develop a financial plan | <ul style="list-style-type: none"> 2.1 <i>Profit targets/goals</i> set to reflect owners desired returns 2.2 Working capital requirements necessary to attain profit projections are identified 2.3 Non-current asset requirements are identified and alternative asset management strategies considered 2.4 <i>Cash flow projections</i> are prepared to enable business operation in accordance with the business plan and legal requirements 2.5 Capital investment requirements are identified accurately for each operational period 2.6 Budget targets are selected to enable ongoing monitoring of financial performance |
| 3. Acquire finance | <ul style="list-style-type: none"> 3.1 Startup and ongoing financial requirements identified according to financial plan/budget 3.2 Sources of finance, including potential <i>financial backers</i>, to provide required liquidity for the business are identified to complement business goals and objectives 3.3 Cost of securing finance on optimal terms is investigated 3.4 Strategies to obtain finance are identified as required to ensure financial viability of the business |

KEY COMPETENCIES

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	to obtain and convey financial information	2
Collecting analysing and organising information	to acquire and plan finances	2
Planning and organising activities	to comply with legal requirements and plan finances	2
Working with others and in teams	to obtain finance and financial information	2
Using mathematical ideas and techniques	to plan and maintain finances	2
Solving problems	to maximise business financial viability	2
Using technology	to optimise business performance	2

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:

- award and enterprise agreements and relevant industrial instruments
- national, State/Territory and Local Government legislative requirements affecting business operation, especially in regard to Occupational Health and Safety and environmental issues, EEO, industrial relations and anti-discrimination
- relevant industry codes of practice

Costs may include:

- direct/indirect costs
- fixed, variable, semi-variable costs

Pricing strategies may include:

- cost/volume/profit analysis
- competitor analysis
- market conditions
- perceived value
- penetration pricing
- skimming
- discounting

Pricing methods may include:

- mark up on cost
- hourly chargeout rates
- unit cost of production

Profit targets/ goals may include:

- desired return on investment
- desired actual/notional salary for owner/manager(s)
- sales turnover/gross fees or income
- cost of goods/services sold
- gross profit/net profit
- breakeven point

Financial plan may include:

- working in conjunction with external consultants e.g. investment analyst, accountant/s, financiers
- the current financial state of the enterprise (or owner/operator)
- financial performance to date (if applicable)
- likely return on investment
- a review of financial inputs required (sources and forms of finance)
- projections of likely financial results (budgeting)
- projected profit targets, pricing strategies, margins
- profit, turnover, capital and equity targets
- risks and measures to manage or minimise risks
- working, fixed, debt and equity capital
- non-recurrent assets calculations
- projections may vary depending on the importance of such information and the stage in the life of the business
- monthly, quarterly or annual returns
- analysis of sales by product/service, identifying where they were sold and to whom
- estimates of profit and loss projections for each forward period
- cash flow estimates for each forward period
- resources required to implement the proposed marketing and production strategies (staff, materials, plant and equipment)

Cash flow projections may include:

- customer credit policy/debt recovery
- anticipated receipts
- anticipated payments
- taxation provisions

Financial backers may include:

- financiers/banks/lending institutions
- shareholders/partners/owners

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence

- Development of a financial plan which identifies the financial requirements of the business, including profit targets, cash flow projections and strategies for the acquisition of finance

Underpinning Knowledge

- National, State/Territory and Local Government legislative requirements affecting business operation, especially in regard to Occupational Health and Safety and environmental issues, EEO, industrial relations and anti-discrimination
- Financial decision making relevant to the business
- Basic costing for the business, including margin/mark-up, hourly chargeout rates and unit costs
- Breakeven analysis
- Working capital cycles
- Methods and relative costs of obtaining finance
- Purpose of financial reports
- Relevant accounting terminology
- Basic accounting principles
- principles of budgeting
- Principles for preparation of profit and loss statements
- Principles for preparation of balance sheets
- Principles for preparation of cash flow forecasts

At this level the learner must demonstrate understanding of a broad knowledge base incorporating some theoretical concepts.

Underpinning Skills

- Numeracy concepts to analyse financial information regarding the business
- Communication including reporting
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range of Variables
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competency Levels earlier in this unit

BSBSBM403A**Unit Descriptor****Promote the business**

This unit covers the development and implementation of marketing strategies and the monitoring and improvement of market performance. It is suitable for setting up or existing micro and small businesses or a department in a larger organisation.

This unit is related to BSBSBM404A Undertake business planning.

Competency Field

Business Management Services

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|---|---|
| 1. Develop marketing strategies | <ul style="list-style-type: none"> 1.1 The business and its key products or services are analysed to determine the focus of marketing activities in accordance with the objectives of the business plan 1.2 Customer base and target market for the business are evaluated as a basis for marketing strategies 1.3 <i>Marketing objectives</i> and strategies are determined in consultation with <i>relevant people</i> in accordance with the business plan |
| 2. Determine a marketing mix for the business | <ul style="list-style-type: none"> 2.1 Product mix, volumes and <i>pricing</i> are balanced to optimise sales and profit 2.2 The costs and benefits of using <i>different distribution channels</i> and/or providing different <i>levels of customer service</i> are evaluated and the results considered in determining the marketing mix 2.3 Promotional activities are determined to suit the target market 2.4 Customer needs and preferences are considered in determining the marketing mix 2.5 Marketing mix is determined according to market and business needs |
| 3. Implement marketing strategies | <ul style="list-style-type: none"> 3.1 Persons involved in the marketing effort are briefed on their roles and responsibilities to ensure the success of marketing strategies 3.2 <i>Promotional activities</i> are planned and implemented in accordance with marketing objectives and budgetary requirements |
| 4. Monitor and improve marketing performance | <ul style="list-style-type: none"> 4.1 Ongoing monitoring of marketing activities and evaluation of business performance is conducted according to the objectives and targets of the business plan 4.2 <i>Performance gaps</i> analysed and corrective action taken or new targets set 4.3 All relevant people are encouraged to propose ways to improve marketing performance 4.4 <i>Customer reaction</i> to all aspects of the marketing mix is sought and analysed to improve targeting and outcomes 4.5 Ongoing research of customer requirements is conducted to identify <i>opportunities for change</i> and improvement 4.6 Changes in market opportunities are monitored and investigated for new business opportunities to aid business development |

KEY COMPETENCIES

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	to consult with relevant people	2
Collecting analysing and organising information	to develop marketing strategies	2
Planning and organising activities	to implement to marketing strategy	3
Working with others and in teams	to gain support for the plan	2
Using mathematical ideas and techniques	to research market needs	2
Solving problems	to determine the optimum marketing mix	3
Using technology	to optimise business performance	2

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:

- award and enterprise agreements and relevant industrial instruments
- National, State/Territory and Local Government legislative requirements affecting business operation, especially in regard to Occupational Health and Safety and environmental issues, EEO, industrial relations and anti-discrimination
- relevant industry codes of practice

Marketing strategies may include:

- product design and packaging
- pricing, presentation and display of products/services
- promotion and advertising
- product range and mix
- distribution
- achieving lower costs of production and distribution than competitors
- pursuing cost leadership and/or product differentiation within a specialist market segment
- creating a very different product line or service so that the business becomes a class leader in the industry

Relevant people may include:

- owner/operator, partners
- financial backers, clients
- accountant or other specialist services
- family members, work team members, sub-contractors
- franchise agency
- trade or industry associations
- regulatory bodies

Marketing mix may include:

- technical features, design
- quality, range
- safety features
- pricing
- promotion, distribution
- level of service

Distribution channels may include:

- self-access, wholesale, retail
- distributor, delivery service, mail order, telesales
- dealer, re-seller, franchisee

Level of customer service may include:

- sales assistance for problems/queries only
- one-on-one personal service
- after sales service

Promotional activities may include:

- advertising in national suburban or local newspapers
- web site
- word of mouth, referral, testimonials
- professional/industry journals
- advertising on radio or television
- mail drops
- display posters
- canvassing and telephone canvassing
- exhibitions, in-store promotions
- sponsorship
- the development of networks and strategic alliances
- staff development programs to enhance customer service orientation

Performance gaps may include:

- under or over achievement of performance targets

Customer reaction may be determined through:

- survey/other feedback mechanisms
- informal discussion
- customer meetings, focus groups
- sales to contact ratio
- trend analysis
- identification of new business opportunities

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

- Critical Aspects of Evidence**
- Ability to develop a marketing strategy and choice of marketing mix to complement the business plan
 - Ability to implement and monitor the marketing strategy/plan to optimise the chances of business success

- Underpinning Knowledge**
- National, State/Territory and Local Government legislative requirements affecting business operation, especially in regard to Occupational Health and Safety and environmental issues, EEO, industrial relations and anti-discrimination
 - relevant marketing concepts and methods
 - relevant market analysis and research
 - methods of developing marketing objectives and marketing mix
 - methods of analysing costs and benefits of marketing strategies
 - methods of monitoring customer satisfaction
 - industry market trends

At this level the learner must demonstrate understanding of a broad knowledge base incorporating some theoretical concepts.

- Underpinning Skills**
- literacy and numeracy skills to research information and to interpret market data
 - communication including questioning, clarifying, reporting
 - numeracy skills for data analysis
 - ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of Performance In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range of Variables
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
Add in additional industry requirements if appropriate
- Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competency Levels earlier in this unit

BSBSBM404A**Unit Descriptor****Undertake business planning**

This unit covers the research and development of an integrated business plan for achieving business goals and objectives. It is suitable for setting up or existing micro and small businesses or a department in a larger organisation.

This unit is related to BSBSBM301 Research business opportunities. Consider co-assessment with BSBSBM401 Establish business and legal requirements, BSBSBM402 Undertake financial planning and BSBSBM403 Promote the business.

Competency Field

Business Management Services

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|--|--|
| 1. Identify elements of a business plan | <ul style="list-style-type: none"> 1.1 Components of a business plan relevant to a <i>business opportunity</i> identified and reviewed 1.2 Purpose of the <i>business plan</i> is identified 1.3 <i>Business goals and objectives</i> are identified and documented, as a basis for measuring business performance |
| 2. Develop a business plan | <ul style="list-style-type: none"> 2.1 The <i>business plan</i> demonstrates research into customer needs, resources and legal requirements especially occupational health and safety, in accordance with business goals and objectives 2.2 The <i>financial plan</i> identifies sources and costs of finance to provide required liquidity and profitability for the business 2.3 <i>Marketing/ promotion strategies</i> identify methods to promote the market exposure of the business 2.4 <i>Production/operations plan</i> identifies methods/means of production/operation to conform with business goals and objectives 2.5 <i>Staffing</i> requirements, are identified as required to effectively produce/deliver products/services 2.6 <i>Specialist services</i> and sources of advice are identified where required, and costed in accordance with resources available |
| 3. Develop strategies for minimising risks | <ul style="list-style-type: none"> 3.1 Specific interests and objectives of <i>relevant people</i> are identified and their support of the planned business direction is sought and confirmed 3.2 <i>Risk management strategies</i> are identified and developed according to business goals and objectives and relevant legal requirements 3.3 <i>Contingency plan</i> is developed to address possible areas of non conformance to plan |

KEY COMPETENCIES

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	to gain support for the business plan	2
Collecting analysing and organising information	to develop a business plan	3
Planning and organising activities	to support the business operation	3
Working with others and in teams	to plan staffing and supply of goods and services	2
Using mathematical ideas and techniques	to aid financial planning	3
Solving problems	to support business planning	3
Using technology	to aid business planning	1

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:

- award and enterprise agreements and relevant industrial instruments
- national, State/Territory and Local Government legislative requirements affecting business operation, especially in regard to Occupational Health and Safety and environmental issues, EEO, industrial relations and anti-discrimination
- relevant industry codes of practice

Occupational Health and Safety issues must include:

- management of the organisation and operation of OHS as part of the business plan
- procedures for managing hazards in the workplace (identify, assess & control)
- identification of specific hazard issues such as occupational violence, security, manual handling, equipment and hazardous substances.
- Provisions for ensuring safety of members of the public and contractors visiting the premises/worksite.

Business plan may include:

- proposed size and scale of the business
- market focus of the business
- marketing requirements
- sources of funding
- need to raise finance and requirements of lenders
- level of risk involved, risk assessment and management
- stages in the business development
- business opportunities
- resources required and available
- details of ownership/management
- staffing
- organisation/operational arrangements
- specialist services and sources of advice which may be required
- finance, expenditure statement, balance sheet and cash flow forecast, projections for the initial years of operation
assumptions underlying the business plan, expected level of inflation and taxation, expected trend of interest rate, capital expenditure and its timing, stock turnover, debtors collection period, creditor payment period, return on investment
- recognition of any seasonal or cyclical (time-based) elements which are crucial to the success of the enterprise

Business opportunities may be influenced by:

- expected financial viability,
- skills of operator
- amount and types of finance available

Business goals and objectives may include:

- goals, objectives, plans, systems and processes
- short, medium or long term goals
- financial projections
- customer needs/marketing projections
- proposed size and scale of the business
- market focus of the business
- lifestyle issues

Financial plan may include:

- the current financial state of the enterprise (or owner/operator)
- financial performance to date (if applicable)
- likely return on investment
- a review of financial inputs required (sources and forms of finance)
- projections of likely financial results (budgeting)
- projected profit targets, pricing strategies, margins
- profit, turnover, capital and equity targets
- risks and measures to manage or minimise risks
- working, fixed, debt and equity capital
- non-recurrent assets calculations
- projections may vary depending on the importance of such information and the stage in the life of the business
- monthly, quarterly or annual returns
- analysis of sales by product/service, identifying where they were sold and to whom
- estimates of profit and loss projections for each forward period
- cash flow estimates for each forward period
- resources required to implement the proposed marketing and production strategies (staff, materials, plant and equipment)

Financial resources may include:

- personal, financial institutions, trade/industry sources
- government sources eg. Federal and State governments which provide various forms of technical and financial assistance including direct cash grants, subsidies, tax concessions and professional and technical advice

Financial backers may include:

- owner, family and friends
- providers of venture capital
- banks or finance companies
- leasing and hire purchase financiers

Production/operations plan may include:

- options for production, delivery, technical and customer service and support
- means of supply and distribution
- operational targets and action plan may include short, medium or long term goals
- customer requirements, market expectations, budgetary constraints
- industrial relations climate and quality assurance considerations

Staffing requirements may include:

- owner/operator
- full-time, part-time staff, permanent, temporary or casual staff
- sub-contractors or external advisers/consultants

Specialist services may include:

- accountants
- lawyers and providers of legal advice
- government agencies
- industry/trade associations
- online gateways
- business brokers/business consultants

Relevant people may include:

- owner/operator, partners, financial backers
- family members
- clients
- suppliers
- franchise agency
- trade or industry associations
- regulatory bodies

Risk management strategies may include:

- security systems to provide physical security of premises, plant, equipment, goods and services
- security of intellectual property
- knowledge management
- breach of contract, product liability
- measures to manage risk including securing appropriate insurance to cover loss of earnings through sickness/accidents, drought, flood, fire, theft, professional indemnity

And must include:

- Occupational Health and Safety requirements

Contingency plan may include:

- disturbances to cash flow, supply and/or distribution
- sickness or personal considerations

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence

- The development of a business plan which provides for finance, marketing and provision of products/ services to facilitate the business goals and objectives
- Ability to identify and plan for Occupational Health and Safety, Duty of Care responsibilities (knowledge of relative legislation)

Underpinning Knowledge

- National, State/Territory and Local Government legislative requirements affecting business operation, especially in regard to Occupational Health and Safety and environmental issues, EEO, industrial relations and anti-discrimination
- OHS responsibilities and procedures for identifying hazards relevant to business
- reasons for and benefits of business planning
- planning processes
- preparation of a business plan
- setting goals and objectives
- methods of evaluation
- types of business planning:- feasibility studies, strategic, operational, financial planning
- relevant industry codes of practice
- principles of risk management relevant to business planning

At this level the learner must demonstrate understanding of a broad knowledge base incorporating some theoretical concepts.

Underpinning Skills

- Literacy skills to enable interpretation of business information,
- Communication skills relevant to business performance
- Numeracy skills for data analysis
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

These may include:

- Computer equipment
- Business references such as relevant legislation and regulation relating to the business operation especially OHS requirements

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range of Variables
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competency Levels earlier in this unit

BSBSBM405A**Unit Descriptor****Monitor and manage business operations**

This unit is concerned with the operation of the business and with implementing the business plan. The strategies involve monitoring, managing and reviewing operational procedures. It is suitable for existing micro and small businesses or a department in a larger organisation.

Competency Field

Business Management Services

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|-------------------------------------|--|
| 1. Develop operational strategies | <ul style="list-style-type: none"> 1.1 Action plan is developed to provide a clear and coherent direction in accordance with the <i>business goals and objectives</i> 1.2 Occupational Health and Safety and environmental issues are identified and strategies implemented to minimise risk factors 1.3 Strategies for using existing, new or emerging technologies are developed and implemented where practicable to optimise business performance 1.4 Performance measures, operational targets and quality assurance issues are developed to conform with the business plan 1.5 Structured approach to innovation, including the utilisation of existing, new or emerging technologies, is developed to respond to changing customer requirements |
| 2. Implement operational strategies | <ul style="list-style-type: none"> 2.1 Systems and key performance indicators/targets are implemented to monitor business performance and customer satisfaction 2.2 Systems to control stock, expenditure/cost, wastage/shrinkage and risks to health & safety are implemented in accordance with the business plan 2.3 Staffing requirements, where applicable, are maintained within budget to maximise productivity 2.4 The provision of goods/services is carried out in accordance with established <i>technical</i>, legal and ethical <i>standards</i> 2.5 The provision of goods/services meets time, cost and quality specifications in accordance with customer requirements 2.6 Quality procedures are applied to address product/service and customer requirements |
| 3. Monitor business performance | <ul style="list-style-type: none"> 3.1 The achievement of operational targets is regularly monitored/reviewed to ensure optimum business performance in accordance with the goals and objectives of the business plan 3.2 Systems and structures are reviewed, with a view to more effectively supporting business performance 3.3 Operating problems are investigated and analysed to establish causes, and changes implemented as required 3.4 Operational policies and procedures are changed to incorporate corrective action taken |
| 4. Maintain networks | <ul style="list-style-type: none"> 4.1 Relevant personal and professional networks identified and maintained to support business operation 4.2 Strategies developed for use of networks to assist in promoting the business and for monitoring changing business requirements |

5. Review business operations
- 5.1 Business plan is reviewed and adjusted as required to maintain business viability in accordance with business goals and objectives
 - 5.2 Proposed changes are clearly recorded to aid future planning and evaluation
 - 5.3 Ongoing research into new business opportunities is undertaken and business goals and objectives adjusted as new business opportunities arise

KEY COMPETENCIES

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	to deal with customers, suppliers and staff	3
Collecting analysing and organising information	to assist in business operation	3
Planning and organising activities	to support and enhance the business operation	3
Working with others and in teams	to build the business	3
Using mathematical ideas and techniques	to support the business operation	2
Solving problems	to reduce risk and enhance business opportunities	3
Using technology	to optimise business performance	1

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:

- award and enterprise agreements and relevant industrial instruments
- national, State/Territory and Local Government legislative requirements affecting business operation, especially in regard to Occupational Health and Safety and environmental issues, EEO, industrial relations and anti-discrimination
- relevant industry codes of practice

**Operational strategies/
procedures may be
determined by:**

- business premises (eg size, location, layout)
- purchase (sole or shared ownership) or leasing.
- premises, plant and equipment may be new or previously owned.
- requirements may be one-off requirements or recurrent requirements (such as equipment maintenance) specific to the nature of the business
- use of existing, new and emerging technologies including e-commerce
- plant and equipment , including OHS requirements
- physical and natural resources
- methods/techniques/technology
- management and administrative systems and procedures
- technology
- raw materials

**Occupational Health and
Safety and environmental
issues must include:**

- establishment and maintenance of procedures for identifying risks to health and safety
- establishment and maintenance of procedures for assessing and controlling risks
- controls may include instructions to workplace personnel concerning: site hazards and controls, material safety data sheets, use of personal protective equipment, vehicle access, signs and barricades, traffic control, outside contractors
- waste and by-products

**Business goals and
objectives may include:**

- goals, objectives, plans, systems and processes
- short, medium or long term goals
- financial projections
- customer needs/marketing projections
- proposed size and scale of the business, market focus of the business
- lifestyle issues

**Business outputs may
include:**

- products
- services

**Operational targets may
include:**

- internal targets which may relate to size, quality, quantity and diversity, wages to sales, sales to area/stock levels/stock turnover/average debtor payment periods and levels
- external targets which may relate to market share and positioning and may involve exploring new markets, building national or international trade links
- targets which may be short, medium or long term
- staffing level and skills mix

**Technical standards may
include:**

- any current and generally agreed descriptions of what the product/service is, how it should be produced/delivered and the quality, safety, efficiency or other measures to determine the activity is done effectively

Networks may include:

- personal contacts
- professional associations
- business/ industry association contacts
- formal/ informal/ individual/ group/ organisational contacts

And may assist in the provisions of information on:

- business trends
- changes in business environment
- client requirements
- technical support
- financial advice

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence

- ability to develop strategies to successfully manage the operation of the business by interpreting information and
- making appropriate adjustments to the business operations as required

Underpinning Knowledge

- National, State/Territory and Local Government legislative requirements affecting business operation, especially in regard to Occupational Health and Safety and environmental issues, EEO, industrial relations and anti-discrimination
- OHS responsibilities and procedures for managing hazards
- technical or specialist skills relevant to the business operation
- relevant industry codes of practice
- identification of relevant performance measures
- quality assurance principles and methods
- role of innovation
- principles of risk management relevant to the business, including risk assessment
- relevant marketing, sales and financial concepts
- methods for implementing operation and revenue control systems
- systems to manage staff, control stock, expenditure, services and customer service
- methods for monitoring performance and implementing improvements
- methods for developing and maintaining networks

At this level the learner must demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas.

Underpinning Skills

- literacy skills to interpret legal requirements, company policies and procedures
- communication skills including questioning, clarifying, reporting
- numeracy skills for performance information and financial control
- technical skills as relevant to the business
- ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations.

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range of Variables
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competency Levels earlier in this unit

BSBSBM406A**Unit Descriptor****Manage finances**

This unit involves the implementation, monitoring and review of strategies for the ongoing management of finance. It also includes day-to-day financial management of the business. It is suitable for existing micro and small businesses or a department in a larger organisation.

Competency Field

Business Management Services

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|----------------------------------|---|
| 1. Maintain financial records | <p>1.1 <i>Financial information</i> requirements are identified and <i>specialist services</i> obtained, as required, to profitably operate and extend the business in accordance with the business plan</p> <p>1.2 Financial information records are identified to meet the needs of the business in accordance with legal requirements</p> <p>1.3 <i>Relevant accounting</i> procedures maintained according to legal requirements and/or specialist services sought as required</p> <p>1.4 Administration and financial record keeping procedures are developed and documented in accordance with legal requirements</p> |
| 2. Implement financial plan | <p>2.1 Financial budgets/projections, including cash flow estimates, are produced as required for each forward period, and distributed to <i>relevant people</i> in accordance with legal requirements</p> <p>2.2 Business capital is negotiated/ secured/ managed to best enable implementation of the business plan and meet the requirements of <i>financing bodies</i></p> <p>2.3 Taxation records are maintained and reporting requirements complied with</p> <p>2.4 Strategies to enable adequate financial provision for taxation developed and maintained in accordance with legal requirements</p> <p>2.5 Client <i>credit policies</i> including contingencies for debtors in default are developed, monitored and maintained to maximise cash flow</p> <p>2.6 Key performance indicators are selected to enable ongoing monitoring of financial performance</p> <p>2.7 Financial procedures are recorded and communicated to relevant people to facilitate implementation of the business plan</p> |
| 3. Monitor financial performance | <p>3.1 Financial performance targets are regularly monitored and reported and data is gathered to establish the extent to which the financial plan has been met</p> <p>3.2 Marketing and operational strategies are monitored for their effects on the financial plan</p> <p>3.3 Financial ratios are calculated and evaluated according to own/industry benchmarks</p> <p>3.4 Financial plan is assessed to determine whether variations or alternative plans are indicated and changed as required</p> <p>3.5 Appropriate action is taken to ensure the achievement of profit and return to enable business operation in accordance with the business plan and legal requirements</p> |

KEY COMPETENCIES

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	to obtain and convey financial information	2
Collecting analysing and organising information	to acquire and manage finances	3
Planning and organising activities	to comply with legal requirements and manage finances	2
Working with others and in teams	to obtain financial information	2
Using mathematical ideas and techniques	to plan and maintain finances	2
Solving problems	to maximise business financial viability	3
Using technology	to optimise business performance	3

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:

- award and enterprise agreements and relevant industrial instruments
- national, State/Territory and Local Government legislative requirements affecting business operation, especially in regard to Occupational Health and Safety and environmental issues, EEO, industrial relations and anti-discrimination
- relevant industry codes of practice

Financial information may include:

- financial budgets
- business capital
- cash flow forecasts
- statements/forecasts
- bookkeeping/accounting/stock/job costing records
- asset registers
- profit and loss statements
- balance sheets
- payroll records, superannuation entitlements
- accrual of staff leave/entitlements
- taxation returns including GST
- business activity statements
- ratios for profitability, liquidity/efficiency/financial structure
- risk management
- financial indicators may be short, medium and/or long term
- asset management strategies which may include:
 - owning, leasing, sharing, syndicating
 - maintaining and deploying assets

Relevant accounting procedures may include:

- accrual/cash
- single entry/double entry
- manual/computerised

Specialist services may include:

- accountants
- lawyers and providers of legal advice
- government agencies
- industry/trade associations
- online gateways
- business brokers/business consultants

Relevant people may include:

- owner/operator
- partners
- financial backers
- family members
- franchise agency
- trade or industry associations
- regulatory bodies

Legal requirements may include:

- contractual arrangements (eg partnership agreements, trust deeds)
- corporations law
- industrial law (for payroll records)
- taxation law

Financial bodies may include:

- financiers/banks/lending institutions
- shareholders/partners/owners

Credit policies may include:

- debt collection
- trading terms
- credit limits
- payment options
- credit references

Financial ratios may include:

- Gross profit percentage
- Net profit percentage
- Expense percentages
- Stockturn rates
- Staff productivity measures
- Return on investment/Return on total assets
- Current ratio
- Liquid ratio
- Days stock on hand
- Days debtors outstanding
- Proprietary/debt ratio

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence

- Ability to develop, implement and review strategies for the ongoing management of finance and
- To maintain day-to-day financial management of the business as well as implementation of broad financial strategies.

Underpinning Knowledge

- National, State/Territory and Local Government legislative requirements affecting business operation, especially in regard to Occupational Health and Safety and environmental issues, EEO, industrial relations and anti-discrimination
- Financial decision making relevant to the business
- Basic knowledge of specific tax requirements relevant to the individual industry
- Legal obligations for record keeping
- Processing financial transactions
- Basic accounting principles (single entry/double entry)
- Purpose of financial reports
- Financial ratios
- Interpretation of comparative profit and loss statements
- Interpretation of comparative balance sheets
- Preparation and interpretation of budget/actual reports
- Stock records/stock control relevant to the business
- Benchmarking
- Methods and relative costs of obtaining finance

At this level the learner must demonstrate understanding of a broad knowledge base incorporating some theoretical concepts.

Underpinning Skills

- Literacy skills to interpret legal requirements, company policies and procedures
- Communication including reporting
- Numeracy skills to undertake financial calculations
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competency Levels earlier in this unit

BSBSBM407A**Unit Descriptor****Manage a small team**

This unit covers planning and managing staff. It involves industrial relations, staff selection, staff records, induction, training and team development to enhance business operations. It is suitable for existing micro and small businesses or a department in a larger organisation.

Competency Field

Business Management Services

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|--|--|
| 1. Develop staffing plan | <p>1.1 <i>Staffing requirements</i> to allow the business to run effectively are determined in accordance with business requirements as outlined in the business plan</p> <p>1.2 Existing skills/competencies of self and staff are identified and compared with business requirements to identify any gaps</p> <p>1.3 <i>Policies</i> and procedures are developed to address recruitment, performance measures, induction, training and professional development needs of owner/s and staff in accordance with the business plan</p> |
| 2. Recruit, induct and train the team | <p>2.1 Job description and competencies required, clearly identified in accordance with business requirements, and employment vacancies advertised</p> <p>2.2 Information obtained from each candidate judged against specified selection criteria and selection decided in accordance with business and legal requirements</p> <p>2.3 New staff members inducted</p> <p>2.4 Team members made aware of their responsibilities and performance requirements as soon as practicable and opportunities taken to coach team members who are unfamiliar with business procedures</p> <p>2.5 Systematic approach to training is taken, including demonstration and explanation, as appropriate to the skill or job being taught</p> |
| 3. Address industrial relations issues | <p>3.1 Workplace rights and obligations of employers and employees are clarified in accordance with legal requirements</p> <p>3.2 Staff counselled if required, in a positive and constructive manner, and outcomes recorded accurately</p> |
| 4. Maintain staff records | <p>4.1 <i>Staff records system</i> developed to provide timely and accurate information in accordance with confidentiality and legal requirements</p> <p>4.2 System for recording and retrieving personnel and payroll information monitored, accurately maintained and specialist advice sought where required</p> |

5. Manage staffing issues
- 5.1 Contribution and skills of self and other team members are regularly reviewed to ensure performance is in line with agreed performance measures
 - 5.2 Staffing requirements are noted, monitored and adjusted especially in regard to the balance between operational and support personnel according to changing business requirements
 - 5.3 Allocation of staff to particular tasks/functions is continually monitored and reviewed in the light of business requirements and corrective action taken promptly as required
 - 5.4 Opportunities for staff to discuss work related issues regularly provided
 - 5.5 *Contingency plan* developed to cope with unexpected or extreme situations and appropriate corrective action taken as required
6. Review team performance
- 6.1 Positive and constructive relationships developed with and between *team members*
 - 6.2 Team objectives in support of business goals are reviewed and updated on a regular basis in consultation with team members
 - 6.3 Strengths and weaknesses of team identified against current and expected work requirements
 - 6.4 Time is scheduled on regular basis, for team members to review work operations to maintain and improve operational efficiency
 - 6.5 Team members are encouraged to monitor their own performance, suggest improvements and to identify professional development needs in accordance with personal and business requirements

KEY COMPETENCIES

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	to aid team development	3
Collecting analysing and organising information	to plan for and manage a small team	2
Planning and organising activities	to manage staffing issues	2
Working with others and in teams	to develop and train a team	3
Using mathematical ideas and techniques	to plan, record and report on staffing issues	2
Solving problems	to reduce conflict and maximise productivity	3
Using technology	to optimise business performance	2

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:

- award and enterprise agreements and relevant industrial instruments
- national, State/Territory and Local Government legislative requirements affecting business operation, especially in regard to Occupational Health and Safety and environmental issues, EEO, industrial relations and anti-discrimination
- relevant industry codes of practice

Staffing requirements may include:

- self only, family and/or friends
- number of staff
- time commitment, performance expectations
- responsibilities, competencies required
- full-time, part-time, permanent, temporary or casual
- sub-contractors or external advisors/consultants

Staff policies must include:

- recruitment and selection
- training, induction
- occupational health and safety
- employment conditions, equal opportunity, anti-discrimination, cultural diversity

Industrial relations matters may include:

- awards and/or industrial agreements and relevant industrial instruments
- counselling, dismissal procedures

Staff Records system must include:

- job/position descriptions
- employee records (including tax file number, remuneration, leave and training records etc)
- disciplinary and grievance procedures
- records of taxation and superannuation payments made
- occupational health and safety record

Performance measures may include:

- performance of key people
- overall productivity of the staff
- staff morale, work ethic, work satisfaction
- ratio of direct workers to those who support, supervise or manage them
- ratio of sales dollars per employee
- percentage of chargeable hours/days per week

Contingency plan may include:

- occupational health and safety
- environmental issues
- unpredicted staff shortages
- unpredicted customer demand/busy periods
- fluctuating workloads
- accidents or emergencies

Team members may include:

- owner/s, partners, family members, staff
- people with varying competencies and training
- people with varying culture and language

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence

- ability to manage a small team including staff selection, staff records, induction, training and
- develop and maintain team performance to enhance business operations

Underpinning Knowledge

- National, State/Territory and Local Government legislative requirements affecting business operation, especially in regard to Occupational Health and Safety and environmental issues, EEO, industrial relations and anti-discrimination
- OHS responsibilities and procedures for managing hazards
- Relevant industry awards/enterprise agreements
- Equal opportunity, anti-discrimination legislation
- Staff counselling, grievance and disciplinary procedures
- Unfair dismissal legislation and procedures

At this level the learner must demonstrate understanding of a broad knowledge base incorporating some theoretical concepts.

Underpinning Skills

- Literacy skills to interpret legal requirements and compile reports
- Conflict resolution
- Communication skills including ability to relate to staff
- Team building and motivation skills
- Training/coaching skills
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range of Variables
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
Add in additional industry requirements if appropriate
- Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competency Levels earlier in this unit

CHCCS405A**Work effectively with culturally diverse clients and co-workers****Unit Descriptor**

This unit deals with the cultural awareness required for effective communication and cooperation with persons of diverse cultures.

Unit Sector

No Sector Assigned

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|---|---|
| 1. Apply an awareness of culture as a factor in all human behaviour | 1.1 Work practices followed are culturally appropriate
1.2 Work practices followed create a culturally and psychologically safe environment for all persons
1.3 Work practices are reviewed and modified in consultation with persons from diverse cultural backgrounds |
| 2. Contribute to the development of relationships based on cultural diversity | 2.1 Respect for cultural diversity is demonstrated in all communication and interactions with clients, colleagues and customers
2.2 Specific strategies are used to eliminate bias and discrimination in dealing with clients and co-workers |
| 3. Communicate effectively with culturally diverse persons | 3.1 Respect for cultural diversity is demonstrated in all communication with clients, their families staff, customers and others
3.2 Communication is used constructively to develop and maintain effective relationships, mutual trust and confidence
3.3 Where language barriers exist, efforts are made to communicate in the most effective way possible
3.4 Assistance is sought from interpreters or other persons as required |
| 4. Resolve cross-cultural misunderstandings | 4.1 Issues that may cause conflict are identified
4.2 If difficulties or misunderstandings occur, cultural differences are considered
4.3 Effort is made to sensitively resolve differences, taking account of cultural considerations
4.4 Difficulties are addressed with appropriate people and assistance sought when required |

RANGE STATEMENT**Work practices may relate to:**

- Dealing with persons of diverse race, ethnicity, class, ability, sexual preference and age
- Compliance with duty of care policies of the organisation
- Collection and provision of information
- Communication
- Provision of assistance
- Contact with families and carers
- Physical contact
- Care of deceased persons
- Handling personal belongings
- Provision of food services

Work practices that are culturally appropriate would be non-discriminatory and free of bias, stereotyping, racism and prejudice.

Cultural diversity may include:

- Ethnicity
- Race
- Language
- Cultural norms and values
- Religion
- Beliefs and customs
- Kinship and family structure and relationships
- Personal history and experience, which may have been traumatic
- Gender and gender relationships
- Age
- Disability
- Sexuality
- Special needs

Communication may be:

- Verbal
- Appropriate gestures and facial and physical expressions
- Posture
- Written
- Signage
- Through an interpreter or other person

Strategies to eliminate bias and discrimination may include:

- Cross cultural work teams
- Cross cultural employee representation on committees
- Workplace free of culturally insensitive literature, posters, signage
- inclusion in decision-making

EVIDENCE GUIDE

Critical aspects of assessment:

- Demonstration of respect and inclusiveness of culturally diverse people in all work practices
- Effective communication demonstrated with culturally diverse persons
- Effective use of strategies to eliminate discrimination and bias in the workplace

Essential knowledge:

- Recognition of cultural diversity in Australian society with many individuals living in many cultures
- Recognition of cultural influences and changing cultural practices in Australia and its impact on diverse communities that make up Australian society
- Knowledge of one's own cultural conceptions and pre-conceptions and perspective of diverse cultures
- Recognition of impact of cultural practices and experiences on personal behaviour, interpersonal relationships, perception and social expectations of others
- Recognition of culture as a dynamic social phenomenon.
- Recognition of culture as a range of social practices and beliefs evolving over time
- Recognition that the word 'normal' is a value-laden, excluding concept that often precludes acknowledgment of the diversity of people, their life experiences and situations
- Recognition of the unique way individuals may experience a culture and respond to past experiences
- Knowledge of the principles of equal employment opportunity, sex, race, disability, anti-discrimination and similar legislation and the implications for work and social practices
- Knowledge of availability of resources and assistance within and external to the organisation in relation to cultural diversity issues
- Knowledge of the role and use of language and cultural interpreters

Essential skills:

- Ability to employ culturally respectful practices
- Ability to sensitively and respectfully communicate with persons of diverse backgrounds and cultures
- Ability to respectfully and sensitively respond to cultural beliefs and practices that may cause harm
- Ability to form effective workplace relationships with co-workers and colleagues of diverse backgrounds and culture
- Ability to participate in identifying and implementing culturally safe work practices
- Ability to employ basic conflict resolution and negotiation skills

Relationship with other units:

This unit can be delivered and assessed independently, however holistic assessment practice with other general health services units of competency is encouraged.

Resource implications:

Resource requirements include all the relevant resources commonly provided in the health service setting. Specific tools may include:

- Relevant policies and procedures manuals, legislation and standards
- Organisation's mission statement, strategic and business plan
- Other documentation relevant to the work context such as:
 - Organisational charts
 - Organisations protocols for access to interpreter services

Method of assessment:

- Assessment may include:
 - Observation of work performance
 - Written tasks
 - Interview and questioning
 - Authenticated portfolio/log book
 - Supporting statement of supervisor(s)
 - Authenticated evidence of relevant work experience and/or formal/informal learning

Context of assessment:

- This unit is most appropriately assessed in the workplace or a simulated workplace environment under the normal range of work conditions.
- Assessment should be conducted on more than one occasion to cover a variety of circumstances to establish consistency.
- A diversity of assessment tasks is essential for holistic assessment.

LMFFT4010A**Unit Descriptor****Identify and calculate production costs**

This unit covers the competency to estimate materials, labour and time requirements and establish costs for the provision of products, including all overheads.

Unit Sector

Furnishing Technology

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|--|---|
| 1. Gather information | <ul style="list-style-type: none"> 1.1 Details of the particular product and competition products are obtained 1.2 Details of the proposed production operation are obtained and analysed 1.3 Labour unit cost projections are obtained and agreed 1.4 Logistic support contracts, supply agreements or equivalent are obtained and analysed 1.5 Details of proposed warehousing and physical distribution systems and related cost factors are obtained 1.6 Information is converted to usable form and stored ready for retrieval and application |
| 2. Estimate materials and labour | <ul style="list-style-type: none"> 2.1 Types and quantities of materials required for production are estimated and recorded 2.2 Time requirements for production activities and other lead times are estimated 2.3 Labour requirements for direct production and handling operations are estimated and recorded |
| 3. Determine/calculate overheads | <ul style="list-style-type: none"> 3.1 Components contributing to overhead costs are identified 3.2 Overhead costs to be attributed to work in accordance with commercial and enterprise procedures are identified |
| 4. Calculate costs | <ul style="list-style-type: none"> 4.1 Total materials costs and labour costs are calculated in accordance with enterprise procedures 4.2 Total production cost is calculated, including overheads and mark-up percentages 4.3 Final cost to customer is calculated in conjunction with marketing/sales personnel |
| 5. Document details and verify where necessary | <ul style="list-style-type: none"> 5.1 Details of costs and charges are documented in accordance with enterprise practice 5.2 Costs, calculations or other details are verified by other enterprise personnel, as required 5.3 Details are documented for future reference in accordance with enterprise practice |

KEY COMPETENCIES

Key Competency Levels

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

There are three levels available:

Level 1 where work is within set conditions and process

Level 2 where the management or facilitation of conditions or process is exercised; and

Level 3 where the design and/or development of conditions or process is required

Key Competency	Performance Level
Communicating ideas and information	2
Collecting analysing and organising information	2
Planning and organising activities	2
Working with others and in teams	2
Using mathematical ideas and techniques	2
Solving problems	3
Using technology	2

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Unit scope

- Work involves the estimating and costing of production and products in a significant mass production environment
- Work may involve referral of matters to other enterprise personnel

Unit context

- OH&S requirements include legislation, building codes, material safety management systems, hazardous substances and dangerous goods codes and safe operating procedures
- Work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, authorised handling procedures and organisation insurance requirements
- Work requires individuals to demonstrate organisational and administrative ability, discretion, judgement and problem solving skills

Workplace environment

- Work undertaken in accordance with established procedures involving a range of products, equipment and installation sites
- Interaction with customers and other personnel from the operator's workplace
- Use of relevant tools, equipment and resources, including:
 - measuring equipment
 - product sales literature
 - product samples

Overhead costs

- Overheads may be calculated for a specific product or be a constant component based on historical records and may include such costs as rental/lease costs, utilities, non-production resources, depreciation of plant and equipment, warehousing margins, physical distribution unit costs, insurance and other costs incurred by doing business

Information and procedures

- Enterprise production plan and schedule
- Enterprise financial management policy and procedures
- Enterprise policy and procedures for cost and apportioning overheads
- Labour employment costs (awards, EBA, contracts)
- Material/supply costs (contracts, standing agreements, market rates, warehousing margins)
- Physical distribution contracts or arrangements
- Australian, international and enterprise quality standards and procedures

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence

- Apply safety requirements throughout the work sequence, including the use of personal protective clothing and equipment
- For a significant mass production operation, determine the production and product costs using the following or equivalent steps:
 - obtain all information relevant to the determination of costs
 - interpret plans, specifications and instructions for production and materials to be used
 - estimate quantities of materials required
 - determine the types and amount of labour required to complete the work
 - estimate time required to complete the work
 - determine/calculate overheads
 - document the process and outcomes
- Work effectively with others

Underpinning Knowledge

- Production systems documentation processes
- Enterprise costing procedures
- Mathematical formulae and processes relevant to costing
- Components of labour costs
- Enterprise/commercial approach to overhead costs
- Enterprise/commercial approaches to warehousing and physical distribution costs
- Enterprise information management processes, including storage requirements

Underpinning Skills

- Information. Research, collect, organise and understand information related to production costing including the relevant technical, commercial, industrial and accounting requirements
- Communication. Communicate ideas and information to enable clarification of the production and related requirements and to present the outcomes in an appropriate manner
- Planning. Plan and organise activities to avoid back tracking and reworking of solutions
- Teamwork. Work with others and in a team by recognising dependencies and using cooperative approaches to optimise workflow and productivity
- Mathematical ideas and techniques. Use mathematical ideas and techniques to correctly estimate and validate labour, materials and on-costs and calculate production costs
- Solve problems. Create and apply systematic problem solving techniques to anticipate costing problems, avoid reworking and avoid wastage
- Use of technology. Use the workplace technology related to costing, including calculators and measuring devices and computing/computer-aided systems

Resource Implications

Access is required to real or appropriately simulated situations involving estimation and costing of production operations and products.

Access is required to specifications and costs of relevant equipment and materials and information on labour costs and availability, on costs, safety costs, regulations, quality standards, and enterprise procedures.

Access is required to all necessary facilities and associated equipment, including calculators, computers and relevant software.

Method of Assessment

Assessment methods must confirm consistency or the potential for consistency of performance over time and in a range of workplace relevant contexts.

Assessment should be by direct observation of performance and samples of work outcomes and questioning on underpinning knowledge.

Assessment may be conducted over time and may be in conjunction with assessment of other units of competency.

Context of Assessment

Assessment may occur on the job or in a simulated workplace facility with a relevant scenario, simulated work instructions and deadlines.

PRSSO311A**Unit Descriptor****Prepare and present evidence in court**

This competency standard covers the skills and knowledge required to prepare and present information which may be used in a judicial or quasi-judicial environment as evidence. It requires the ability to gather and manage information, prepare and give evidence in court, store evidence and complete documentation. This work would be carried out under limited supervision and within organisational guidelines.

Unit Sector

Security Operations

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|------------------------------------|---|
| 1. Gather and organise information | <p>1.1 A summary of the case history, <i>legislation</i> and other relevant <i>information</i> is gathered and collated</p> <p>1.2 Information to be used as <i>evidence</i> is relevant, recorded and organised to ensure accurate and timely identification in accordance with <i>organisational requirements</i></p> <p>1.3 All information to be used as evidence is original material when available and certified as such in accordance with organisational requirements and legal requirements</p> <p>1.4 All material is managed in accordance with <i>evidence management</i> principles, continuity of possession and other legislative requirements</p> |
| 2. Prepare for court proceedings | <p>2.1 Briefing sessions are held with <i>appropriate person(s)</i> to confirm <i>court arrangements, role and involvement</i> in proceedings</p> <p>2.2 Decision on what information is to be presented as evidence is made in consultation with appropriate person(s)</p> <p>2.3 Discussions are held with appropriate person(s) to define negotiation parameters and to ensure effective evidence preparation prior to proceedings</p> <p>2.4 All material to be used or referred to in court proceedings is thoroughly reviewed prior to presentation in court to ensure familiarity, completeness and availability</p> <p>2.5 <i>Documentation and exhibits</i> are prepared to ensure their acceptability for use in court in accordance with legislative and procedural requirements</p> |
| 3. Present evidence | <p>3.1 Personal presentation, manner and language are consistent with <i>court protocols</i> and organisational requirements</p> <p>3.2 All briefs of evidence are submitted in a logical sequence appropriate to jurisdictional requirements and comply with the relevant <i>rules of evidence</i></p> <p>3.3 Evidence is based on fact and is presented in a clear, concise and unambiguous manner and complies with the rules of evidence</p> <p>3.4 Specialist opinion within own level of qualification and expertise is provided on request in accordance with organisational policy</p> |

4. Store evidence and follow up outcomes of proceedings
- 4.1 Evidence is stored according to evidence management principles to ensure its preservation, security and availability in accordance with continuity of evidence requirements
- 4.2 *Feedback* and clarification of issues associated with proceedings and outcomes is sought as required from appropriate person(s)
- 4.3 The outcomes of legal proceedings are reviewed for relevant implications and any required action implemented in accordance with organisational requirements
- 4.4 The outcomes of the proceedings are noted and filed, and documentation completed where required in accordance with organisational requirements

KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. Information below highlights how these processes are applied in this competency standard.

1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Clarification of legal issues, court protocols, and documentation requirements may be discussed and verified with legal and / or organisational representatives.	2
Collecting analysing and organising information	Information which may be used as evidence, legislation and precedents may be collected, accurately recorded and organised in a logical manner for ready availability.	2
Planning and organising activities	Review of material and participation in briefings with legal and / or organisational representatives are planned and conducted as required to ensure understanding and readiness for proceedings.	2
Working with others and in teams	Feedback and the outcomes of proceedings may be used to review any implications and determine appropriate action to be implemented.	1
Using mathematical ideas and techniques	Mathematical techniques may be used to schedule and comply with legal requirements for the preparation of documentation.	1
Solving problems	Thorough review and understanding of documentation and compliance requirements will minimise disruption to proceedings.	1
Using technology	Technology may be used to research, organise, communicate and record information.	1

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. It allows for different work practices and work and knowledge requirements as well as for differences between organisations and workplaces. The following variables may be present for this particular unit:

Applicable legislation, codes and national standards must relate to:

- relevant Commonwealth / State / Territory legislation which affect organisational operation:
 - Occupational Health and Safety
 - environmental issues
 - equal employment opportunity
 - industrial relations
 - anti-discrimination and diversity
- licensing requirements
- Australian Standards, quality assurance and certification requirements
- relevant industry Codes of Practice
- award and enterprise agreements
- trade practices
- privacy requirements
- freedom of information

Information may include:

- precedents
- witness statements
- records of interview
- admissible and other evidence
- data
- physical items
- specimens, samples
- original, copy and negative film / photographs
- original and back-up video tapes
- tape recordings
- computer-based information

Evidence may include:

- facts
- testimony
- documents
- physical exhibits

Organisational requirements may relate to:

- legal and organisational policy and procedures including personnel practices and guidelines
- organisational goals, objectives, plans, systems and processes
- legislation relevant to the operation, incident and / or response
- employer and employee rights and responsibilities
- business and performance plans
- policies and procedures relating to own role, responsibility and delegation
- quality and continuous improvement processes and standards
- client service standards
- defined resource parameters
- Occupational Health and Safety policies, procedures and programs
- emergency and evacuation procedures
- duty of care, code of conduct, code of ethics
- access and equity policy, principles and practice
- records and information systems and processes
- communication channels and reporting procedures

Evidence management may involve:

- systematic recording (such as dating and numbering)
- using written or electronic database systems
- referral to prosecution organisations at any stage
- constant reviews during an investigation

Appropriate persons may include:

- supervisors
- managers
- colleagues
- legal representatives / counsel
- clients

Courts may include:

- district
- supreme
- federal
- tribunals
- local
- magistrates
- criminal, coronial and civil
- Industrial Relations Commission
- Human Rights and Equal Opportunity Commission
- Land and Environment Court
- Royal Commissions

Arrangements, role and involvement may include:

- confirmation of time
- date and location of proceedings
- confirmation of evidence required to be presented
- documentation requirements

Documentation and exhibits may include:

- reports
- affidavits
- transcripts of conversation
- photographs
- items of evidence
- media footage
- reports of incidents
- radio / telephone records or logs

Court protocols may include:

- punctuality
- voice clarity and language
- examination and cross-examination procedures
- impartiality
- forms of address
- respect for people and offices held
- standards of dress, physical appearance
- readiness of self and evidence
- general demeanour

Rules of evidence may involve:

- admissibility
- contemporaneousness

Feedback may include:

- formal / informal performance appraisals
- comments from supervisors, colleagues or clients
- personal, reflective behaviour strategies
- workplace assessment

EVIDENCE GUIDE

The Evidence Guide identifies the requirements to be demonstrated to confirm competence for this unit. Assessment must confirm sufficient ability to use appropriate skills and knowledge to prepare and present evidence in court. Assessment of performance should be over a period of time covering all categories within the Range Statement that are applicable in the learning environment.

What critical aspects are required for evidence of competency?

- Research and select information that is determined relevant and valid for use as admissible evidence in a judicial or quasi-judicial environment
- Evidence is recorded and organised using a logical and identifiable system to ensure ready availability
- Understand and comply with court protocols, legislative and procedural requirements
- Present evidence in a clear, concise and unambiguous manner and, as required, provide specialist opinion within own level of qualification and expertise
- Follow up outcomes of proceedings and feedback, review implications and determine appropriate action to be implemented
- Effectively manage and store material to ensure its preservation and complete relevant documentation

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

- Relevant industry codes of practice and legislation including 'rules of evidence' and 'continuity of evidence'
- Requirements for handling and managing evidential exhibits
- Briefing, documentation and preparation requirements
- Court protocols and procedures relevant to the jurisdiction
- General principles regarding the admissibility of evidence in courts
- Storage requirements for information that is susceptible to spoil or damage (film, computer tapes)
- Document and evidence management systems
- Organisation policies and procedures relating to own role and responsibilities and providing specialist opinion

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some specific skills are required. These include the ability to:

- Research, select and organise information
- Identify relevant and valid information as admissible evidence
- Communicate verbally and non-verbally in a clear and concise manner
- Write reports using formal structure and language
- Store and preserve evidence
- Adhere to court protocols and procedures
- Select and use information technology appropriate to task
- Relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

What resources may be required for assessment?

- Access to a suitable venue and equipment
- Access to plain English version of relevant statutes and procedures
- Assignment instructions, work plans and schedules, policy documents and duty statements
- Assessment instruments, including personal planner and assessment record book
- Access to a registered provider of assessment services

What is required to achieve consistency of performance?

For valid and reliable assessment of this unit, the competency should be demonstrated over a period of time and observed by the assessor. The competency is to be demonstrated in a range of situations, which may include involvement in related activities normally experienced in the workplace.

Evidence of underpinning knowledge understanding of processes and principles can be gained through thorough questioning and by observation of previous work.

Assessment against this unit may involve the following:

- Continuous assessment in a setting that simulates the conditions of performance described in the elements, performance criteria and Range Statement that make up the unit
- Continuous assessment in the workplace, taking into account the Range Statement affecting performance
- Self-assessment on the same terms as those described above
- Simulated assessment or critical incident assessment, provided that the critical incident involves assessment against performance criteria and an evaluation of underpinning knowledge and skill required to achieve the required performance outcomes

PSPREG402C**Unit Descriptor****Promote client compliance**

This unit covers provision of information, encouragement and advice by personnel in regulatory/compliance/law enforcement roles in one-to-one and group situations to raise awareness, encourage understanding and improve compliance with legislative requirements and/or standards. It includes advising and assisting clients to comply with legislation or standards, and implementing communication strategies to improve compliance.

In practice, promoting client compliance may overlap with other generalist or specialist public sector work activities, such as providing client service, acting ethically, exercising regulatory powers, assessing compliance, acting on non-compliance, etc.

This unit replaces and is equivalent to PSPREG402B Promote client compliance with legislation.

Unit Sector

Regulatory

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|--|---|
| 1. Advise and assist clients to comply with legislation or standards | <ul style="list-style-type: none"> 1.1 <i>Client</i> needs, expectations, <i>attitudes</i>, and current level of knowledge are confirmed 1.2 Risks related to possible confrontations are identified and managed in accordance with organisational risk management and procedures 1.3 Advice is provided to clients that is current, timely and meets the specific needs of clients in its range, depth and form of presentation 1.4 Feedback is obtained on clients' levels of understanding and additional information or explanation is used to clarify issues if required 1.5 <i>Information</i> is provided to promote the benefits of compliance and the consequences of non-compliance 1.6 Clients are advised of processes and timelines when interpretation/advice from others is needed for complex matters |
| 2. Implement communication strategies to improve compliance | <ul style="list-style-type: none"> 2.1 <i>Communication strategies</i> are tailored to the audience and the <i>context</i> 2.2 <i>Presentation standards</i> are applied in accordance with organisational guidelines and the needs of clients 2.3 Community rights and responsibilities and avenues for public redress under <i>legislation/standards</i> are highlighted when applicable 2.4 Conflict resolution techniques are used if necessary and safety of self and others is protected in accordance with legislation, policy and procedures 2.5 Content and presentation of communication strategies are adjusted in response to feedback gathered from a range of clients |

KEY COMPETENCIES

There are seven generic Key Competencies that relate to work generally and are considered essential for workplace participation. They underpin effective workplace practice in different organisations and workplaces, with different purposes, functions, and with different competency profiles for their staff.

There are three performance levels for Key Competencies - these do not correspond to levels in the Australian Qualifications Framework.

In simple terms:

Level 1 relates to undertaking tasks effectively

Level 2 relates to managing tasks

Level 3 relates to evaluating and re-shaping tasks

The Key Competencies identified below are integral to this unit of competency, and the examples show how they may be applied within the unit.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	to advise and assist clients	2
Collecting analysing and organising information	to prepare up-to-date materials on the benefits of compliance	2
Planning and organising activities	to implement communication strategies to improve compliance	2
Working with others and in teams	to promote client compliance	2
Using mathematical ideas and techniques	to illustrate the consequences of non-compliance	1
Solving problems	to tailor strategies to meet the needs of diverse clients	2
Using technology	to access information on legislation and standards	1

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in italics in the Performance Criteria is explained here.

Clients may include

- individuals
- organisations
- general public
- key stakeholders from industry
- industry groups
- unions
- students
- community
- specific interest groups
- other government agencies

Attitude may include

- compliant/willing to comply
- interested
- helpful
- negative
- aggressive
- violent

Information may include

- verbal advice or explanation
- written materials
- brochures
- videos
- electronic media: floppy disk, CD-ROM, email, Internet

Communication strategies may include

- one-to-one
- informal discussion
- telephone call
- small group discussion/presentation
- large group presentation
- written paper-based or electronic presentation
- teleconference
- video-conference

Contexts may include

- telephone
- face-to-face
- public forums
- in the workplace
- in the field
- front counter
- call centres
- video-conferencing
- email
- web site

Presentation standards may include

- dress
- punctuality
- preparedness
- manner
- handouts
- overhead transparencies/slide shows
- questioning techniques
- customisation to meet the needs of a diverse workplace

Legislation and standards may include

- enabling and related legislation
- public sector standards
- organisational policy and procedures
- equal employment opportunity and anti-discrimination law

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit Descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- Pre-requisite units that must be achieved prior to this unit: Nil
- Co-requisite units that must be assessed with this unit: Nil
- Co-assessed units that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:
 - PSPETHC401A Uphold and support the values and principles of public service
 - PSPGOV402B Deliver and monitor service to clients
 - PSPGOV408A Value diversity
 - PSPGOV422A Apply government processes
 - PSPLEGN401A Encourage compliance with legislation in the public sector
 - PSPPOL404A Support policy implementation
 - PSPREG401C Exercise regulatory powers
 - PSPREG403B Assess compliance
 - PSPREG405B Act on non-compliance

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Key Competencies as they relate to this unit (see final table for examples)
- promotion of client compliance in a range of (3 or more) contexts (or occasions, over time)

**Knowledge requirements
(the knowledge essential for
competency in this unit)**

Look for evidence that confirms knowledge and understanding of:

- relevant legislation, standards, policies and legal precedents
- consequences of non-compliance
- terminology used in legislation and procedures
- organisational procedures, guidelines and protocols
- delivery approaches to address a range of learning styles
- industry knowledge
- equity and diversity principles
- public sector legislation such as occupational health and safety and environment relating to the promotion of client compliance

**Skill requirements (the
skills essential for
competency in this unit)**

Look for evidence that confirms skills in:

- providing advice and discussion involving exchanges of sometimes complex oral information
- working with people - conflict resolution, coaching, problem solving
- delivering presentations tailored to the needs of a range of people from diverse backgrounds
- responding to diversity, including gender and disability
- reading and explaining complex and formal documents such as legislation and their application to clients' situations
- using active listening and questioning strategies to clarify understanding
- using information technology to access relevant legislation and guidelines
- applying occupational health and safety and environment procedures relating to the promotion of client compliance

**Resources required to carry
out assessment**

These resources include:

- legislation, regulations, policy, guidelines and standards
- public sector values and codes of conduct
- presentation materials and communication techniques to suit diverse audiences
- case studies and workplace scenarios to capture the range of compliance situations likely to be encountered

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when promoting client compliance, including coping with difficulties, irregularities and breakdowns in routine
- promotion of client compliance in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- projects
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

TAADEL401A**Unit Descriptor****Plan and organise group-based delivery**

This unit specifies the competency required to plan and organise training for individuals within a group.

Application of the Unit

This competency involves developing a delivery plan that is used by the trainer/facilitator to guide and manage delivery to a group. It encompasses interpreting the learning environment and delivery requirements for the identified group of learners, developing session plans, and preparing and organising the resources required.

- The delivery plan is based on a documented learning program and provides a context specific plan for implementation.
- The competency of designing and developing learning programs is separately addressed in *TAADES402A Design and develop learning programs*.
- In some situations the learning program and delivery plan may be developed concurrently while in other circumstances the delivery plan is developed separately. Where the application is concurrent co-learning and/or co-assessment of these two units is recommended.
- The planning and organising of group delivery is essential to the effective conduct of group delivery/facilitation which is also addressed as a unit of competency in *TAADEL402A Facilitate group-based learning*. While these two units are discrete, co-learning and assessment are strongly recommended. Both units are written from the perspective of a face-to-face delivery mode in a learning context such as a training room, classroom, meeting room, community setting or any location a group can access which is safe, relevant and conducive to learning. Other units in the Delivery and Facilitation Field of the TAA04 Training and Assessment Training Package address other modes of delivery and learning contexts.
- Throughout this unit the 'learner' refers to the individuals in the group being trained/participating in a learning process; not the candidate undertaking this unit.
- The competency specified in this unit is typically required by trainers/facilitators, vocational education and training teachers and training consultants.

Unit Sector

Delivery and Facilitation

ELEMENT	PERFORMANCE CRITERIA
1. Interpret the learning environment and delivery requirements	1.1 The <i>learning context</i> is established and the <i>organisational arrangements</i> for delivery are confirmed 1.2 The <i>learning program</i> documentation is accessed, read and interpreted to determine delivery requirements 1.3 Group and individual <i>learning needs</i> and <i>learner characteristics</i> are identified using available <i>information and documentation</i> 1.4 <i>Processes</i> to identify <i>learner support requirements</i> are undertaken 1.5 <i>Constraints</i> and <i>risks</i> to delivery are identified and assessed 1.6 <i>Personal role and responsibilities</i> in the planning, delivery and review of training are confirmed with <i>relevant personnel</i>
2. Prepare session plans	2.1 Specific <i>learning objectives</i> and assessment activities (where required) are refined in accordance with learning program requirements and specific needs of individual learners 2.2 Ideas for managing the delivery are generated using knowledge of <i>learning principles and learning theories</i> and reflect the learning needs and characteristics of the group 2.3 Existing <i>learning resources, learning materials</i> and documented <i>learning activities</i> identified in the learning program are evaluated and selected for use in the specific delivery context 2.4 <i>Session plans</i> are developed and documented for each segment of the learning program to be addressed
3. Prepare resources needed for delivery	3.1 Selected existing learning resources, learning materials and learning activities are modified and contextualised for the particular group 3.2 Additional new, relevant and engaging learning activities and associated learning materials are developed and documented to meet specific session requirements based on the application of learning principles and <i>learner styles</i> of individuals and the group 3.3 All learning materials required by learners are finalised and organised in time for delivery 3.4 <i>Specific facility, technology and equipment needs</i> for each session are identified and organised in time for delivery 3.5 <i>Additional resourcing to meet identified learner support needs</i> is identified and organised, where required, in time for delivery 3.6 The overall <i>delivery plan</i> is confirmed with relevant personnel

KEY COMPETENCIES

Key Competency	Example of Application	Performance Level
Communicating ideas and information	communicating information and ideas to relevant personnel in order to confirm the delivery plan listening and responding to the needs of learners	3
Collecting analysing and organising information	establishing specific learning objectives and/or assessment methods analysing information and documentation to determine group and individual learning needs and learner characteristics analysing the learning context	3
Planning and organising activities	identifying and planning appropriate learning activities identifying and organising learners' support requirements	3
Working with others and in teams	collaborating with peers, industry or workplace personnel working with learners to attain outcomes	2
Using mathematical ideas and techniques	estimating time required to complete activities determining timeframe of training delivery	2
Solving problems	managing potential/real constraints in planning the group-based learning delivery ensuring training delivery meets the needs of learners	3
Using technology	using a range of electronic equipment and resources to develop activities and delivery plans using a range of electronic equipment and resources to deliver training	2

RANGE STATEMENT

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the Performance Criteria.

Learning context includes:

- where the learning will occur, for example:
 - in the workplace
 - in a simulated work environment
 - in the training room/classroom
 - in specialist environments - e.g. laboratory/computer room
 - in an external venue
 - in an internal venue
 - in a community setting

Organisational arrangements may include:

- finalising specific location/s or venue/s for delivery
- coordinating locations
- enrolment procedures
- scheduling requirements
- size of group
- special equipment or technology needs
- providing for specific needs of the learners
- investigating the learning environment to identify, assess and control occupational health and safety (OHS) risks
- allowable time for training
- management expectations
- people to be involved
- reporting requirements
- access issues, e.g. to work practice environment

A learning program may include:

- a subset of a learning strategy
- a short course/vocational program
- a professional development program
- a community education program
- a workplace learning program
- part of a VET in Schools program
- part of an apprenticeship/traineeship
- a short-term development plan developed by a coach
- a short-term induction program

A learning program provides a documented guide to support a cohesive and integrated learning process for the learner and includes:

- the competencies or other benchmarks to be achieved
- the specific learning outcomes for each chunk or segment of the learning program
- an overview of the content to be covered in each chunk/segment of the learning program
- learning resources, learning materials and activities for each chunk/segment of the learning program
- number and duration of training sessions/classes required and overall timelines
- delivery methods for each chunk/segment of the learning program
- OHS issues to be addressed in delivery
- identification of assessment points to measure learner progress
- assessment methods and tools to be used to collect evidence of competency, where assessment is required

Learning needs may be:

- a competency or group of competencies
- aspects of competency such as skills, knowledge or technical applications
- skills in operating specific equipment
- generic skills development
- personal development and growth
- English language, literacy and numeracy
- underpinning skills

Learner/s refers to:

- existing industry/enterprise employees
- school leavers
- new entrants to the workforce
- apprentices/trainees
- individuals learning new skills/knowledge
- individuals seeking to upgrade skills/knowledge
- individuals changing careers
- unemployed people
- learners who have a disability
- members of target groups such as Aboriginal and Torres Strait Islander communities
- overseas learners
- recent migrants
- individuals/groups meeting licensing or other regulatory requirements

Learner characteristics may include:

- language, literacy and numeracy requirements
- specific needs, physical or psychological
- preferred learning styles
- employment status
- past learning experiences
- level of maturity
- cultural background and needs
- level of formal schooling in Australia or overseas
- length of time resident in Australia

Information and documentation may include:

- enrolment information
- employee/personnel records (confidentiality protected)
- results of organisational training needs analyses
- outcomes of RCC/RPL assessments
- communication with individual learners

Processes may be formal or informal, and may include:

- analysing learner information on enrolment forms
- discussions with learners to identify learning support needs
- observation of the learners

Learner support requirements may include:

- support arrangements for meeting disability needs
- support arrangements for meeting cultural needs
- support arrangements for meeting language, literacy and numeracy needs

Constraints may include:

- access to industry experts
- access to workplace
- access to practice opportunities
- cost of training
- time required/available for delivery
- scheduling difficulties
- consideration of appropriate groupings of learners and meeting learner needs/characteristics

Risks may include:

- OHS considerations
- inappropriate location
- inadequate equipment/technology/resources
- capacity to meet learner needs and characteristics

Personal role and responsibilities may include:

- responsibility for planning and organising provision of parts of the relevant learning strategy, or learning program or parts of the learning program
- responsibility for planning and organising provision of a specific number of sessions
- planning and organising the availability of relevant learning materials
- relationships with other trainers/facilitators
- arrangements for assessment
- reporting arrangements

Relevant personnel may include:

- own supervisor
- other trainers/facilitators
- other workplace supervisors
- workplace management
- industry personnel
- OHS representatives
- English language, literacy and numeracy specialists

Learning objectives may relate to:

- competencies to be achieved by learners
- learning outcomes
- individual/group objectives
- generic and/or technical skills

Learning principles include:

- adults have a need to be self-directing
- adults have a range of life experience, and connecting learning to experience is meaningful
- adults have a need to know why they are learning
- training needs to be learner-centred to engage learners
- the learning process needs to support increasing learner independence
- emphasis on experimental and participative learning
- use of modelling
- reflecting individual circumstances

Learning theories may include:

- behavioural learning theory
- information processing theory
- cognitive learning theory
- constructivist
- situational
- problem-based
- andragogy
- pedagogy

Existing learning resources may include:

- Training Packages noted support materials, such as:
 - learner/user guides
 - trainer/facilitator guides
 - how to organise training guides
 - example training programs
 - specific case studies
 - professional development materials
 - assessment materials
- other published, commercially available support materials for Training Packages/courses
- organisational learning resources
- competency standards as a learning resource
- videos
- CDs and audio tapes
- references and texts
- manuals
- record/log books
- learning resources and learning materials developed under the Workplace English Language and Literacy (WELL) program
- learning resources produced in languages other than English as appropriate to learner group and workplace

Learning materials may include:

- handouts for learners
- worksheets
- workbooks
- prepared case studies
- prepared task sheets
- prepared activity sheets
- prepared topic/unit/subject information sheets
- prepared role-plays
- prepared presentations and overheads
- prepared scenarios, projects, assignments
- materials sourced from the workplace, e.g. workplace documentation, operating procedures, specifications
- prepared research tasks

Learning activities may include:

- discussions
- role-plays
- written activities/tasks
- case studies
- simulation
- audio or visual activities
- demonstration
- practice, e.g. practicum or supervised teaching/facilitation
- individual activities/projects/assignments
- group activities/projects/assignments
- workplace tasks
- research
- problem-based tasks
- thinking skills exercises
- question and answer
- working through self-paced materials
- games

Session plans may include:

- introductions
- outline of objectives/content to be addressed
- ice breakers to be used
- delivery methods for each part of the session
- plan of learning activities to be used within the session
- timelines/duration for each learning activity
- formative assessment points/opportunities
- learning materials required
- summary/overview/wrap up

Learner styles may include:

- auditory
- visual
- kinaesthetic
- left/right brain
- global/analytical
- theoretical
- activist
- pragmatist
- reflective

Specific facility, technology and equipment needs may include:

- specific location/room
- availability of appropriate furniture
- adequate lighting
- comfortable seating and temperature
- overhead projector
- computer hardware and software
- video equipment
- audio equipment
- technical machinery/equipment
- working tools
- scientific laboratory and equipment

Additional resourcing to meet identified learner support needs includes:

- providing referrals to internal services such as language, literacy and numeracy support unit or individual learning unit
- providing referrals to external services such as community language, literacy and numeracy program, disability support service, counselling support, etc.
- incorporating techniques such as modelling/demonstrating, chunking, visual/diagrammatic, opportunities to practise skills, peer support, and repetition
- drawing on range of resources from first language, including peer support
- ensuring appropriate physical and communication supports are available
- listening to problems and helping within own area of responsibility and/or knowledge
- building required knowledge and skills using support materials

A delivery plan may include:

- individual/group learning objectives or outcomes for the segment of the learning program to be addressed
- number of learners and their specific support requirements
- content of sessions as specified in the session plans
- timelines/duration of activities within sessions
- learning resources, learning materials and learning activities to be used in sessions
- other resource and equipment requirements
- OHS considerations, including:
 - incident or hazard reporting
 - emergency procedures

EVIDENCE GUIDE

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of assessment followed by identification of specific aspects of evidence that will need to be addressed in determining competency. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Assessment must reflect the endorsed Assessment Guidelines of the TAA04 Training and Assessment Training Package.

To demonstrate competency against this unit candidates must be able to provide evidence that they have planned and organised training for a group of learners to be trained in a face-to-face learning environment.

Evidence should show that candidates can develop a delivery plan that incorporates: interpreting a specific learning environment; interpreting an existing learning program to develop and document specific training sessions that address a whole or part of a learning program and which reflect the needs and characteristics of a specific learner group; selecting and modifying existing learning resources, learning materials and learning activities and developing new learning materials and learning activities; planning and organising the resources required in delivery.

Required knowledge includes:

- a sound knowledge of learning principles, including:
 - learning needs to be learner-centred
 - the learning process needs to support increasing learner independence
 - emphasis is on experimental and participative learning
 - use of modelling
 - the learning process needs to reflect individual circumstances and needs
 - adults have a range of life experience which they can connect to learning
 - adults have a need to know why they are learning something and its benefits
 - adults have a need to be self-directing
- a sound knowledge of learner styles, for example:
 - auditory
 - visual
 - kinaesthetic
 - left/right brain
 - global/analytical
 - theoretical
 - activist
 - pragmatist
 - reflective
- an introductory knowledge level of learning theories, for example:
 - cognitive learning theory
 - andragogy
 - pedagogy
 - information processing
 - behavioural learning theory
- learner profile including characteristics and needs of learner group/learner target group
- learning program design and structure and content
- how to structure and develop session plans

- the availability, types and content of relevant existing learning resources and learning materials
- how to develop new learning materials and learning activities
- the industry area/subject matter of the delivery, for example:
 - the relevant industry competency standards
 - the specific topic/subject/unit content
 - specific areas of content knowledge as defined in the learning strategy or learning program
- basic instructional design principles, for example:
 - sequencing information
 - providing opportunities for practise
- different delivery methods and techniques appropriate to face-to-face delivery
- the availability and sources of specific resources, equipment and support services for learners with specific needs
- organisational records management system and reporting requirements which may include Australian Quality Training Framework (AQTF) and AVETMISS requirements
- relevant policy, legal requirements, codes of practice and national standards including Commonwealth and state/territory legislation, including:
 - competency standards
 - licensing
 - industry/workplace requirements
 - duty of care under common law
 - OHS
 - recording information and confidentiality requirements
 - anti-discrimination including equal opportunity, racial vilification and disability discrimination
 - workplace relations
 - industrial awards/enterprise agreements
 - National Reporting System
- OHS relating to the work role, including:
 - reporting requirements for hazards
 - safe use and maintenance of relevant equipment
 - emergency procedures
 - sources of OHS information

Required skills and attributes include:

- planning and organisational skills to:
 - reflect the group and individual learning needs and learner characteristics within session plans
 - incorporate relevant/modified learning objectives and assessment methods (where required) in session plans
 - determine the structure and time requirements for each session
 - identify specific facility, technology and equipment needs for each session
- literacy skills to:
 - document the delivery plan, prepare or customise learning activities
 - prepare or customise learning materials such as handouts and information sheets
 - read and interpret learner information
- technology skills to:
 - use computers to produce documents, prepare presentations e.g. PowerPoint and communicate through email and the web
- time management skills to:
 - determine time allocations for each part of the session plan
 - determine overall session time
 - determine how many sessions may be required
 - schedule training sessions
- reflection skills to:
 - identify areas for improvement
 - maintain own skill development
- recognising and being sensitive to individual difference and diversity, for example:
 - being sensitive to and valuing culture
 - acting without bias/discrimination
 - responding to individuals with particular needs
 - recognising the importance of religion
 - ensure the correct industrial relations climate of the learning environment

Products that could be used as evidence include:

- documented delivery plan
- individual session plans forming part of the delivery plan
- feedback forms from learners on quality/effectiveness of delivery planning
- modified/contextualised learning resources and learning materials
- new learning materials and documented learning activities

Processes that could be used as evidence include:

- how the learning program was interpreted
- how responsibilities were identified and clarified
- why sessions were planned as documented
- how ideas for delivery were generated
- how individual learning needs were managed in the planning and organising process

Resource implications for assessment include:

- access to relevant learning programs
- access to relevant learning resources and learning materials
- access to real or simulated learning environment that addresses organisational requirements of this unit

The collection of quality evidence requires that:

- assessment must address the scope of this unit and reflect all components of the unit i.e. the Elements, Performance Criteria, Range Statement, Evidence Requirements and Key Competencies
- a range of appropriate assessment methods/evidence gathering techniques is used to determine competency
- evidence must be gathered in the workplace whenever possible. Where no workplace is available, a simulated workplace must be provided
- the evidence collected must relate to a number of performances assessed at different points in time and in a learning and assessment pathway these must be separated by further learning and practice
- assessment meets the rules of evidence
- a judgement of competency should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated

Specific evidence requirements must include:

- the ability to transfer skills to different training environments and learner groups
- evidence of the preparation of a minimum of two delivery plans:
 - one of these delivery plans must address a learning program that is linked to competency standards or an accredited curricula
 - one delivery plan should address the whole or substantial part of a learning program and contain session plans for a series of training sessions
- assessment must also include evidence of both developing and contextualising learning activities for the delivery plan and of developing new learning materials such as handouts, overheads, etc., and organising the material and physical requirements for delivery

Integrated assessment means that:

- this unit can be assessed alone or as part of an integrated assessment activity involving relevant units in the TAA04 Training and Assessment Training Package. Suggested units include but are not limited to:
 - TAADEL402A Facilitate group-based learning
 - TAADES402A Design and develop learning programs.

TAADEL402A**Unit Descriptor****Facilitate group-based learning**

This unit specifies the competency required to facilitate learning by individuals within a group.

Application of the Unit

The competency of delivering training and facilitating learning to a group involves preparing, guiding supporting and managing learners using a range of delivery methods, knowledge, skills and behaviours that enhance learning.

- It also includes the skills needed to support and manage interactions with and between individuals in a group. The competency of individual facilitation is addressed by a separate unit of competency - *TAADEL403A Facilitate individual learning*.
- The vocational outcomes and performance requirements of this unit are set in the context that the learning outcomes to be achieved are defined and documented through a learning program (*TAADES402A Design and develop learning programs*) and the organisational arrangements to support delivery have been previously determined (*TAADEL401A Plan and organise group-based delivery*). The focus of the group facilitator is on guiding and supporting learners' progress towards the learning outcomes / competency to be achieved.
- The skill of group facilitation, which is not linked to specified learning outcomes, is also addressed in this Training Package through *TAATAS504A Facilitate group processes*. The competency defined in that unit focuses on facilitating a group to determine its own outcomes.
- Co-learning and assessment with *TAADEL401A Plan and organise group-based delivery* is strongly recommended where both these competencies are required. Both units are written from the perspective of a face-to-face delivery mode within an off-the-job learning context such as a training room, classroom, meeting room, community setting or any location a group can access which is safe, relevant and conducive to learning.
- Throughout this unit the 'learner' refers to the individual participating in the group learning process, not the candidate undertaking this unit.
- The competency specified in this unit is typically required by trainers / facilitators, teachers and training consultants.

Unit Sector

Delivery and Facilitation

ELEMENT	PERFORMANCE CRITERIA
1. Establish an environment conducive to group learning	<p>1.1 The <i>learning program and delivery</i> plan are read and interpreted to identify and confirm delivery requirements for the specified session</p> <p>1.2 Availability of <i>all resource needs</i> is confirmed prior to commencement of session(s)</p> <p>1.3 Outcomes of <i>learner recognition processes</i> are obtained from relevant persons to provide flexible responses to <i>individual learner needs</i></p> <p>1.4 The learning program/segment of the learning program is introduced and <i>objectives, expectations and requirements</i> including occupational health and safety (OHS) are discussed, clarified and agreed</p> <p>1.5 A learning facilitation relationship is established between trainer / facilitator and the group using <i>appropriate oral communication and language skills and interpersonal skills</i></p> <p>1.6 Relationships with and between learners are initiated which support inclusivity, acknowledge diversity and enable a positive learning environment</p>
2. Deliver and facilitate training sessions	<p>2.1 Interactions with learners are based on the application of <i>learning principles</i> in accordance with <i>learner styles</i> and identified <i>learner characteristics</i></p> <p>2.2 Each training session is conducted in accordance with <i>session plans</i> but modified where appropriate to meet the needs of the learners</p> <p>2.3 <i>All resource requirements</i> for delivery are addressed and the <i>diversity</i> of the group is used as another resource to support learning</p> <p>2.4 <i>Generic skills</i> relevant to the learning objectives are addressed in delivery</p> <p>2.5 A range of <i>delivery methods</i> are employed and <i>appropriate technology and equipment</i> are used as training aids to optimise the learner experience</p> <p>2.6 Opportunities for practice and formative assessment are built into the delivery, where assessment is required</p>
3. Demonstrate effective facilitation skills	<p>3.1 <i>Presentation skills</i> are used to ensure the delivery is engaging and relevant</p> <p>3.2 <i>Group facilitation skills</i> are used to ensure effective participation and group management</p> <p>3.3 Oral communication and language skills are used to motivate the learner and to transfer knowledge and skills</p> <p>3.4 Interpersonal skills are used to maintain appropriate relationships and ensure inclusivity</p> <p>3.5 <i>Observation skills</i> are used to monitor individual and group progress</p>

- 4. Support and monitor learning
 - 4.1 Learner progress is monitored and documented to ensure outcomes are being achieved and the needs of individual learners are being met
 - 4.2 Adjustments are made to the delivery plan to reflect specific needs and circumstances and *unanticipated situations*
 - 4.3 Learners are encouraged to reflect on personal learning progress
 - 4.4 Group dynamics are managed to ensure effective participation by all learners and to maintain effective relationships
 - 4.5 *Inappropriate behaviour* is managed using *conflict resolution and negotiation skills* to ensure learning can take place
 - 4.6 Learner records are maintained, stored and secured in accordance with legal/organisational requirements

- 5. Review and evaluate effectiveness of delivery
 - 5.1 The delivery plan is evaluated to determine its effectiveness as a tool in guiding the learning process and feedback is provided to the writer, as appropriate
 - 5.2 Feedback from learners/management/peers is sought on the quality of delivery, and areas for improvement are identified and documented
 - 5.3 Trainer/facilitator *reflects on own performance* in training delivery
 - 5.4 Areas of improvement/new ideas to improve the quality of delivery/facilitation and to enhance the learning experience are considered and implemented

KEY COMPETENCIES

Key Competency	Example of Application	Performance Level
Communicating ideas and information	communicating information to learners clearly and effectively listening and responding to ideas of learners providing clear directions regarding safety	3
Collecting analysing and organising information	seeking information about learners analysing and following the delivery plan	3
Planning and organising activities	identifying appropriate learning activities engaging learners and managing time	3
Working with others and in teams	collaborating with peers, industry or workplace persons working with learners to attain outcomes	2
Using mathematical ideas and techniques	estimating time required to complete activities determining timeframe of training delivery	2
Solving problems	managing group and / or individual conflicts ensuring training delivery meets the needs of learners	3
Using technology	using a range of electronic equipment and resources to deliver training	2

RANGE STATEMENT

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the Performance Criteria.

The learning program provides a documented guide to support a cohesive and integrated learning process for the learner and includes:

- the competencies or other benchmarks to be achieved
- the specific learning outcomes derived from the benchmarks for each chunk or segment of the learning program
- an overview of the content to be covered in each chunk/segment of the learning program
- learning resources, learning materials and activities for each chunk/segment of the learning program
- number and duration of training sessions/classes required and overall timelines
- delivery methods for each chunk/segment of the learning program
- OHS issues to be addressed in delivery
- identification of assessment points to measure learner progress
- assessment methods and tools to be used to collect evidence of competency, where assessment is required

The delivery plan is used by the trainer / facilitator to guide and manage delivery to a group and includes:

- Individual/ group learning objectives or outcomes for the segment of the learning program to be addressed
- number of learners and their specific support requirements
- content of sessions as specified in the session plans
- timelines/duration of activities within sessions
- learning resources, learning materials and learning activities to be used in sessions
- other resource requirements
- OHS considerations, including:
 - incident or hazard reporting
 - emergency procedures

All resource needs includes:

- the learning resources required by the trainer / facilitator and learners to be used in the session(s)
- the learning materials and documented learning activities required by the trainer / facilitator and learners to be used in the session(s)
- specific facility, technology and equipment to be used in the session(s)
- learner support requirements

Learner recognition processes may include:

- recognition of prior learning (RPL) for previous formal education and training which contributes to assessment of current competency or formal credit
- recognition of current competency (RCC)
- credit for subjects/units/qualifications/Statements of Attainment

Relevant persons may include:

- self (as the assessor)
- other trainers/facilitators with learner records
- other assessors
- support personnel administering learner/candidate records

Individual learner needs may:

- vary from overall group learning objectives depending on previous experience and competencies already held

Objectives may include:

- the competency standards being addressed
- specified learning outcomes or learning objectives derived from the competency standards
- learning outcomes based on other benchmarks
- group learning needs
- individual learning needs
- specific learning activities
- practise opportunities e.g. practicum or supervised teaching / facilitation
- formative assessment opportunities

Expectations may include:

- expectations of learners and the group by trainer / facilitator
- expectations of the trainer / facilitator by individuals and by the group
- expectations of individual and group behaviour including respect, sensitivity to needs of others, sensitivity to culture, ethics and gender, practising inclusivity in group work, use of appropriate language
- expectations of commitment to learning/learning process/learner motivation and participation
- expectations of interesting, engaging delivery and facilitation
- expectations of a safe, secure learning environment

Requirements may include:

- appropriate behaviour
- maintaining progress
- attendance
- assessment including
 - the points in delivery at which assessments will occur
 - identified formative assessment activities as part of learning experience
 - evidence requirements
- OHS aspects and requirements, including:
 - reporting requirements for hazards
 - safe use and maintenance of relevant equipment
 - emergency procedures
 - sources of OHS information
 - names of key workplace persons with OHS roles and responsibilities
 - OHS policies and procedures relevant to the learning environment

Appropriate oral communication and language skills may include:

- using an appropriate tone and level of voice
- making clear and concrete presentations of options / advice
- using icebreakers as appropriate
- using appropriate terminology and language of the industry / profession
- using an open, warm communication style including effective verbal and body language
- communicating clearly to facilitate group and individual learning
- using critical listening and questioning skills and techniques
- providing constructive and supportive feedback
- accurately interpreting verbal messages
- inviting learners to paraphrase advice / instructions
- ensuring language, literacy and numeracy (LLN) used is appropriate to the learner(s) needs

Interpersonal skills may include:

- showing respect for the expertise and background of learners
- establishing trust
- building and maintaining rapport
- demonstrating sensitivity to diversity, disability, culture, gender and ethnic backgrounds
- modelling facilitation and learning behaviours
- engaging in two-way interaction
- encouraging the expression of diverse views and opinions
- negotiating complex discussions by establishing a supportive environment
- using language and concepts appropriate to cultural differences
- accurately interpreting non-verbal messages

Learning principles include:

- adults have a range of life experience which they can connect to learning
- adults have a range of life experience which they can connect to learning
- adults have a need to know why they are learning something and its benefits
- learning needs to be learner - centred
- adults have a need to be self-directing
- the learning process needs to support increasing learner independence
- emphasis on experimental and participative learning
- use of modelling
- the learning process needs to reflect individual circumstances and needs

Learner styles may include:

- auditory
- visual
- kinaesthetic
- left / right brain
- global / analytical
- theoretical
- activist
- pragmatist
- reflective

Learner characteristics may include:

- language, literacy and numeracy requirements
- specific needs, physical or psychological
- preferred learning styles
- employment status
- past learning experiences
- level of maturity
- cultural background and needs
- level of formal schooling in Australia or overseas
- length of time resident in Australia

Session plans may include:

- introduction(s)
- outline of objectives / content to be addressed
- ice breakers to be used
- delivery methods for each part of the session
- plan of learning activities to be used within the session
- timelines / duration for each learning activity
- formative assessment points / opportunities
- learning materials required
- summary / overview / wrap up

Resource requirements include:

- the resources needed by the trainer / facilitator and the resources needed by the learners as identified in the delivery plan

Diversity may include:

- age
- gender
- culture
- ethnicity
- disability
- religion
- sexual orientation
- level and prior experiences of education and training
- attitudes and reasons for learning

Generic skills may include:

- Key Competencies, including:
 - communicating ideas and information
 - collecting, analysing and organising information
 - planning and organising activities
 - working in a team
 - using mathematical ideas and techniques
 - solving problems
 - using technology
- self-management
- how to learn
- initiative and enterprise
- innovation
- team work
- language, literacy and numeracy and communication skills

Delivery methods are the techniques used to guide, facilitate and support the learning process and may be:

- lock step, learner-paced, mixed pace
- interactive, participative, collaborative
- trainer / facilitator-centred and learner-centred, and may include:
 - demonstration / modelling
 - instruction
 - presentations / lectures
 - guided facilitation of individual and group learning activities / group work / case studies
 - initiating and facilitating group discussions
 - brainstorming activities
 - practice opportunities
 - enabling and supporting effective learner participation
 - tutoring
 - project-based
 - individual facilitation techniques - coaching / mentoring
 - blended

Appropriate technology and equipment may include:

- overhead projectors
- computers
- light projectors
- DVD / video equipment
- television / screen
- whiteboard / blackboard
- butcher's paper
- specific technical equipment / machinery relevant to technical areas

Presentation skills may include:

- synthesising information and ideas
- preparing aids such as overhead projectors and data projectors
- using computer presentation applications
- using computer software and hardware
- speaking with appropriate tone and pitch
- using appropriate language to reflect the audience
- encouraging and dealing appropriately with questions
- showing enthusiasm for the topic
- summarising key points
- making direct eye contact to create direct pathway between learners and self (may be culturally inappropriate for some groups)
- demonstrating confidence
- supporting learners to enable progress from simple to more complex tasks and concepts

Group facilitation skills may include:

- ensuring that every individual has an opportunity for participation and input
- maintaining group cohesion
- encouraging rapport between group members
- managing group dynamics
- observing and interpreting behaviour that puts others at risk
- facilitating discussion and group interaction

Observation skills may include:

- using formative evaluation to monitor learner progress
- monitoring group and individual interactions
- monitoring conflict / behavioural difficulties
- monitoring learner cues about concerns / difficulties in learning
- monitoring learner readiness for assessment and / or new areas of learning

Unanticipated situations may include:

- identifying learners experiencing difficulties with learning for a variety of reasons, which may include:
 - English language, literacy and numeracy difficulties
 - Physical / sensory difficulties
 - socio-emotional difficulties
 - organisational issues

Inappropriate behaviour may include:

- violent or inappropriate language
- verbal or physical abuse
- Bullying
- insensitive verbal or physical behaviour towards other learners or the trainer / facilitator e.g. cultural, racial, disability or gender - based insensitivities
- dominant or overbearing behaviour
- disruptive behaviour
- non-compliance with safety instructions

Conflict resolution and negotiation skills may include:

- identifying critical points / issues / concerns / problems
- talking through points / issues / concerns / problems
- identifying options for changing behaviours
- bringing the parties together
- managing discussions
- moving parties forward
- presenting solutions
- ensuring equitable outcomes
- providing face-saving options
- obtaining agreements

Reflecting on own performance may include:

- thinking through the training delivery
- asking key questions
- reviewing achievements
- analysing difficulties

EVIDENCE GUIDE

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of assessment followed by identification of specific aspects of evidence that will need to be addressed in determining competency. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Assessment must reflect the endorsed Assessment Guidelines of the TAA04 Training and Assessment Training Package.

To demonstrate competency against this unit candidates must be able to provide evidence that they have delivered training and facilitated learning within a group in a face-to-face learning environment, on a number of occasions, that involves a series of training sessions covering a number of learning outcomes. They should also provide evidence of reviewing and evaluating the effectiveness of the delivery plan and their personal performance in training delivery.

Evidence should show that they can provide training using appropriate sequencing and activities to develop the skills and knowledge of learners, as well as enhancing motivation, interest and enthusiasm. Trainers must demonstrate high-level facilitation, observation, communication and interpersonal skills to support and teach each learner effectively.

Required knowledge includes:

- a sound knowledge of learning principles, including:
 - adults have a range of life experience which they can connect to learning
 - adults have a need to know why they are learning something and its benefits
 - learning needs to be learner-centred
 - adults have a need to be self-directing
 - the learning process needs to support increasing learner independence
 - emphasis is on experimental and participative learning
 - use of modelling
 - the learning process needs to reflect individual circumstances and needs
- a sound knowledge of learner styles, for example:
 - auditory
 - visual
 - kinaesthetic
 - left / right brain
 - global / analytical
 - theoretical
 - activist
 - pragmatist
 - reflective
- the industry area / subject matter of the delivery, for example:
 - the relevant industry competency standards
 - the specific topic / subject / unit
 - specific areas of knowledge as defined in the learning strategy or learning program
- an introductory knowledge of learning theories, for example:
 - cognitive learning theory
 - andragogy
 - pedagogy
 - information processing
 - behavioural learning theory

- learner group profile including characteristics and needs of individual learners in the group
- the content and requirements of the learning program and/or delivery plan
- different delivery methods and techniques appropriate to face-to-face group delivery
- techniques for the recognition and resolution of inappropriate behaviours
- behaviours in learners which may indicate learner difficulties
- organisational records management system and reporting requirements which may include Australian Quality Training Framework (AQTF) and AVETMISS requirements
- evaluation / revision techniques, for example:
 - developing simple questionnaires and feedback forms
 - administering evaluation forms
 - using questioning for evaluation purposes
- specific resources, equipment and support services available for learners with special needs
- relevant policy, legal requirements, codes of practice and national standards including Commonwealth and state / territory legislation, for example:
 - competency standards
 - licensing requirements
 - industry / workplace requirements
 - duty of care under common law
 - OHS legislation
 - recording information and confidentiality requirements
 - anti-discrimination including equal opportunity, racial vilification and disability discrimination
 - workplace relations
 - industrial awards / enterprise agreements
 - National Reporting System
- OHS relating to the facilitation of group - based learning, including:
 - assessment and risk control measures
 - reporting requirements for hazards
 - safe use and maintenance of relevant equipment
 - emergency procedures
 - sources of OHS information
 - role of key workplace persons
 - policies and procedures relevant to the learning environment
- group facilitation skills to:

Required skills and attributes include:

- • facilitate discussion and group interaction
- maintain group cohesion
- handle difficult learners / situations
- manage group activities
- manage conflict
- observe and interpret behaviour that puts others at risk
- different delivery and facilitation methods / techniques, such as:
 - demonstration / modelling
 - instruction
 - presentations / lectures
 - guided facilitation of individual and group learning activities / group work / case studies
 - initiating and facilitating group discussions
 - brainstorming activities
 - providing and guiding practice opportunities
 - enabling and supporting effective learner participation
 - tutoring
 - project-based
 - individual facilitation techniques - coaching / mentoring
 - blended
- oral communication and interpersonal skills to:
 - present information
 - provide sequenced, structured instructions
 - use questioning techniques
 - use listening techniques
 - adjust language to suit the audience
 - maintain appropriate relationships
 - establish trust
 - build rapport
 - be open to others' opinions
 - use appropriate body language
- negotiation and conflict resolution skills
- observation skills to:
 - monitor learner progress
 - monitor group and individual interactions
 - monitor conflict / behavioural difficulties
 - monitor learner cues about concerns / difficulties in learning
 - monitor learner readiness for assessment / new areas of learning
- literacy skills to:
 - prepare presentations
 - prepare questions
 - prepare or customise learning activities
 - prepare or customise learning materials such as handouts and information sheets
 - record learner information
 - develop feedback documentation
- technology skills to:
 - use overhead projectors
 - use audiovisual equipment
 - use computers to produce documents, prepare presentations e.g. PowerPoint, and communicate through email and the web
- manage time to:

- schedule training
- be flexible
- make adjustments to suit learners
- reflection skills to:
 - identify areas for improvement
 - maintain own skill development
- recognising and being sensitive to individual difference and diversity, for example:
 - being sensitive to and valuing culture
 - acting without bias / discrimination
 - responding to individuals with particular needs
 - recognising the importance of religion
 - ensure the correct industrial relations climate of the learning environment

Products that could be used as evidence include:

- identified generic skills relevant to the learning objectives
- feedback forms and other evaluation evidence from learners
- observations or videotaped examples of presentation, group facilitation, oral communication and interpersonal and observation skills used during the training sessions
- examples of completed learning activities that are product - or document - based
- notes showing reflection on own performance and own learning

Processes that could be used as evidence include:

- how the delivery plan was followed and why
- how group or individual conflict was managed
- how individual learning needs were managed
- ways in which initial relationships in the group were established
- how the trainer / facilitator reflected on own performance
- learning achieved by the learners

Resource implications for assessment include:

- delivery venue for programmed learning activities
- access to more than one group of learners
- access to learner group over time
- access to learning program(s)
- access to delivery plan(s)
- time to ensure that assessment covers the range of specific evidence requirements

The collection of quality evidence requires that:

- assessment must address the scope of this unit and reflect all components of the unit i.e. the Elements, Performance Criteria, Range Statement, Evidence Requirements and Key Competencies
- a range of appropriate assessment methods / evidence gathering techniques is used to determine competency
- evidence must be gathered in the workplace whenever possible. Where no workplace is available, a simulated workplace must be provided
- the evidence collected must relate to a number of performances assessed at different points in time and in a learning and assessment pathway these must be separated by further learning and practice
- assessment meets the rules of evidence
- a judgement of competency should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated

Specific evidence requirements must include:

- the ability to transfer delivery and facilitation skills to different training environments and learner groups
- evidence of the delivery, facilitation and review of a series of training sessions including at least two consecutive sessions that follow a learning program design:
 - at least one session (minimum) should be based on a learning program that is derived from Training Package competency standards or accredited curricula
 - at least one session must be based on using learning outcomes from another source
 - at least one session must be delivered to a different learner group with evidence of how the characteristics and needs of this group were addressed
 - at least one training session should be one hour minimum duration

Integrated assessment means that:

- this unit can be assessed alone or as part of an integrated assessment activity involving relevant units in the TAA04 Training and Assessment Training Package. Suggested units include but are
- not limited to:
 - TAADES402A Design and develop learning programs
 - TAADEL401A Plan and organise group-based delivery.

TAADEL403A**Unit Descriptor****Facilitate individual learning**

This unit specifies the competency required to facilitate individual learning through a one-on-one relationship between a learner and facilitator.

Application of the Unit

Learning facilitation relationships may take a number of forms including structured / semi-structured activities and formal / informal agreements. They may be independent of or part of a broad learning and delivery strategy. Identifying which learners and learning contexts may benefit from individual learning facilitation forms part of this competency.

Establishing an appropriate mutual relationship is critical, and the communication and interpersonal skills of the trainer / facilitator are paramount in creating the necessary preconditions for individual learning facilitation to be effective.

Two major techniques to facilitate individual learning are derived from mentoring and coaching methodologies. Other similar instructional techniques may also be appropriate, such as tutoring. The trainer / facilitator may use these techniques with one learner or with individual learners in a small group context.

Individual learning / facilitation relationships may be used to help an individual or individuals meet personal or job goals, learn new skills / knowledge or develop new learning / work behaviours. The role of the trainer / facilitator using these techniques is to advise, guide, support and respond to the needs of the individual learner.

The delivery mode may be face-to-face, online, via telecommunication or using a combination of media.

The competency specified in this unit is typically required by trainers / facilitators, supervisors, managers, leaders, practitioners, teachers, assessors and consultants.

Unit Sector

Delivery and Facilitation

ELEMENT**PERFORMANCE CRITERIA**

1. Identify individual learning facilitation requirements

- 1.1 The need for *individual learning/facilitation* in the *learning area* is identified
- 1.2 The *goals for learning* for individual learning / facilitation are identified and discussed with relevant persons
- 1.3 Appropriate *individual learning / facilitation techniques and processes* are identified and documented to support individual learning needs and goals
- 1.4 *Evaluation processes* are developed and agreed
- 1.5 *Organisational support* for implementation is obtained, where relevant

TAADEL403A Facilitate individual learning

- | | |
|--|---|
| 2. Establish the learning / facilitation relationship | <ul style="list-style-type: none"> 2.1 The individual's learning style, learner characteristics and the context for learning are identified 2.2 The appropriate technique / process to facilitate individual learning is <i>selected or organised</i> and the basis of the technique / process is explained and discussed with the individual learner 2.3 The <i>boundaries and expectations</i> of the learning / facilitation relationship are clarified and agreed using effective <i>communication and interpersonal skills</i> 2.4 Any <i>equity or additional support</i> needs are clarified 2.5 An <i>individualised learning plan</i> is developed, documented and discussed with the learner |
| 3. Maintain and develop the learning / facilitation relationship | <ul style="list-style-type: none"> 3.1 <i>Preparation</i> for each meeting / session is evident 3.2 Effective communication and interpersonal skills are used to grow the relationship and sustain active participation 3.3 <i>Structured learning activities</i> are developed to support and reinforce new learning, build on strengths and identify areas for further development 3.4 <i>Leadership and motivational skills</i> are demonstrated to enable the learner to take responsibility for learning 3.5 <i>Learner cues</i> are observed and <i>changes in approach</i> are made, where necessary, to maintain momentum 3.6 <i>Ethical behaviours</i> are practised at all times 3.7 Regular meetings are agreed to by both parties and scheduled to monitor the effectiveness of the learning / facilitation relationship 3.8 Appropriate documentation to support the relationship is mutually developed and maintained |
| 4. Close and evaluate the learning / facilitation relationship | <ul style="list-style-type: none"> 4.1 <i>Tools and signals</i> are used to determine readiness for closure of individual learning / facilitation relationship 4.2 The closure is carried out smoothly using appropriate interpersonal and communication skills 4.3 <i>Feedback</i> is sought from the learner on the outcomes achieved and the value of the relationship 4.4 The <i>impact</i> of the learning / facilitation relationship is reviewed using identified evaluation processes 4.5 <i>Self-evaluation and reflection</i> on own performance in managing the relationship is carried out and areas for improvement are identified 4.6 The outcomes of the learning / facilitation relationship and evaluation of the process are documented and filed in accordance with legal, organisational and personal requirements |

KEY COMPETENCIES

Key Competency	Example of Application	Performance Level
Communicating ideas and information	communicating verbal and non-verbal messages at every stage of the facilitation session / process communicating to check for comprehension and to reinforce learning using written communication for individual learning plans, evaluations and activities	3
Collecting analysing and organising information	gathering information about the participant and using it to direct the facilitation process collecting and organising information for new skill development	2
Planning and organising activities	developing a wide range of learning activities for the participant to develop their skills	3
Working with others and in teams	working within a particular organisational context	2
Using mathematical ideas and techniques	timing facilitation methods, processes and activities	1
Solving problems	solving problems in terms of new skill development or unforeseen difficulties in learning solving problems in working within the organisation	2
Using technology	using technology to develop and produce written information using technology to demonstrate new skills	2

RANGE STATEMENT

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the Performance Criteria.

Need for individual learning / facilitation may be:

- proposed by the learner, a manager / department in the organisation, or the trainer / facilitator
- a requirement of management
- part of the delivery strategy of a Training Package qualification, course or learning program
- a request for additional support to enhance learning
- based on observation

Learning area may be:

- organisational / individual
- a new / changed job role
- new or changed work procedures / work skills
- technical skills
- life skills
- generic skills
- management skills
- units of competency in Training Packages
- curriculums

Goals for learning may include:

- learning a new skill / area of knowledge or competency
- defined through learning outcomes or objectives of a learning program
- increasing productivity
- career advancement or redirection
- changes in life direction
- setting personal directions / achievements
- relationship development

Relevant persons may include:

- the learner
- the workplace supervisor / coordinator / manager
- other team members
- other trainers / facilitators / teachers / lecturers

Individual learning / facilitation techniques and processes may include:

- a formal or informal process
- an ongoing or one-off process
- a specific circumstance or an integrated feature of the overall learning process
- coaching techniques
- mentoring techniques
- tutoring techniques
- peer relationships
- matching experienced workers / learners
- single or double loop learning approaches

Evaluation processes may include:

- a formal evaluation tool
- quantifiable measures such as increased productivity / achievement of new skills
- level of attendance
- critical feedback from learner and others

Organisational support may include:

- agreement by organisation to provide additional assistance to individuals through identified techniques
- venue and equipment support
- additional time with learner

Individual's learning style may include:

- auditory
- visual
- kinaesthetic
- tactile
- left / right brain
- global / analytical
- theoretical
- activist
- pragmatist
- reflective

Learner characteristics may include:

- language, literacy and numeracy requirements
- specific needs, physical or psychological
- preferred learning styles
- employment status
- past learning experiences
- level of maturity
- cultural background and needs
- level of formal schooling in Australia or overseas
- length of time resident in Australia

Context for learning may be:

- determined by the area of learning
- determined by the trainer / facilitator and the learner
- defined by the work / learning activities
- in a classroom, tutorial room, meeting room, office, work in situ, any agreed meeting place
- in a workplace, training and/or assessment organisation, college, community, university or school
- defined by the time requirements for individual facilitation and how these will be built into learning activities
- impacted by the health, safety or welfare of the learner

Selected is defined as:

- where the trainer / facilitator has the capacity to independently determine which technique / process will be most appropriate

Organised is defined as:

- where the trainer / facilitator is operating in circumstances where the technique / process is part of an existing delivery system

Boundaries and expectations may include:

- the roles and responsibilities of the trainer / facilitator
- the roles and responsibilities of the learner
- extent / limits of the relationship
- the techniques / processes to be used
- confidentiality
- the range of expertise of the trainer / facilitator
- the involvement of others
- organisational expectations
- reporting requirements

Communication skills must include:

- using icebreakers as appropriate
- building rapport with the learner
- using effective verbal and body language
- demonstrating a capacity to communicate clearly to facilitate the learning
- using critical listening and questioning techniques
- providing constructive and supportive feedback
- accurately interpreting verbal messages
- assisting learners to paraphrase advice / instructions to the trainer / facilitator
- providing clear and concrete options / advice
- using appropriate terminology and language of the industry / profession
- ensuring language, literacy and numeracy (LLN) used is appropriate to the learner

Interpersonal skills must include:

- showing respect for the expertise and background of the learner
- demonstrating sensitivity to diversity, disability, culture, gender and ethnic backgrounds
- modelling facilitation and learning behaviours
- engaging in two-way interaction
- encouraging the expression of diverse views and opinions
- negotiating complex discussions by establishing a supportive environment
- using language and concepts appropriate to cultural differences
- accurately interpreting non-verbal messages

Equity or additional support needs may include:

- English language, literacy and numeracy support
- disability support
- Aboriginal and Torres Straight Islander support
- ethnic support services
- interpreting services
- counselling services
- community support

An individualised learning plan includes:

- the goals to be achieved
- contingency plans
- the logistics of the learning relationship, for example:
 - period of relationship
 - frequency of meetings / length of sessions
 - location of meetings / contact
- the structure of the learning relationship, for example:
 - activities to be undertaken
 - monitoring processes
 - tools / equipment needed
 - shadowing
- occupational health and safety (OHS) considerations

Preparation may include:

- planning for each meeting / session
- being organised for each meeting / session
- reflecting on outcomes of previous meeting / session
- being punctual
- identifying 'where we are' at the start
- appearing relaxed and confident
- enabling learner to identify his/her perspective
- providing a relaxing, non-threatening environment

Structured learning activities may include:

- direction, guidance and mutual discussion
- role-plays
- written exercises
- demonstrations
- practice opportunities e.g. practicum or supervised teaching / facilitation
- role modelling
- projects
- readings
- research
- video / audio analysis
- a learning journal

Leadership and motivational skills may include:

- maintaining focus
- transferring responsibility
- empowering the learner
- inspiring the learner
- visualising the learner's perspective
- using effective communication

Learner cues may include:

- level of engagement / disengagement
- regular / irregular attendance / absences
- evidence of frustration, distraction, stress
- level of communication / interaction
- level of ease / difficulty in undertaking learning activities
- stagnation in learning
- level of dependence / independence
- evidence of problems / issues which may be personal, employment-based or related to the individualised learning

Changes in approach may include:

- revision of individualised learning plan
- fresh approach / shift in technique
- problem solving
- shift in level of guidance / level of independence

Ethical behaviours include:

- trust
- integrity
- privacy and confidentiality of the session
- following organisational policies
- knowing own limitations
- having a range of other intervention referrals ready when needed
- honesty
- fairness to others

Tools and signals may include:

- self-assessment by the learner
- a measure of improvement in a particular area
- readiness for formal assessment
- level of independence in learning
- readiness to maintain learning through other means or modes
- severe / fixed blockages in the relationship
- agreed time period over

Feedback may be:

- interview
- formal discussion
- informal discussion
- written questionnaire

Impact may be:

- successful achievement / rate of achievement / lack of achievement of identified goals
- achievement of other outcomes as a result of the relationship
- development of new goals
- increased / new motivation to learn
- greater capacity to learn
- development of or increase in the self-confidence of the learner

Self-evaluation and reflection may include:

- asking critical questions about own ability, what worked, what did not work and how the relationship building process could be improved
- reviewing records and journals on sessions and critically evaluating own performance
- reviewing feedback from learner and identifying critical aspects and areas for improvement

EVIDENCE GUIDE

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of assessment followed by identification of specific aspects of evidence that will need to be addressed in determining competency. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Assessment must reflect the endorsed Assessment Guidelines of the TAA04 Training and Assessment Training Package.

To demonstrate competency against this unit candidates must be able to provide evidence that they can establish and maintain an effective learning / facilitation relationship with an individual learner.

The trainer / facilitator must demonstrate the development of a relationship, in one or more delivery modes which is learner-centred, adaptable to individual needs, and appropriate to the learning area or focus of the relationship. Demonstration of effective techniques, communication, interpersonal skills and problem solving skills are pivotal to demonstrated competency in this unit.

Required knowledge includes:

- the effects of verbal and non-verbal communication, for example:
 - how to interpret behaviours
 - how to model behaviours and values
- sound knowledge of different learning styles and how to encourage different learners, for example:
 - theoretical learners
 - pragmatic learners
 - activist learners
 - reflective learners
 - kinaesthetic learners
 - audio learners
 - visual learners
 - tactile learners
 - left / right brain learners
- the learning cycle, including:
 - concrete experience
 - observation and reflection
 - concept formation
 - testing new learning
- learning principles, for example:
 - adults have a need to be self-directing and decide for themselves what they want to learn
 - adults have a range of life experience, and connecting learning to experience is meaningful
 - adults have a need to know why they are learning something
 - adults need to be respected
 - adults prefer learning to be relevant and practical
- the needs and characteristics of the individual learner
- change processes, for example:
 - how people work through change
 - behaviours associated with change
- the organisational culture, for example:
 - how individualised learning is perceived and valued
 - workplace arrangements for individualised learning
 - industrial relations implications
 - regulatory requirements

- current techniques to facilitate individual learning
- how to create new learning activities
- learner cues that may reflect difficulties with individual learning facilitation relationships
- sources of external support
- measurement or evaluation tool development
- other learning options, learning activities and referrals
- relevant policy, legal requirements, codes of practice and national standards including Commonwealth and state / territory legislation, for example:
 - competency standards
 - licensing
 - industry / workplace requirements
 - duty of care under common law
 - recording information and confidentiality requirements
 - anti-discrimination including equal opportunity, racial vilification and disability discrimination
 - workplace relations
 - industrial awards / enterprise agreements
 - National Reporting System
- OHS relating to the work role, including:
 - reporting requirements for hazards
 - safe use and maintenance of relevant equipment
 - emergency procedures
 - sources of OHS information

Required skills and attributes include:

- use of empathy to:
 - build rapport
 - communicate the feeling of threat and risk when facilitation begins
 - deal appropriately with a range of emotions
- interpersonal skills to:
 - set up a comfortable environment
 - demonstrate awareness of own behaviour
 - use appropriate humour to lighten atmosphere
 - keep the sessions learner-centred
- analysis skills to:
 - identify suitable learning / facilitation techniques and activities for the individual learner
- flexibility to:
 - determine and alter a learning plan
 - negotiate with the learner to ensure facilitation is suitable
 - be patient with individual's learning ability
 - interpret information gathered and adapt own style accordingly
- communication skills to:
 - give positive and negative feedback
 - demonstrate awareness of own behaviour
 - negotiate and manage conflict
 - confirm, clarify or repair understanding
 - build constructively on what has been said
- learning and facilitation techniques to:
 - lead and motivate learners to take responsibility for their own learning
 - maintain momentum during the learning process
 - facilitate individual learning through a one-on one relationship
- literacy skills to:
 - develop the learning plan
 - maintain records and other documentation
 - read and interpret relevant documentation
- recognising and being sensitive to individual difference and diversity, for example:
 - being sensitive to and valuing culture
 - acting without bias / discrimination
 - responding to individuals with particular needs
 - recognising the importance of religion
- time management skills to:
 - structure sessions
 - drive the process to achieve goals

Products that could be used as evidence include:

- individual learning plan
- facilitation activities
- evaluations from participants or organisation
- evidence of self-evaluation and improvement of skills, for example, a learning journal
- audio or video of a facilitation session

Processes that could be used as evidence include:

- how communication skills have been used in facilitating / learning, particularly questioning techniques, listening and interpretation, and why
- how the individual's learning area, style and context were matched to the learning facilitation methods, process and activities utilised
- how learning was structured to build new skills, and why
- how reflection and insight into learning was developed in the learner
- how the trainer / facilitator relationship was terminated, and why

Resource implications for assessment include:

- materials and information for facilitation
- permission of organisation for time and resources

The collection of quality evidence requires that:

- assessment must address the scope of this unit and reflect all components of the unit i.e. the Elements, Performance Criteria, Range Statement, Evidence Requirements and Key Competencies
- a range of appropriate assessment methods / evidence gathering techniques is used to determine competency
- evidence must be gathered in the workplace whenever possible. Where no workplace is available, a simulated workplace must be provided
- the evidence collected must relate to a number of performances assessed at different points in time and in a learning and assessment pathway these must be separated by further learning and practice
- assessment meets the rules of evidence
- a judgement of competency should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated

Specific evidence requirements must include:

- a minimum of two examples of a learning facilitation relationship being conducted, with different individuals to demonstrate communication skills and flexibility; one or more of the processes / techniques identified must be demonstrated

Integrated assessment means that:

- this unit can be assessed alone or as part of an integrated assessment activity involving other relevant units in the TAA04 Training and Assessment Training Package. Suggested units include but are not limited to:
 - TAADEL401A Plan and organise group-based delivery
 - TAADEL402A Facilitate group-based learning
 - TAADEL404A Facilitate work-based learning
 - TAADEL501A Facilitate e-learning.

TAADEL404A**Unit Descriptor****Facilitate work-based learning**

This unit specifies the outcomes required to use work effectively as a learning process.

Application of the Unit

Learning through work is an ongoing and everyday reality of being in work. However, the effectiveness of that learning can be shaped by interventions and actions that modify, direct and provide support to the workplace learner. This guided learning ensures a planned approach to learning through work activities, effective strategies to support the learning and appropriate monitoring and safeguards.

- This unit addresses the processes, skills and knowledge involved in using the work process and the work environment as the basis for learning in the workplace.
- Learning through work may contribute to an educational outcome, such as a qualification or Statement of Attainment; and/or a work outcome, such as learning how to use a new piece of equipment; and/or a personal outcome, such as extending an individual's self-esteem.
- Providing a guided approach to work-based learning is an essential component of any apprenticeship or traineeship arrangement and also has application in induction processes, change management processes and ongoing employee development.
- The competency specified in this unit is typically required by trainers/facilitators, teachers, workplace supervisors, team leaders, human resource or industrial relations managers, consultants and any employee responsible for guiding learning through work.

Unit Sector

Delivery and Facilitation

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|---|---|
| 1. Establish an effective work environment for learning | 1.1 The <i>purpose or objectives of the work-based learning</i> are established and agreed with appropriate personnel |
| | 1.2 The <i>areas of work</i> encompassed by the work-based learning are defined and documented |
| | 1.3 <i>Work practices and routines</i> are analysed to determine their effectiveness in meeting the work-based learning objectives |
| | 1.4 Changes are proposed to work practices, routines and the work environment to support more effective learning, where appropriate, and discussed with <i>relevant persons</i> |
| | 1.5 <i>Occupational health and safety (OHS) and industrial relations implications</i> of using work as the basis for learning are identified and addressed |

- | | |
|---|--|
| 2. Develop a work-based learning pathway | <ul style="list-style-type: none"> 2.1 The documented work areas are analysed to determine an <i>effective work-based learning pathway</i> 2.2 <i>Organisational strategies</i> to support the work-based learning are proposed 2.3 Any <i>contractual requirements and responsibilities</i> for learning at work are addressed 2.4 Connections are made with the training and/or assessment organisation to integrate and monitor the <i>external learning activities</i> with the work-based learning pathway where relevant 2.5 The proposed work-based learning pathway is evaluated against <i>appropriate criteria</i> 2.6 Agreement is obtained from relevant personnel to implement the work-based learning pathway |
| 3. Implement the work-based learning pathway | <ul style="list-style-type: none"> 3.1 The <i>learners' profile and characteristics</i> are evaluated to determine <i>possible requirements for support</i> 3.2 The purposes/objectives for undertaking work-based learning and the processes involved are clearly explained to the learners 3.3 The introduction of workplace tasks, activities and processes is sequenced to reflect the agreed work-based learning pathway 3.4 Agreed organisational strategies are put into effect 3.5 Relations with other work personnel affected by the work-based learning pathway are managed to ensure effective implementation 3.6 <i>Appropriate communication and interpersonal skills</i> are used to develop a collaborative relationship with learners |
| 4. Monitor learning and address barriers to effective participation | <ul style="list-style-type: none"> 4.1 <i>Access and equity considerations</i> are addressed, where appropriate 4.2 The readiness of the worker to participate in and/or take on new tasks and responsibilities is effectively monitored 4.3 Work performances are observed and alternative approaches suggested where needed 4.4 Learners are encouraged to take responsibility for learning and to self-reflect 4.5 Techniques for learners to demonstrate transferability of skills and knowledge are developed 4.6 <i>OHS requirements</i> are monitored to ensure health, safety and welfare 4.7 <i>Feedback</i> is provided to learners about work performance and success is communicated and acknowledged |
| 5. Review the effectiveness of the work-based learning pathway | <ul style="list-style-type: none"> 5.1 Work performance and learning achievement are documented and recorded in accordance with legal/organisational requirements 5.2 Learners are encouraged to provide critical feedback on their learning experiences 5.3 The effectiveness of the work-based pathway is evaluated against the objectives, processes and models used 5.4 The effectiveness of any integration of work-based learning and external learning activities is assessed 5.5 Improvements and changes to work-based practice are recommended in light of the review process |

KEY COMPETENCIES

Key Competency	Example of Application	Performance Level
Communicating ideas and information	reporting issues that require attention providing feedback	3
Collecting analysing and organising information	monitoring individual needs analysing work for learning opportunities	3
Planning and organising activities	planning learning around work organising opportunities for learning around work processes	3
Working with others and in teams	redefining individual and/or team requirements around work-based learning briefing and monitoring the team	3
Using mathematical ideas and techniques	not applicable	-
Solving problems	matching work tasks to learning needs addressing workplace issues as appropriate	2
Using technology	using appropriate technology to communicate and to provide feedback	1

RANGE STATEMENT

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the Performance Criteria.

The purpose or objectives of the work-based learning may include:

- introduction of new technology
- new product / service
- new organisational direction/workplace change
- new position or job roles
- addressing identified skills gap/deficit
- OHS requirements
- quality improvements
- competency achievement
- part of traineeship/apprenticeship

Appropriate personnel may include:

- workplace supervisor/frontline manager
- training/human resources/industrial relations manager
- trainer/facilitator/assessor
- learner
- training and/or assessment organisation personnel
- group training company personnel

Areas of work may include:

- work or job tasks
- work activities
- processes to carry out work
- use/operation of equipment to carry out work
- projects
- team-based or individual work

Work practices and routines may include:

- work schedules
- work timelines
- work performance expectations
- work organisation/organisational change
- work models/multi-skilling
- work structures and systems
- operational/organisational guidelines
- OHS guidelines, systems and safeguards
- work demarcations and industrial relations concerns
- English language, literacy and numeracy (LLN) requirements

Relevant persons may include:

- workplace supervisor/frontline manager
- training/human resources/industrial relations manager
- union representatives/delegates
- workers whose own jobs may be affected by the proposed changes

OHS implications may include:

- OHS legal obligations
- workplace OHS policies and procedures
- ensuring work practices, routines and proposed changes do not pose a risk to the learner and others

Industrial relations implications may include:

- work demarcations created through changes to work practices
- ensuring compliance with an award or enterprise bargaining agreement
- licensing requirements

An effective work-based learning pathway may include:

- identifying specific goals for work-based learning
- identifying job tasks or activities to be included in the learning process
- appropriate sequencing of job tasks/activities to reflect learner incremental development
- direct guidance and modelling from experienced co-workers and experts
- opportunities for practice

Organisational strategies may include:

- appropriate supervision during learning
- appropriate time to observe and talk to others in work
- use of co-workers to model or demonstrate tasks and activities or to teach technical terminology and language of the workplace
- use of internal work experts/mentors/coaches with whom the learner is comfortable
- sufficient time for practice
- job rotation

Contractual requirements and responsibilities may include:

- training plans under apprenticeships/traineeships
- Workplace English Language and Literacy (WELL) or other government funded training program requirements

External learning activities may include:

- external courses e.g. institution-based
- off-the-job components of apprenticeship/traineeship
- equipment supplier training
- online learning
- conferences/seminars/workshops
- self-directed learning

Appropriate criteria may include:

- breadth and depth
- inclusion of a range of routine and non-routine work tasks/activities
- appropriate sequencing of work tasks/activities
- sufficient learning and practice time
- capacity to address learning that underpins knowledge within the work tasks/activities
- identified relationship/synthesis with learning provided by other sources

Learners' profiles and characteristics may include:

- language, literacy and numeracy needs
- specific needs
- employment status
- past learning experiences
- work roles
- level of maturity
- culture

Possible requirements for support may include:

- referral to an external agency for assistance with language, literacy and numeracy
- use of interpreters
- mentor/coach
- peer support
- physical support needs
- other support mechanisms

Appropriate communication skills may include:

- using icebreakers as appropriate
- building rapport with the learner/s
- using effective verbal and body language
- demonstrating a capacity to communicate clearly to facilitate the individual/s learning
- using critical listening and questioning techniques
- giving constructive and supportive feedback
- accurately interpreting verbal messages
- assisting learners to paraphrase advice/instructions back to the trainer/facilitator
- providing clear and concrete options/advice
- using appropriate terminology and language of the industry/profession
- ensuring language, literacy and numeracy (LLN) used is appropriate to learner/s

Interpersonal skills may include:

- showing respect for the expertise and background of learner/s
- demonstrating sensitivity to diversity, disability, culture, gender and ethnic backgrounds
- modelling facilitation and learning behaviours
- engaging in two-way interaction
- encouraging the expression of diverse views and opinions
- negotiating complex discussions by establishing a supportive environment
- using language and concepts appropriate to cultural differences
- accurately interpreting non-verbal messages

Access and equity considerations may include:

- minimising physical barriers
- identifying and addressing direct and indirect barriers to learning
- building on learner strengths
- providing access to a range of resources and/or equipment
- making referrals to a range of relevant agencies

Techniques for learner/s to demonstrate transferability may include:

- problem solving
- situated learning
- hypothetical questioning
- opportunities for learner/s to demonstrate autonomy in learning
- opportunities for learner/s to apply the knowledge and skills in different contexts

OHS requirements may include:

- reporting procedures
- emergency procedures

Feedback may include:

- performance reviews
- formal or informal group or individual discussions

EVIDENCE GUIDE

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of assessment followed by identification of specific aspects of evidence that will need to be addressed in determining competency. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Assessment must reflect the endorsed Assessment Guidelines of the TAA04 Training and Assessment Training Package.

To demonstrate competency against this unit candidates must be able to provide evidence that they have developed work-based learning pathways that integrate learning through work.

This includes identifying learning needs, analysing work practices, the environment and work tasks; organising and allocating work in a way that reflects the learning needs and provides effective learning opportunities, and monitoring the effectiveness of the selection of work-based learning pathway.

Required knowledge includes:

- work organisation systems, processes, practices within the organisation where work-based learning is taking place
- operational demands of the work and impact of changes on work roles
- organisational work culture including industrial relations environment
- systems for identifying skill needs, for example:
 - performance reviews
 - training needs analysis
 - identifying additional training needs of learners
- learning principles, for example:
 - learning and experience are connected for meaning
 - adults need to know why they are learning
 - adults can self-evaluate
 - adults learn in different ways
- individual facilitation techniques to support and guide learning
- change processes, for example:
 - how people work through change
 - behaviours associated with change
- introductory knowledge of different learning styles and how to encourage learning in each, for example:
 - visual learners
 - audio learners
 - kinaesthetic learners
 - theoretical learners
- relevant policy, legislation, codes of practice and national standards including Commonwealth and state/territory legislation, for example:
 - industrial awards
 - enterprise bargaining agreements
 - licensing requirements
 - industry/workplace requirements
 - duty of care under common law
 - information and confidentiality requirements
 - anti-discrimination including equal opportunity, racial vilification and disability discrimination
 - workplace relations
 - National Reporting System

- OHS relating to the work role, including:
 - hazards relating to the industry and specific workplace
 - reporting requirements for hazards and incidents
 - specific procedures for work tasks
 - safe use and maintenance of relevant equipment
 - emergency procedures
 - sources of OHS information
- organisational strategies that provide support to the workplace learning

Required skills and attributes include:

- communication skills to:
 - identify needs
 - communicate suggestions
 - give feedback constructively
 - ask open-ended questions to tease out required knowledge and information
 - evaluate learner profiles and characteristics
 - coach learners
- literacy skills to:
 - read and interpret organisational documents, legal documents and contracts
 - complete and maintain documentation
- monitor and manage work environment and individual dynamics, for example:
 - assess the climate of the group
 - facilitate employee acceptance
 - ensure each individual feels valued
- organisational skills to:
 - allocate and reorganise work
 - organise changes with relevant persons
 - provide guidance and feedback to individuals
- cognitive skills to:
 - set learning outcomes through work
 - interpret and analyse competency standards and/or other performance specifications to actual work processes
 - design a learning process through work

Products that could be used as evidence include:

- redesigned individual/group work plans
- documented individual work-based learning pathways
- training gap identification materials
- documented reviews of work-based learning pathways
- performance management feedback

Processes that could be used as evidence include:

- how learning needs were identified and why
- how learning opportunities were matched to work
- how work was organised/reorganised to reflect learning needs
- how learning was promoted

Resource implications for assessment include:

- work opportunities
- learning opportunities in work
- time to support learner needs e.g. organised time for learner to watch work and talk with work colleagues and trainer/facilitator and reflect on learning

The collection of quality evidence requires that:

- assessment must address the scope of this unit and reflect all components of the unit i.e. the Elements, Performance Criteria, Range Statement, Evidence Requirements and Key Competencies
- a range of appropriate assessment methods/evidence gathering techniques is used to determine competency
- evidence must be gathered in the workplace whenever possible. Where no workplace is available, a simulated workplace must be provided
- the evidence collected must relate to a number of performances assessed at different points in time and in a learning and assessment pathway these must be separated by further learning and practice
- assessment meets the rules of evidence
- a judgement of competency should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated

Specific evidence requirements must include:

- a minimum of two examples of developing work-based learning pathways, that includes:
 - identifying needs for learning
 - analysing work practices, work environment and work activities
 - organising and allocating work in a way that reflects the learning needs and which provides effective learning opportunities through work processes

Integrated assessment means that:

- this unit can be assessed alone or as part of an integrated assessment activity involving other relevant units in the TAA04 Training and Assessment Training Package. Suggested units include but are not limited to:
 - TAADEL403A Facilitate individual learning
 - TAADES401A Use Training Packages to meet client needs.

TAADEL405A**Unit Descriptor****Coordinate and facilitate distance-based learning**

This unit specifies the competency required to coordinate, organise and facilitate a distance-based learning process.

Application of the Unit

Distance-based learning involves a learner-managed learning process that is facilitated by a trainer/facilitator who is separated from their learner/s by time or place. The emphasis in distance-based learning is on the provision to and use by learner/s of effective learning resources with facilitated guidance, motivation and support from the trainer/facilitator through a range of communication tools.

- The competency of coordinating distance-based learning involves organising these learning resources, managing the learning process and reviewing the effectiveness of this delivery mode.
- Distance-based learning resources are primarily print-based learning material but may be supplemented by other media such as audio cassette, videotapes, web-based information or CD-ROM.
- The design and development of learning resources to be used in distance-based learning is addressed as a separate unit of competency in *TAADES502A Design and develop learning resources*.
- The specifications for distance-based learning are documented in a learning strategy/course and/or learning program/s. (Refer *TAADES402A Design and develop learning programs* and *TAADES501A Design and develop learning strategies*).
- Distance-based learning often takes place in conjunction with other modes of delivery, e.g. face-to-face or e-learning.
- The competency of facilitating learning via electronic media in real time is addressed in *TAADEL501A Facilitate e-learning*.
- The competency specified in this unit is typically required by trainers/facilitators, teachers and consultants.

Unit Sector

Delivery and Facilitation

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for distance-based learning	<p>1.1 <i>The learning strategy and/or learning program</i> is accessed, read and interpreted to determine, learning outcomes or objectives to be met and any distance-based learning delivery requirements</p> <p>1.2 Initial knowledge of group, individual <i>learner styles</i> and <i>learner characteristics</i> is developed to support effective planning for distance-based learning using <i>available information</i></p> <p>1.3 The <i>suitability of distance-based learning</i> as a delivery mode for learners is considered and appropriate recommendations made, where required</p> <p>1.4 <i>Learning resources</i> are selected and evaluated for appropriateness, and where required are contextualised for distance-based learning</p> <p>1.5 Additional <i>learning materials</i> appropriate to distance-based learning are developed</p> <p>1.6 A <i>distance delivery management plan</i> is developed, using knowledge of <i>learning principles</i>, to ensure logical progression of learner progress and continuity of distance learning content</p> <p>1.7 <i>Support mechanisms</i> are identified and organised and <i>means of communicating with learners</i> and providing feedback are determined and organised</p> <p>1.8 Prior to commencement identified information is sent to learners outlining <i>objectives, learner requirements and expectations</i></p>
2. Manage distance-based learners	<p>2.1 Expectations and requirements are confirmed through <i>direct contact</i> and any issues/questions are clarified</p> <p>2.2 Distance-based learning relationships are established between trainer/facilitator and learners using appropriate <i>communication tools and skills</i></p> <p>2.3 Learning resources and learning materials are progressively distributed in accordance with the plan and learner needs</p>
3. Monitor learner progress	<p>3.1 Learner progress is monitored and documented to ensure outcomes are being achieved and the needs of individual learners are being met</p> <p>3.2 <i>Strategies</i> are developed and implemented to address learner difficulties, where required and <i>techniques</i> for maintaining motivation and commitment are developed and implemented</p> <p>3.3 Support and guidance are provided outside the formal communication process, where appropriate</p> <p>3.4 Learner records are maintained, stored and secured in accordance with legal/organisational requirements</p>
4. Review the distance-based learning process	<p>4.1 <i>Feedback</i> is gathered to review the management of the distance-based process</p> <p>4.2 Feedback is analysed to determine the success of the distance-based learning in meeting learners' needs and expectations</p> <p>4.3 Time is taken to reflect on personal skills in the coordination and facilitation role</p> <p>4.4 Options for improving the distance-based learning process are documented, discussed with relevant personnel, and changes made as appropriate</p>

KEY COMPETENCIES

Key Competency	Example of Application	Performance Level
Communicating ideas and information	communication using a range of mediums such as letter, audio tape, videotape, telephone, fax and email checking for learner requirements and expectations	3
Collecting analysing and organising information	analysing and organising a range of information from each learner and their progress organising the distribution of learning resources and learning materials	3
Planning and organising activities	planning learning activities based on modular approaches organising communication briefings such as mailings, email messages, or other feedback methods	3
Working with others and in teams	working with administrative or technical support when necessary working with a group of resource-based learners as appropriate	2
Using mathematical ideas and techniques	applying mathematical skills to learning content, as appropriate recording formative assessment as appropriate	2
Solving problems	dealing with problems relating to communication	2
Using technology	using a wide range of learning resource tools being adaptable and flexible in approaching technology and its functions	3

RANGE STATEMENT

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the Performance Criteria.

The learning strategy provides:

- a documented framework to guide and structure the learning requirements and the teaching/delivery and assessment arrangements of a vocational education and training qualification (refer TAADES501A Design and develop learning strategies for more information)

The learning program provides:

- a documented guide to support a cohesive and integrated learning process for the learner
- Note: for further information, refer to TAADES402A Design and develop learning programs Design and develop learning programs.

Learner styles may include:

- Auditory
- Visual
- Kinaesthetic
- left/right brain
- global/analytical
- theoretical
- activist
- pragmatist
- reflective

Learner characteristics may include:

- language, literacy and numeracy requirements
- specific needs
- employment status
- past learning experiences
- level of maturity
- culture and/or language diversity
- level of formal schooling in Australia or overseas
- length of time resident in Australia

Available information may include:

- information which informs the learner about their need to be self-directed, self-motivated, disciplined
- services providing information about distance-based learning
- expectations of the learner
- roles and responsibilities of the trainer/facilitator
- general and introductory information about the trainer/facilitator
- contact details and arrangements
- outcomes of the distance-based learning program
- recommendations for online sites to use, chat forums, bulletin boards
- printed materials relevant to the distance learning qualification/course/program, such as:
 - books and publications
 - references
 - newspaper clippings
 - readings
 - monographs

The suitability of distance-based learning may include:

- the content focus and outcomes of the competency standards and/or learning outcomes, i.e. do the outcomes require demonstration of skills such as psychomotor skills or interpersonal skills?
- whether such skills have been designed into the distance-based learning resources or learning strategy/learning program
- the learning styles and characteristics of the learners and self-assessment of suitability for distance-based learning
- the need for mixed mode to support learning in particular areas/skills

Learners may include:

- self-funded learners
- self-motivated learners
- existing industry/enterprise employees
- school leavers
- new entrants to the workforce
- individuals learning new skills/knowledge
- individuals seeking to upgrade skills/knowledge
- individuals changing careers
- unemployed individuals and groups
- learners who have a disability
- members of target groups such as Aboriginal and Torres Strait Islander communities
- overseas learners
- recent migrants
- individuals/groups meeting licensing or other regulatory requirements

Learning resources may include:

- Training Package noted support materials, such as:
 - learner/user guides
 - trainer/facilitator guides
 - how to organise training guides
 - example training programs
 - specific case studies
 - professional development materials
 - assessment materials
- other commercially available support materials for Training Packages/courses
- organisational learning resources
- competency standards as a learning resource
- videos
- CDs and audio tapes
- references and texts
- manuals
- record/log books
- learning resources and learning materials developed under the Workplace English Language and Literacy (WELL) program
- learning resources produced in languages other than English as appropriate to learner group and workplace

- Contextualised means to:**
- modify examples/case studies/activities/templates with industry/enterprise context specific information to be more relevant to learner
- Learning materials may include:**
- handouts for learners
 - worksheets
 - workbooks
 - prepared case studies
 - prepared task sheets
 - prepared activity sheets
 - prepared topic/unit/subject information sheets
 - prepared role-plays
 - prepared presentations and overheads
 - prepared scenarios, projects, assignments
 - materials sourced from the workplace, e.g. workplace documentation, operating procedures, specifications
 - prepared research tasks
- A distance delivery management plan may include:**
- learning outcomes
 - sequence, packaging, timing and distribution requirements of specific learning resources and learning materials
 - timelines for completion of learning outcomes/ learning activities
 - formative assessment requirements
 - expectations of the learner
 - instructions to the learner
 - list of other learners
- Learning principles include:**
- adults have a need to be self-directing
 - adults have a range of life experience, and connecting learning to experience is meaningful
 - adults have a need to know why they are learning
 - learning needs to be learner-centred to engage learners
 - the learning process needs to support increasing learner independence
 - emphasis is on experimental and participative learning
 - use of modelling
 - reflecting individual circumstances
- Support mechanisms may include:**
- contact numbers for help or guidance
 - email or phone tutoring
 - workplace mentoring by supervisors/managers
 - learning partners
 - contact numbers of other learners
 - equipment needs
 - disability and support needs

Means of communicating with learners may include:

- written communication through:
 - email
 - mail
 - fax
 - SMS
- oral communication through:
 - telephone
 - teleconferencing
- and may be supplemented by initial face-to-face contact

Objectives may include:

- the competency standards being addressed
- specified learning outcomes or learning objectives
- group learning needs
- individual learning needs
- specific learning activities
- practice opportunities
- formative assessment opportunities

Learner requirements may include:

- participation
- maintaining progress
- completing activities/formative assessment requirements

Expectations may include:

- expectations of learners and the group by trainer/facilitator
- expectations of the trainer/facilitator by individuals and by the group

Direct contact may include:

- telephone
- face-to-face
- video conference

Communication tools and skills may include:

- regular email contact with every distance learner
- being accessible
- fostering a community of learners
- providing alternatives e.g. phone access

Strategies may include:

- identifying critical points/issues/concerns/problems
- mediating discussions
- referral to counselling

Techniques may include:

- providing constructive/supportive feedback
- regular guidance
- motivational activities

Feedback may include:

- learner feedback via survey or discussion
- feedback from colleagues
- feedback from external parties

EVIDENCE GUIDE

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of assessment followed by identification of specific aspects of evidence that will need to be addressed in determining competency. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Assessment must reflect the endorsed Assessment Guidelines of the TAA04 Training and Assessment Training Package.

To demonstrate competency against this unit candidates must be able to provide evidence that they can coordinate a number of learners who are participating in distance -based learning.

This involves planning and organising relevant learning resources; developing a distance delivery management plan; managing the learners; setting up and providing support mechanisms; providing appropriate feedback on progress and formative assessment; and ensuring that learning outcomes are reached.

Required knowledge includes:

- a sound knowledge of learning principles, for example:
 - adults have a need to be self-directing and decide for themselves what they want to learn
 - adults have a need to know why they are learning something
 - adults have a range of life experience and connecting learning to experience is meaningful
 - training experiences need to be learner-centred to maintain motivation
- content and requirements of the learning strategy and/or learning program/s to be used in distance delivery
- characteristics and needs of individual distance learners
- a sound knowledge of learner styles, for example:
 - auditory
 - visual
 - kinaesthetic
 - left/right brain
 - global/analytical
 - theoretical
 - activist
 - pragmatist
 - reflective
 - use of individual activities
 - use of written materials
- use of technology to support distance-based learning
- techniques for maintaining motivation and commitment of distance learners
- learner cues
- availability and types of support mechanisms relevant to distance learners
- relevant policy, legislation, codes of practice and national standards including Commonwealth and state/territory legislation, for example:
 - copyright and privacy laws in terms of electronic technology
 - security of information
 - plagiarism
 - competency standards
 - licensing

- industry/workplace requirements
- duty of care under common law
- recording information and confidentiality requirements
- anti-discrimination including equal opportunity, racial vilification and disability discrimination
- workplace relations
- industrial awards/enterprise agreements
- National Reporting System
- OHS relating to the work role, including:
 - reporting requirements for hazards
 - safe use and maintenance of relevant equipment
 - emergency procedures
 - sources of OHS information

Required skills and attributes include:

- communication skills using different mediums, such as audio tapes, written documentation, telephone or email to:
 - establish rapport
 - provide guidance
 - give appropriate feedback
 - maintain motivation and commitment
 - maintain continuous communication
- planning and organising skills to distribute learning resources and learning materials
- interpretation skills to translate/transfer the learning strategy/learning program to distance mode
- organisational skills to:
 - communicate efficiently using various mediums
 - manage learners by distance
 - keep up-to-date with each learner's progress
 - be available for support during established times
 - maintain regular contact with learners
- time management skills to:
 - get materials to learners in a timely manner
 - provide prompt feedback
 - assess learners in a timely manner

Products that could be used as evidence include:

- documentation of feedback given to learners
- documentation of feedback given to trainers/ facilitators
- documentation produced by learners
- emails
- support activities or resources given to learners
- documentation describing the systems and protocols set up
- contact logs or register

Processes that could be used as evidence include:

- how to give appropriate feedback via distance
- the different methods of learning involved with resource-based learning and why they are used
- how to encourage self-directed learning
- contact management systems
- access to distance learners
- access to relevant

Resource implications for assessment include:

- time for organising, facilitating, managing distance learning programs
- learning resources for the learner

The collection of quality evidence requires that:

- assessment must address the scope of this unit and reflect all components of the unit i.e. the Elements, Performance Criteria, Range Statement, Evidence Requirements and Key Competencies
- a range of appropriate assessment methods/evidence gathering techniques is used to determine competency
- evidence must be gathered in the workplace whenever possible. Where no workplace is available, a simulated workplace must be provided
- the evidence collected must relate to a number of performances assessed at different points in time and in a learning and assessment pathway these must be separated by further learning and practice
- assessment meets the rules of evidence
- a judgement of competency should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated

Specific evidence requirements must include:

- the facilitation of one or more distance-based learning programs or qualifications which individually or collectively enable the outcomes, Performance Criteria, skills and knowledge of this competency standard to be demonstrated

Integrated assessment means that:

- this unit can be assessed alone or as part of an integrated assessment activity involving relevant units in the TAA04 Training and Assessment Training Package. Suggested units include but are not limited to:
 - TAAASS301A Contribute to assessment
 - TAADEL403A Facilitate individual learning
 - TAADEL501A Facilitate e-learning.

TAADES401A**Unit Descriptor****Use Training Packages to meet client needs**

This unit specifies the competency required to use Training Packages and accredited courses as a tool to support industry, organisation or individual competency development needs.

Application of the Unit

Training Packages represent the national industry benchmarks for nationally recognised vocational outcomes in the vocational education and training system. Accredited courses represents other industry benchmarks for vocational education and training. Being able to use Training Packages and accredited courses is a core competency required of all persons with a training, assessment or associated role operating in recognised vocational education and training.

This unit addresses the skills and knowledge required to use Training Packages and accredited courses. This includes identifying and sourcing Training Packages and accredited courses to meet client needs, and interpreting the requirements of Training Package/s including the competency standards/units, the packaging rules for qualifications and the assessment guidelines.

It also includes selecting and contextualising competency standards to meet client needs, and identifying the multiple applications of Training Package/s and accredited courses for workplace or educational needs.

This unit underpins and supports a range of other competencies in the TAA04 Training and Assessment Training Package including, but not limited to, developing various learning and/or assessment products, developing learning strategies and programs, and undertaking delivery and assessment.

The competency specified in this unit is typically required by persons working in or with *training and/or assessment organisations* (refer to the definition provided in the Range Statement), including trainers/facilitators, teachers, assessors, designers, managers and consultants.

Unit Sector

Learning Design

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|---|---|
| 1. Define the basis for using Training Package/s and accredited courses | 1.1 Discussions are held with <i>relevant persons</i> to confirm <i>training and/or assessment needs</i> of the client
1.2 <i>Training Packages</i> and/or <i>accredited courses</i> which could satisfy client needs are identified and <i>sourced</i>
1.3 <i>Endorsed components</i> of the Training Package/s and/or accredited courses are <i>explored</i> to determine whether client needs are addressed
1.4 <i>Additional sources of information</i> are identified to clarify Training Package and/or accredited courses content and requirements, where necessary
1.5 The specific purpose and <i>application/s</i> of using Training Packages and/or accredited courses are confirmed with relevant persons |
|---|---|

- | | |
|---|--|
| 2. Analyse and interpret the qualifications framework | <p>2.1 The <i>qualifications framework</i> of the selected Training Packages and/or accredited courses, including the <i>packaging rules</i>, is read and interpreted accurately</p> <p>2.2 Advice is sought from <i>experts and others</i> where guidance on interpretation is needed</p> <p>2.3 The qualifications framework is applied to meet client needs, where appropriate</p> |
| 3. Analyse and interpret competency standards and accredited modules for client application/s | <p>3.1 Individual competency standards are selected to meet client needs in accordance with any packaging rules and co-relationships between units</p> <p>3.2 <i>All parts of the competency standard and/or accredited modules format and structure</i> are read, analysed and interpreted for meaning</p> <p>3.3 All parts of the competency standard and/or accredited modules are analysed for English language, literacy and numeracy requirements</p> <p>3.4 The selected competency standards and/or accredited modules are analysed to identify the <i>dimensions of competency</i></p> <p>3.5 The <i>relationships</i> between the parts of the competency standard are identified and the <i>whole competency standard</i> is used in the application to meet client needs</p> <p>3.6 The relationship between parts of modules are identified and the whole module is used in the application to meet client needs</p> <p>3.7 Content links between competency standards and/or accredited modules are analysed to develop effective applications for the client</p> <p>3.8 Advice is sought from experts where guidance on interpretation is needed</p> <p>3.9 Analysis and interpretation of competency standards and/or accredited modules is documented</p> |
| 4. Contextualise competency standards and accredited courses for client application/s | <p>4.1 Clarification is sought from the client regarding the need for contextualisation of competency standards or accredited courses</p> <p>4.2 If required, competency standards or accredited courses are contextualised using the relevant Training Package's or <i>curricula</i> guidelines/advice on contextualisation</p> <p>4.3 Feedback is sought from experts to ensure contextualisation meets the competency standards and the Training Package's or <i>accredited courses</i> contextualisation advice</p> |
| 5. Analyse and interpret assessment guidance for client application | <p>5.1 All sections of the Assessment Guidelines of the Training Package/s and/or accredited courses are read, interpreted and applied to the application</p> <p>5.2 Where two or more Training Packages and/or accredited courses are used to meet client needs, the assessment guidelines of each Training Package and/or <i>curricula</i> are applied</p> <p>5.3 Advice is sought from experts where guidance on interpretation is needed</p> |

6. Use Training Package/s and accredited courses as an integrated tool for client application
- 6.1 All analysis and interpretation of Training Package and/or accredited courses content is reviewed against the purpose and the application to meet client needs
 - 6.2 All analysis and interpretation of Training Package and/or accredited courses content is reviewed against requirements and guidelines
 - 6.3 The interrelationships in content between the three endorsed components of the Training Package are evident in the application or in the case of accredited courses, the relationship between component parts
 - 6.4 The user of the Training Package and/or accredited courses reflects on the process and continuous improvements for other applications

KEY COMPETENCIES

Key Competency	Example of Application	Performance Level
Communicating ideas and information	communicating ideas and information contained within a Training Package and accredited courses to the industry or organisation organising discussions to confirm information used from Training Packages and accredited courses	3
Collecting analysing and organising information	collecting, analysing and organising extensive information using all the components of a Training Package or accredited courses to correctly customise standards	3
Planning and organising activities	planning and coordinating to access the relevant Training Packages and accredited courses when required, source information and plan the customisation of standards	2
Working with others and in teams	using work teams to discuss the Training Package and accredited courses, seek advice from others and check progress	2
Using mathematical ideas and techniques	not applicable	-
Solving problems	identifying and solving problems concerning the Training Package and accredited courses rules specifically relating to customisation	2
Using technology	using the Internet to search for Training Packages and accredited courses and to develop the application	1

RANGE STATEMENT

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the Performance Criteria.

Training and/or assessment organisation refers to:

- a Registered Training Organisation (RTO), i.e. an organisation registered to provide recognised training and assessment services; includes TAFE institutes, private commercial colleges/companies, enterprises, community organisations, group training companies and schools
- an organisation working in a partnership arrangement with an RTO to provide recognised training and assessment services
- an organisation that provides non-recognised training and assessment services

Accredited courses

- a training specification which has been accredited and which meets the AQTF - Standards for State and Territory Registering/Courses Accrediting Bodies

Relevant persons may include:

- training managers/coordinators
- other managers/supervisors
- industry or organisational clients
- consultants
- colleagues
- other people who work for a training and/or assessment organisation
- personnel at national Industry Skills Councils (ISCs)
- industry experts
- industry networks/trainers/facilitators

Training and/or assessment needs may be:

- an Australian Qualifications Framework (AQF) qualification
- an apprenticeship/traineeship
- a learning program to meet a skill/competency gap or need
- learning product development/modification
- delivery
- assessment
- professional development
- generic skill development
- maintenance of currency
- recognition of current competency/prior learning
- organisational skill development needs

Client may include:

- target learner group
- individual learners
- candidates for assessment
- business/organisation
- group training company
- government department or agency
- internal clients - other personnel in the training and/or assessment organisation

Training Package/s and accredited courses may be sourced by:

- using the Internet to access the National Training Information Service (NTIS) or Resource Generator
- purchasing copies from relevant ISCs
- purchasing copies from Australian Training Products
- accessing library facilities
- making inquiries of other personnel within the training and/or assessment organisation

Endorsed components of the Training Package include:

- units of competency
- Assessment Guidelines
- Qualifications Framework

Explored may include:

- reading, examining and interpreting content to identify relevance
- clarifying different parts of the Training Package or accredited courses and how they relate to each other
- knowing who to go to with questions about applicability/relevance to client needs
- understanding the terms, phrases and language used in the Training Package or accredited courses, and the style in which Training Packages or accredited courses and other VET documentation is written
- clarifying how competency standards in one Training Package relate to competency standards in other Training Packages/accredited courses
- clarifying how modules in accredited courses relate to modules in other accredited courses
- identifying the underpinning language, literacy and numeracy requirements

Additional sources of information may include:

- Training Package and accredited courses support materials
- an Implementation Guide for the Training Package
- supplementary information produced by the relevant ISC
- learning resources and learning materials developed by the Workplace English Language and Literacy (WELL) program
- Training Package and accredited courses endorsement/accreditation information including review dates and status
- accredited courses accreditation information including target audience and expiry date

Application/s may include:

- developing a learning strategy for a Training Package and/or accredited courses qualification
- developing an accredited course based on competency standards from different Training packages, to meet a client need
- developing a traineeship/apprenticeship training plan
- developing a learning program
- undertaking delivery
- conducting assessment
- developing assessment tools
- undertaking validation
- developing learning resources/learning materials
- using the Training Package and/or accredited courses:
 - as a project tool
 - for coordination and management functions
 - for human resource functions including recruitment, selection, performance management
 - to support organisational change

Qualifications framework is defined as:

- the qualification outcomes of the Training Package or accredited courses which comprise meaningful combinations of competencies aligned to specific Australian Qualifications Framework (AQF) qualification titles

Packaging rules are defined as:

- the grouping of units of competency into combinations for the purpose of creating an AQF qualification and may include:
 - a core only model
 - a core and electives model
 - a core and specialisation model
 - a core, specialisation and/or electives model
 - an electives only model

Experts and others may include:

- other trainers/facilitators
- other assessors
- Industry Skills Councils (ISCs) staff
- Australian National Training Authority (ANTA) and/or State/Territory Authority (STA) staff
- Australian Quality Training Framework (AQTF) auditors

All parts of the competency standard format and structure must include:

- Unit Descriptor
- Elements
- Performance Criteria
- Range Statement
- the Evidence Guide including:
 - required knowledge and skills
 - identified Key Competencies or generic skills
 - critical aspects of assessment (in the TAA04 Training and Assessment Training Package called requirements for the collection of quality evidence and specific evidence requirements)
 - context and resource implications for assessment

All parts of the accredited courses must include

- descriptor
- learning outcomes
- assessment criteria
- context and resource implications for assessment

All parts of the competency standard and/or accredited module, format and structure may include:

- application section
- prerequisites
- competency field
- industry sector
- overview of assessment
- methods of assessment
- products and processes that could be used as evidence
- integrated assessment/co-assessment relationships
- guidance information

Dimensions of competency include:

- task skills
- task management skills
- contingency management skills
- job/role environment skills

Relationships may include:

- identifying the performance requirements and how critical outcomes will be achieved
- clarifying the intent of each component
- the application of required knowledge and skills to work activities defined in the Performance Criteria
- the interrelationships between assessment requirements, the intent and focus of the unit and the Performance Criteria
- the integration of the application of Key Competencies as part of the assessment process
- the interrelationship between the evidence guide and assessment in providing specific guidance to support sufficiency and validity of evidence

The whole competency standard refers to:

- all parts of the competency standard, including dimensions of competency

EVIDENCE GUIDE

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of assessment followed by identification of specific aspects of evidence that will need to be addressed in determining competency. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Assessment must reflect the endorsed Assessment Guidelines of the TAA04 Training and Assessment Training Package.

To demonstrate competency against this unit candidates must be able to provide evidence that they can source, analyse, interpret and use a Training Package and an accredited course to contextualise or adapt competency standards for an industry, organisation or individual.

Required knowledge includes:

- the function of Training Packages and accredited curriculum as national benchmarks in a competency-based training and assessment system of vocational education and training
- the different purposes for which Training Packages can be used
- the structure of Training Packages and accredited courses and the role and purpose of each endorsed/accredited component
- the language and terminology used in Training Packages and accredited courses, for example:
 - acronyms used to describe components of, and organisations within, the vocational education and training environment
 - meanings of words and phrases concerning workplace training and assessment
 - the language style in which Training Packages and accredited courses and other vocational education and training documentation is written
- where to access Training Packages and accredited courses information, for example:
 - web sites - ANTA, STAs, ISCs
 - organisations that distribute Training Packages and accredited courses - ISCs, ATP
 - personnel in ISCs
 - industry associations
- how to use Training Packages and accredited courses in relation to different applications, for example:
 - how to use the introductory information
 - how to use packaging rules, qualification frameworks and Assessment Guidelines
- the format and structure of competency standards and accredited modules
- the format and structure of accredited courses
- the dimensions of competency
- how to interpret and use competency standards for a range of applications and purposes, for example:
 - training
 - assessment
 - human resources
 - recognition
 - credit transfer/articulation
- the endorsement/accreditation period of Training Packages/accredited courses, review dates and review status
- the parts of Training Packages and accredited courses which

- can be contextualised and those which cannot
- the diversity of VET clients, client needs and expectations and how Training Packages and accredited courses can meet client needs
- relevant policies, legal requirements, codes of practice and national standards including Commonwealth and state/territory legislation, for example:
 - copyright and privacy laws in terms of electronic technology
 - security of information
 - plagiarism
 - licensing
 - industry/workplace requirements
 - duty of care under common law
 - anti-discrimination including equal opportunity, racial vilification and disability discrimination
 - workplace relations
 - industrial awards/enterprise agreements
- occupational health and safety (OHS) relating to the work performance outcomes and requirements set out in competency standards, including:
 - internal policies and procedures to meet OHS requirements
 - hazards commonly found in the work environment to which learning is related

Required skills and attributes include:

- communication skills to collaborate with others on using Training Packages and accredited courses, for example:
 - discussing issues
 - asking questions
 - accepting feedback and instruction
 - interpreting written information
- planning skills to:
 - develop a structure for a particular application of the Training Package and accredited courses
 - coordinate the use of more than one Training Package /accredited courses or more than one competency standard or accredited module
- cognitive skills to:
 - analyse, interpret and apply the qualifications frameworks of selected Training Packages and accredited courses
 - select, analyse and interpret individual competency standards/accredited modules
 - analyse, interpret and apply all sections of the Assessment Guidelines
- research skills to:
 - analyse and interpret Training Package and accredited courses content against purpose and application to meet client needs
 - determine learning or organisational application
 - use a range of sources to access Training Packages
 - identify opportunities to integrate components within and across units

Products that could be used as evidence include:

- learning or organisational applications which have been developed using a Training Package and/or accredited courses as a framework

Processes that could be used as evidence include:

- how different components of the Training Package and/or accredited courses were analysed
- how different parts of the competency standards were analysed
- how the Training Package/s and/or accredited courses were used to meet the needs of a particular industry or organisation
- how Training Package/s and/or accredited courses operate in vocational education and training

Resource implications for assessment include:

- Training Packages and accredited courses
- access to appropriate personnel for consultation and advice

The collection of quality evidence requires that:

- assessment must address the scope of this unit and reflect all components of the unit i.e. the Elements, performance criteria, range statement, evidence requirements, skills and Key Competencies
- a range of appropriate assessment methods/evidence gathering techniques is used to determine competency
- evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided
- the evidence collected must relate to a number of performances assessed at different points in time and in a learning and assessment pathway these must be separated by further learning and practice
- assessment meets the rules of evidence
- a judgement of competency should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated

Specific evidence requirements must include:

- a minimum of two examples of unpacking training specifications including at least one Training Package. The other may be another Training Package or accredited courses which meets the vocational outcomes of the learner. It is strongly recommended that this evidence be collected through integrated assessment with any of the units listed below. This may be in a real or simulated work environment.

Integrated assessment means that:

- this unit can be assessed alone or as part of an integrated assessment activity involving relevant units in the TAA04 Training and Assessment Training Package. Suggested units include but are not limited to:
 - TAADES402A Design and develop learning programs
 - TAADES501A Design and develop learning strategies
 - TAADES502A Design and develop learning resources
 - TAADES503A Research and design e-learning resources
 - TAADES504A Develop and evaluate e-learning resources
 - TAADES505A Research and develop competency standards
 - TAAASS401A Plan and organise assessment
 - TAAASS402A Assess competency
 - TAAASS403A Develop assessment tools
 - TAAASS404A Participate in assessment validation.

TAADES402A**Unit Descriptor****Design and develop learning programs**

This unit specifies the competency required to conceptualise, design, develop and evaluate learning programs to meet an identified need for a group of learners, using appropriate criteria.

Criteria may include endorsed competency standards and other specifications such as organisational performance standards, product equipment specifications and workplace procedures.

Application of the Unit

Learning programs document a cohesive and integrated learning process for the learner. They include the learning outcomes or the learning objectives (derived from the competency standards or other criteria) and outline the content, sequence and structure of learning and the delivery and assessment method/s to be used.

- This unit addresses the skills and knowledge needed to identify the parameters of a learning program, determine the design, outline the content and review its effectiveness.
- The trainer/facilitator uses learning programs to develop more specific and detailed delivery plans which contextualise and individualise the learning for particular groups.
- A learning program can be discrete, providing a planned learning approach, relating to specific learning/training needs, or it may form part of the learning design for a qualification. In the latter context, the learning program represents a subset of a learning strategy, adding detail to specified content areas outlined within the learning strategy. For each learning strategy a number of learning programs would need to be developed to guide implementation.
- The competency requirements to develop a learning strategy are separately identified in *TAADES501A Design and develop learning strategies*.
- Competency standards must be used as the basis for determining the learning program content in a learning and assessment pathway which leads to a recognised vocational qualification or Statement/s of Attainment under the Australian Qualifications Framework (AQF).
- The competency of 'unpacking' and interpreting Training Packages is addressed separately in *TAADES401A Use Training Packages to meet client needs*.
- Where the learning program is designed to meet a general education need within vocational education and training or to meet specific organisational or business needs that do not lead to AQF certification, other criteria may form the basis for the learning outcomes.
- Throughout this unit the 'learner' refers to the individual in the group being trained in any vocational area, not the person undertaking this unit.
- The competency specified in this unit is typically required by trainers/facilitators, training coordinators, training consultants.

Unit Sector

Learning Design

ELEMENT	PERFORMANCE CRITERIA
1. Define the parameters of the learning program in consultation with the client/s	1.1 The purpose and focus of the learning program is clarified 1.2 Competency standards or other relevant specifications on which to base the learning program are identified, accessed and confirmed 1.3 Competency standards / other relevant specifications are read, analysed and interpreted to determine specific learning objectives / outcomes / goals, and language, literacy and numeracy requirements 1.4 The scope and breadth of the learning program is discussed and interpreted 1.5 The target group learners and their characteristics are identified and considered 1.6 Other sources of information to support the learning program are identified and accessed 1.7 The learning environment, operational resource requirements and safety implications are identified
2. Generate options for designing the learning program	2.1 Relevant learning strategy documentation is accessed and used to guide the learning program development, where appropriate 2.2 The competency / educational profile and learning styles of the target group learners are investigated to inform the learning program design 2.3 Research is conducted to identify existing learning programs and/or learning resources and learning materials which could be used and/or customised 2.4 A range of options for the learning program content is generated in collaboration with other persons and based on research findings and application of learning principles 2.5 Broad time frames, possible costs and logistics of the learning program are considered 2.6 The information and ideas are evaluated and the most appropriate option/s selected
3. Develop the learning program content	3.1 The specific subject matter content is researched, developed and documented in accordance with agreed design option/s and based on application of learning principles 3.2 Existing learning resources, learning materials are accessed and evaluated for content relevance and quality 3.3 Selected learning resources, learning materials are customised, where appropriate, to suit the learning purposes and audience 3.4 New, relevant and engaging learning activities and related learning materials are developed and documented, based on application of learning principles 3.5 In a learning and assessment pathway, assessment requirements for the learning program are specified

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|---|---|
| 4. Design the structure of the learning program | <p>4.1 The learning content is broken into manageable chunks / segments of learning and sequenced appropriately to enhance and support effective learning and to enable achievement of identified criteria</p> <p>4.2 The time frame for each segment is determined and the overall time frame is finalised</p> <p>4.3 The delivery strategies and assessment methods and tools are determined / confirmed</p> <p>4.4 Organisational requirements to implement the learning program are identified and documented</p> <p>4.5 The learning program is finalised and documented, outlining each part of the program</p> |
| 5. Review the learning program | <p>5.1 The learning program draft is reviewed in collaboration with key stakeholders using an appropriate evaluation tool</p> <p>5.2 The evaluation feedback is gathered, summarised and analysed to enhance the quality of the content</p> <p>5.3 The draft learning program is adjusted to reflect the review outcomes, where appropriate</p> <p>5.4 Final approval is obtained from appropriate personnel</p> <p>5.5 The learning program documentation is held in an accessible form and updated on a regular basis following implementation and feedback</p> |

KEY COMPETENCIES

Key Competency	Example of Application	Performance Level
Communicating ideas and information	writing clearly collaborating with stakeholders effectively	3
Collecting analysing and organising information	gathering information about the plan and participants organising learning in a useful and practical way	3
Planning and organising activities	organising learning resources and learning materials planning sessions in appropriate format and time limits	3
Working with others and in teams	communicating with stakeholders to get clear information and feedback collaborating to generate a range of ideas	3
Using mathematical ideas and techniques	calculating budgets and costs maintaining reasonable expenditures	2
Solving problems	altering the learning program as needed	2
Using technology	incorporating technology into the learning when appropriate using technology to communicate or to develop a program	3

RANGE STATEMENT

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the Performance Criteria.

Purpose of the learning program may include:

- developing vocational competency / vocational skills
- developing generic skills
- developing language, literacy, numeracy
- developing general education
- fleshing out and adding content to part of a learning strategy
- achieving organisational change
- supporting organisational skill development
- for professional development purposes
- developing teams
- meeting new legislation, licensing or registration requirements
- meeting regulatory and occupational health and safety (OHS) requirements
- meeting funding body requirements

Focus of the learning program may be:

- a subset of a learning strategy
- a short course / vocational program
- a professional development program
- a community education program
- a workplace learning program
- part of a VET in Schools
- part of an apprenticeship / traineeship
- a short-term development plan developed by a coach
- a short-term induction

Other relevant specifications may include:

- curriculum specifications
- product specifications
- organisational work requirements/training needs
- induction needs
- language, literacy and numeracy development needs
- regulatory/licensing requirements

Scope and breadth may include:

- the number of competencies to be achieved
- the vocational or generic skills to be developed
- the subject or technical knowledge and/or theory to be learned
- the work activities to be encompassed
- the specific organisational learning needs to be addressed

Target group learners may include:

- existing industry/enterprise employees
- school leavers
- new entrants to the workforce
- Apprentices/trainees
- Individuals learning new skills/knowledge
- Individuals seeking to upgrade skills/knowledge
- individuals changing careers
- Unemployed
- learners who have a disability
- members of target groups such as Aboriginal and Torres Strait Islander communities
- overseas learners
- recent migrants
- Individuals/groups meeting licensing or other regulatory requirements

Characteristics may include:

- level and breadth of work experience
- level and previous experiences of formal education
- skill/competency profile
- socio-economic background, age, gender, range of abilities (disabilities)
- cultural background and needs
- specific needs - physical or psychological
- motivation for learning
- language, literacy and numeracy needs of learners
- learning style and preferences

Sources of information may include:

- job descriptions
- employee records
- performance appraisals
- registration or enrolment information
- surveys
- publications from government agencies including OHS and regulatory authorities' supervisor reports
- industry bodies
- employment records
- company brochures and promotional materials

Learning environment may include:

- operational workplace
- simulated workplace
- meeting room/tutorial room
- college/school classroom
- online
- community setting
- home

Operational resource requirements may include:

- staffing needs
- guest speakers
- technical and support staff
- learning materials and learning resources
- equipment and technology

Learning strategy documentation includes:

- learning strategies developed for qualifications in Training Packages
- Training Package endorsed components

Competency/educational profile may include:

- previous qualifications
- highest level of qualification
- existing certified/uncertified competency
- human resource (HR) information
- job/work descriptions

Learning styles may include:

- Auditory
- visual
- kinaesthetic
- left/right brain
- global/analytical
- theoretical
- activist
- pragmatist
- reflective

Learning resources may include:

- Training Package noted support materials such as:
 - learner/user guides
 - trainer/facilitator guides
 - how to organise training guides
 - example training programs
 - specific case studies
 - professional development materials
 - assessment materials
- other published, commercially available support materials for Training Packages/courses
- organisational learning resources
- competency standards as a learning resource
- videos
- CDs and audio tapes
- references and texts
- manuals
- record/log books
- learning resources and learning materials developed under the Workplace English Language and Literacy (WELL) program
- learning resources produced in languages other than English as appropriate to target group learners and workplace

Learning materials may include:

- handouts for learners
- Worksheets
- Workbooks
- prepared case studies
- prepared task sheets
- prepared activity sheets
- prepared topic/unit/subject information sheets
- prepared role-plays
- prepared presentations and overheads
- prepared scenarios, projects, assignments
- materials sourced from the workplace, e.g. workplace documentation, operating procedures, specifications
- prepared research tasks

Design options for the learning program content may include:

- following the design approach of the learning strategy
- organising the learning program around discrete unit/criteria requirements
- integrating units/criteria within the learning program
- focusing the content on knowledge and/or skill acquisition
- focusing the content on activities/experiences as the focus of learning
- listing existing learning activities, learning materials, learning resources that could be used in developing content
- considering the most appropriate delivery and/or assessment methods

Other persons may include:

- Colleagues
- trainers/facilitators
- Industry contacts
- Vendors
- HR personnel
- marketing personnel
- end users
- subject or technical specialists, including OHS
- language, literacy and numeracy specialists

Learning principles include:

- adults have a need to be self-directing
- adults have a range of life experience, so connecting learning to experience is meaningful
- adults have a need to know why they are learning something
- training needs to be learner-centred to engage learners
- the learning process needs to support increasing learner independence
- emphasis on experimental and participative learning
- use of modelling
- the learning process should reflect individual circumstances

Costs may include:

- venue hire
- technology and equipment
- purchase of Training Packages
- purchase of learning resources/learning materials and related costs
- photocopying of materials/documents
- use of training and/or assessment personnel
- use of consultants and other support personnel
- cost benefit analysis of learning program to the client

Logistics may include:

- when learning program is required / when to implement
- where learning program will be undertaken
- accessibility / availability of appropriate learning resources, learning materials and equipment needs to support the learning program
- communication / marketing needs
- availability of appropriate staff

Learning activities may include:

- discussions
- role-plays
- written activities
- case studies
- simulation
- audio or visual activities
- demonstrations
- practice, e.g. practicum or supervised teaching / facilitation
- individual activities / projects / assignments
- group activities / projects / assignments
- workplace practice
- research
- problem-based tasks
- 'thinking skills' exercises
- question and answer
- self-paced learning materials
- games

A learning and assessment pathway involves:

- a combination of planned and sequenced learning experiences and assessment opportunities which enable an individual to develop and achieve the defined criteria/learning outcomes

Assessment requirements may include:

- meeting the rules of evidence
- physical resource requirements
- specialist support (if required)
- reasonable adjustments to the assessment process
- assessment tools and methods
- formative assessment processes
- legislative requirements

Time frame for each segment may refer to:

- the number and duration of training sessions / classes / periods
- suggested learning time
- time for practice / work experience

Delivery strategies may include:

- the focus of delivery, for example:
 - groups of varying sizes
 - groups from single context / from multiple contexts
 - groups of similar educational / competency levels / groups with divergent educational / competency backgrounds
 - on individuals
- the context of delivery, for example:
 - in the workplace - work in situ
 - in a simulated work environments
 - in the training room / classroom
 - in specialist environments - e.g. laboratory / computer room
 - through the world wide web
 - at home
 - in a community setting
- the mode of delivery, for example:
 - face-to-face
 - technology-based electronic / computer-based / online / audiovisual
 - experiential
 - distance resource-based
 - blended
- delivery methods, for example:
 - lock step / learner-paced / mixed
 - interactive / participative / collaborative
 - trainer / facilitator-centred / learner-centred
 - time and place dependent/independent
 - demonstration
 - instruction
 - presentations
 - guided facilitation
 - guided activities / applications / experiences
 - tutoring
 - project-based
 - individual facilitation techniques - coaching / mentoring
 - blended delivery methods

Assessment methods may include:

- direct observation of real work/real time activities or work activities in a simulated work environment
- structured activities (e.g. simulation exercises, projects, demonstration, activity sheets)
- questioning (e.g. computer, oral, written questions)
- portfolios (collections of evidence compiled by the candidate)
- product review
- third party feedback

Assessment tools may include:

- templates / proformas
- a profile of acceptable performance and the decision making rules for the assessor
- oral or written questioning, including confirming, probing, reflective - interview, test, exam
- information and instructions to the candidate and/or assessor
- evidence / observation checklists
- checklists for the evaluation of work samples
- candidate self-assessment materials
- project-based activities
- workplace documents
- integrated competency assessment tool

Organisational requirements may include:

- specific location/s for delivery
- ensuring learning program reflects industry / workplace / organisational culture
- coordinating locations
- special equipment or technology needs
- scheduling requirements
- providing for specific needs of the learners
- investigating the learning environment to identify, assess and control OHS risks allowable time for training
- management expectations
- people to be involved
- reporting requirements
- access issues, e.g. to the work practice environment

The learning program includes:

- the competencies or other criteria to be achieved
- the specific learning outcomes derived from the criteria for each chunk or segment of the learning program
- an overview of the content to be covered in each chunk / segment of the learning program
- learning resources, learning materials and activities for each segment of the learning program
- number and duration of training sessions/classes required and overall timelines
- delivery methods for each chunk/segment of the learning program
- OHS issues to be addressed in delivery
- identification of assessment points to measure learner progress
- assessment modes and methods and tools to be used to collect evidence of competency, where assessment is required

Learning program draft is reviewed to ensure that:

- the focus and purpose of the learning program is clear and appropriate
- content and structure address all aspects of required competencies / other relevant criteria
- learning sequence provides effective and manageable blocks of learning
- activities are interesting, relevant and appropriate to outcomes and learner characteristics
- assessment points, methods and tools are appropriate and effective, where assessment is required
- equity needs are effectively addressed
- risk areas and contingencies are identified

Stakeholders may include:

- team leaders / supervisors / managers / employers
- participant / employee / learner
- technical and subject experts including language, literacy, numeracy and OHS specialists
- government regulatory bodies
- industry, union, employee representatives
- employer bodies
- training providers, human resource departments
- assessment and/or training partners
- trainers / facilitators / assessors

An evaluation tool may include:

- an open- or closed-ended questionnaire
- a mapping tool
- a checklist
- a focus group
- a structured interview

Appropriate personnel may include:

- program manager
- head of department
- senior teacher
- apprenticeship/traineeship supervisor
- training coordinator/manager
- HR manager

EVIDENCE GUIDE

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of the assessment followed by identification of specific aspects of evidence that will need to be addressed in determining competency. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Assessment must reflect the endorsed Assessment Guidelines of the TAA04 Training and Assessment Training Package.

To demonstrate competency against this unit candidates must be able to provide evidence that they can design a range of learning programs to meet different learner needs/learning contexts.

The learning programs provided as evidence must establish the learning context; identify learner and client needs; identify the competency standards or other relevant criteria which best reflect these needs; and be structured and sequenced to maximise learning.

The program must also be logical and innovative enough to engage the learner group; identify the delivery methods which enhance flexibility; and identify the resources needed for delivery.

The ability to map the learning program to the competency standards or other relevant criteria used must also be demonstrated to ensure all content and specifications of the standards or criteria are addressed in the learning program.

Required knowledge includes:

- Training Package/s and/or relevant competency standards to be used as the basis of the learning program
- other performance standards / criteria to be used as the basis of the learning program, where relevant
- the distinction and relationship between a Training Package / accredited courses, learning strategy and learning program, where linked
- different purposes and focus of learning programs
- a sound knowledge of learning principles, including:
 - training needs to be learner-centred
 - adults have a need to be self-directing and decide for themselves what they want to learn
 - adults have a range of life experience, so connecting learning to experience is meaningful
 - adults have a need to know why they are learning something
- an introductory knowledge of adult learning theory, including:
 - behavioural learning theory
 - cognitive learning theory
 - information processing theory
 - andragogy
- industry content / subject matter knowledge specific to the area/s of the learning program
- learners profile, learner target group characteristics
- learning styles that best suit the learner profile/target group, for example:
 - theorist
 - pragmatist
 - activist
 - reflector
 - kinaesthetic
 - auditory
 - visual

- instructional design principles relating to different design options for learning program design / structure
- availability and types of different relevant learning resources, learning materials and pre-developed learning activities
- how to develop and document new learning activities and related learning materials
- different delivery modes and delivery methods for example:
 - face-to-face
 - work-based
 - online
 - distance-resource-based
 - individual facilitation techniques
 - blended delivery
- different assessment methods
- how to prepare costings related to the development of the learning program
- relevant policies, legal requirements, codes of practice and national standards including Commonwealth and state/territory legislation, for example:
 - copyright and privacy laws in terms of electronic technology
 - record keeping and security of information
 - plagiarism
 - competency standards
 - licensing requirements
 - OHS
 - industry / workplace requirements
 - duty of care under common law
 - anti-discrimination including equal opportunity, racial vilification and disability discrimination
 - workplace relations
 - industrial awards / enterprise agreements
- relevant OHS knowledge relating to the work role, and OHS considerations which need to be included in the learning program, including:
 - internal policies and procedures to meet OHS requirements
 - hazards commonly found in the work environment to which learning is related
- evaluation and feedback methods

Required skills and attributes include:

- communication skills, for example:
 - negotiation skills
 - ability to elicit information
 - questioning skills
 - listening skills
 - collaboration skills
- design skills to:
 - define the learning program structure and content
 - develop learning activities
 - design learning materials
- analysis skills to:
 - interpret information about learners' needs from enrolment forms and other documentation
 - interpret requirements of competency standards and workplaces, including language, literacy and numeracy
 - develop the learning program content
- organisational skills to:
 - ensure resources are available
 - manage other work
- time management skills to:
 - pace learning
 - structure learning
 - determine the time required for each learning segment and the overall timelines of the learning program
 - design and develop the learning program in an appropriate timeframe
- problem solving skills, to:
 - organise information and content so that it is meaningful, accurate and logical
 - negotiate with others for resources or budget
- cognitive skills to:
 - develop the learning program content
 - design the structure of the learning program
 - review the learning program
- literacy and language skills to:
 - use widely understood language and vocational education and training terminology
 - write clearly and in plain English
 - read and interpret a range of documentation including:
 - Training Packages
 - accredited courses
 - legislation
 - codes of practice
 - guidelines and regulations
 - organisational documentation
 - technical and subject matter documents
 - references and texts

Products that could be used as evidence include:

- documented learning program/s
- evaluations of learning program/s
- materials and processes used to develop learning program/s

Processes that could be used as evidence include:

- how competency standards and other documents were analysed
- why learning content was included
- how learning content was developed
- how learning was sequenced
- how activities were developed and what was their purpose
- how learning resources / learning materials were identified and gathered and why they were selected

Resource implications for assessment may include:

- access to relevant learning strategy/ies
- access to relevant Training Packages / competency standards
- access to content information / documentation and learning resources / learning materials needed to develop the learning program
- time to achieve the unit and meet the evidence requirements
- access to relevant persons

The collection of quality evidence requires that:

- assessment must address the scope of this unit and reflect all components of the unit i.e. the Elements, Performance Criteria, Range Statement, Evidence Requirements and Key Competencies
- a range of appropriate assessment methods/evidence gathering techniques is used to determine competency
- evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided
- the evidence collected must relate to a number of performances assessed at different points in time and in a learning and assessment pathway these must be separated by further learning and practice
- assessment meets the rules of evidence
- a judgement of competency should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated

Specific evidence requirements must include:

- the preparation and development of a minimum of two learning programs. These must contain:
 - differentiated learning program designs to reflect particular needs, contexts and timelines
 - at least one learning program must be based on competency standards or accredited courses

Integrated assessment means that:

- this unit can be assessed alone or as part of an integrated assessment activity involving relevant units in the TAA04 Training and Assessment Training Package. Suggested units include:
 - TAADES401A Use Training Packages to meet client needs
 - TAADEL401A Plan and organise group-based delivery
 - TAAASS403A Develop assessment tools.



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**Department of Education,
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PRD01 Property Development and Management Training Package

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