



Australian Government

Department of Education, Employment and Workplace Relations

CPPACC4011A Conduct an educational facility access audit

Release: 1

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Modification History

Not Applicable

Unit Descriptor

Unit descriptor

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

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.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability skills

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

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|---|---|
| 1 Respond to client inquiry. | <ul style="list-style-type: none">1.1 The client requesting the educational facility access audit is identified and their authority to act is established in accordance with organisational requirements.1.2 Client needs are discussed and confirmed using effective interpersonal skills and communication techniques in accordance with organisational requirements.1.3 Personal competence and organisational capability to respond to client needs are determined and assessed.1.4 Authority to proceed is negotiated with client and documented in accordance with organisational requirements. |
| 2 Establish client relationship. | <ul style="list-style-type: none">2.1 Contractual arrangements are negotiated, confirmed, documented and stored in accordance with client, organisational and legislative requirements.2.2 A client brief providing the required level of detail is requested in accordance with organisational requirements.2.3 Site access arrangements are negotiated and relevant contact person is identified in accordance with client, organisational and legislative requirements.2.4 Copies of all relevant plans of the educational facility and associated documentation are obtained. |
| 3 Prepare for the educational facility access audit. | <ul style="list-style-type: none">3.1 An educational facility access audit checklist appropriate to the scale of the audit task is prepared.3.2 Personnel 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 amenity of the educational facility is assessed against the relevant building legislation 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. |

ELEMENT	PERFORMANCE CRITERIA
5 Prepare the educational facility access audit report.	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.
	5.1 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 appropriate persons 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.	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.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required knowledge and understanding include:

- appropriate personal protective equipment (PPE)
- commonwealth, state and territory anti-discrimination legislation and regulations
- 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
 - maintain knowledge of current codes, standards, regulations, practices and industry updates
- 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
 - facilitate change for greater awareness of disability access
 - analyse own work practices and process outcomes critically
 - adapt to new workplace situations
- 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:
 - 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.
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Evidence Guide

EVIDENCE GUIDE

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

Overview of assessment

- This unit of competency could be assessed on its own or as part of an integrated assessment activity involving other competencies relevant to the job function.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

- A person who demonstrates competency in this unit must be able to provide evidence of:
 - recognising the needs and desires of people with disabilities to engage fully in all aspects of society, and their right to do so
 - interpreting accurately the impacts of the full range of disabilities and the limitations that each disability places on the individual's ability to access the environment
 - interpreting accurately how the full range of environmental barriers 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.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

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

Interpersonal skills and communication techniques may include:

- 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.
- 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.

Unit Sector(s)

Unit sector

Access consulting