



Australian Government

Department of Education, Employment and Workplace Relations

CPPACC4014A Facilitate the development of Disability Discrimination Act Action Plans

Release: 1

CPPACC4014A Facilitate the development of Disability Discrimination Act Action Plans

Modification History

Not Applicable

Unit Descriptor

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

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.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability skills

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

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

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Respond to client inquiry.	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 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.	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 Information on client's business operations, services offered, staff profiles and business premises is obtained. 2.4 A work plan to develop an Action Plan in collaboration with the client is negotiated and documented.
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.

ELEMENT

PERFORMANCE CRITERIA

3.6 *Physical barriers* impeding the relationship between the client and their customers are identified and documented in conjunction with the client.

ELEMENT

PERFORMANCE CRITERIA

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

- 6.1 All aspects of the documentation of the Action Plan are finalised in conjunction with the client.

ELEMENT

lodgement.

PERFORMANCE CRITERIA

- 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.

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:

- commonwealth DDA or similar state and territory anti-discrimination legislation and regulations 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 and business standards
- principles and techniques associated with:
 - change management
 - coaching
 - communication
 - goal setting
 - group dynamics and processes
 - motivation
 - negotiation
 - planning
- 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.

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
 - maintain knowledge of current codes, standards, regulations, practices and industry

updates

- 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
 - facilitate change for greater awareness of disability access
 - analyse own work practices and process outcomes critically
 - engage colleagues and share disability access knowledge
 - adapt to new workplace situations
- literacy skills to:
 - assess and use workplace information
 - read and 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.

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 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

Context of and specific resources for assessment

- 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.
- 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.

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 décor 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
- commonwealth, state and territory anti-discrimination legislation and regulations.

Unit Sector(s)

Unit sector

Access consulting