

Unit of Competency

CPPACC8001 Research and analyse access and use requirements for people with diverse disabilities

Modification history

Release	Comments
1	Supersedes and is equivalent to CPPACC8001A Research and analyse access and use requirements for people with diverse disabilities. Unit updated to meet the 2012 Standards for Training Packages. This version first released with CPP Property Services Training Package Release 14.0.

Application

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

This unit is for experienced access consultants who apply broad and coherent theoretical and technical knowledge and highly specialised skills, and deal with sometimes complex and unpredictable contingencies in the provision of access consulting services.

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

Prerequisite Unit

None.

Unit Sector

Access Consulting.

Elements and Performance Criteria

1. Develop and manage knowledge bank on access to and use of the built environment by people with disability.	<ul style="list-style-type: none">1.1 Research and evaluate information on the requirements of people with disability to access and use the built environment.1.2 Research and evaluate information on regulatory compliance requirements for people with disability to access and use the built environment.1.3 Research and use forums for discussion and debate regarding the effects of disability on access to and use of the built environment.1.4 Implement processes to ensure access to current information on regulatory changes and best practice solutions associated with access to and use of the built environment by people with disability.1.5 Use technologies to develop and maintain an information management system to ensure currency and availability of information in knowledge bank.1.6 Share and discuss information in knowledge bank with relevant persons.
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2. Analyse effects of disability on access to and use of the built environment.	<p>2.1 Research static and functional anthropometrics of people with physical disabilities and analyse and confirm their requirements for access to and use of the built environment.</p> <p>2.2 Research functional abilities and needs of people with sensory impairment and analyse and confirm their requirements for access to and use of the built environment.</p> <p>2.3 Research functional abilities and needs of people with cognitive impairment and analyse and confirm their requirements for access to and use of the built environment.</p> <p>2.4 Monitor advancements in ergonomic practices and data and apply relevant information to analysis of requirements for access to and use of the built environment.</p>
3. Analyse regulatory compliance requirements for access to and use of the built environment.	<p>3.1 Analyse content and application of relevant legislation, codes and standards in relation to ergonomic principles and access and use requirements of people with disability.</p> <p>3.2 Analyse content and application of relevant government development policies and urban planning regulations in relation to ergonomic principles and access and use requirements of people with disability.</p> <p>3.3 Identify conflicting compliance provisions and access issues that are not the subject of legislation and analyse and critique access solutions in consultation with relevant persons.</p>
4. Contribute to the development of the access consulting sector.	<p>4.1 Seek opportunities for learning and reflection on the needs of people with disability and principles of access and use and discuss findings with relevant persons to refine ideas.</p> <p>4.2 Document research findings on best practice in access and use provision and share with relevant persons.</p> <p>4.3 Seek opportunities to participate in and contribute to professional debate and decision making relating to access and use compliance issues and solutions.</p> <p>4.4 Seek and contribute to opportunities to improve access and use provisions.</p>

Foundation skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

Supersedes and is equivalent to CPPACC8001A Research and analyse access and use requirements for people with diverse disabilities

Links

The Companion Volume Implementation Guide for the CPP Property Services Training Package is available at: <https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=6f3f9672-30e8-4835-b348-205dfcf13d9b>

Assessment Requirements for CPPACC8001 Research and analyse access and use requirements for people with diverse disabilities

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Performance Evidence

To demonstrate competency, a candidate must meet the elements and performance criteria of this unit by researching and analysing access and use requirements for people with diverse disabilities, including:

- auditory disabilities
- cognitive disabilities
- mobility disabilities
- muscle wasting and weakness disabilities
- psychiatric disabilities
- vision disabilities.

Knowledge Evidence

To be competent in this unit, a candidate must demonstrate knowledge of:

- accessibility requirements relating to equipment used by people with disability
- best practices in access and use including measures that exceed compliance requirements
- Commonwealth, state and territory legislation, regulations, codes and standards relevant to access and use compliance:
 - anti-discrimination and disability discrimination
 - building control including local government regulations and by-laws
 - National Construction Code (NCC) building classifications and access requirements
 - *Disability (Access to Premises – Buildings) Standards 2010* and *Disability Standards for Accessible Public Transport 2002* under the *Disability Discrimination Act 1992* (or their successors) - known as the Access to Premises Standards and Transport Standards
 - National Disability Insurance Scheme (NDIS) *Specialist Disability Accommodation Design Standard* (or its successor)
 - *Livable Housing Australia Livable Housing Design Guidelines* (or its successor)
 - principles of universal design
 - privacy and confidentiality
- principles of access to and use of the built environment:
 - adaptable design
 - best practice solutions to access and use requirements
- principles of ergonomics and advancements in ergonomic practices
- professional networks and forums for sharing and debating access and use information, issues and solutions

- research techniques
- scope of functions of the human body:
 - auditory and visual processing
 - cognitive functions
 - mobility
 - psychiatric conditions
- social construction of disability:
 - effects of restriction of autonomy
 - institutional models
 - medical models
 - social, civic and economic inclusion
- sources of current information on access and use requirements and solutions
- static and functional anthropometrics:
 - measurements of the body dimensions of people both with and without disabilities
 - reach ranges of people with and without disabilities
 - step and gait of people with and without disabilities, including people who are blind or vision impaired and using a white cane or a guide dog
 - visual range capabilities of people with and without vision loss
- types of disabilities and combinations of disabilities and related range of functional limitations:
 - auditory
 - cognitive
 - mobility
 - muscle wasting and weakness
 - psychiatric
 - vision.

Assessment Conditions

Assessors must meet the requirements for assessors contained in the Standards for Registered Training Organisations.

Assessment must be conducted in the workplace or a simulated workplace using realistic conditions, materials, activities, responsibilities, procedures, safety requirements and environmental considerations.

Candidates must have access to documentation, information and technologies required to achieve the performance criteria and performance evidence.

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