

## Unit of Competency

### CPPACC4018 Prepare, deliver and evaluate public education sessions on access

#### Modification history

Release	Comments
1	Supersedes and is equivalent to CPPACC4018A Prepare, deliver and evaluate public education sessions on access. 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 develop, present and evaluate educational and information sessions on issues relating to access for people with disability.

This unit is for individuals who work independently using specialised knowledge to conduct a range of access consulting services, including providing specific advisory and audit services and assessing buildings, sites and plans for the provision of access for people with disability.

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. Identify and source target group information requirements.	1.1 Identify information needs of target group for public education session. 1.2 Review existing resources for suitability in relation to the target group and relevance to access for people with disability and current regulatory requirements. 1.3 Research and obtain additional information to meet specific target group needs.
2. Plan and develop disability access presentation.	2.1 Consult with relevant persons to determine and agree presentation outcomes. 2.2 Select presentation strategies to match target audience characteristics, subject matter, location and delivery method. 2.3 Select presentation aids and materials to enhance audience understanding of key concepts and ideas. 2.4 Prepare presentation text and aids using appropriate media and allow time to review and revise prior to the presentation according to workplace requirements.
3. Deliver presentation.	3.1 Explain and discuss desired outcomes of presentation with target audience. 3.2 Use presentation aids, materials and examples to effectively support target audience understanding of key concepts and ideas.

	<p>3.3 Monitor oral and non-verbal audience communications and adjust communication techniques as required to maintain participant engagement.</p> <p>3.4 Provide opportunities for participants to seek clarification on key issues and concepts and adjust presentation to meet participant needs and preferences.</p> <p>3.5 Summarise key concepts and ideas to facilitate participant understanding.</p>
4. Evaluate presentation.	<p>4.1 Assess audience understanding and response to presentation content and format of education session according to workplace requirements.</p> <p>4.2 Seek and analyse feedback from education session audience and observers to identify potential improvements to future presentations.</p> <p>4.3 Identify and implement adjustments necessary to improve content and delivery of future presentations.</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 CPPACC4018A Prepare, deliver and evaluate public education sessions on access

### 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 CPPACC4018 Prepare, deliver and evaluate public education sessions on access

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### Performance Evidence

To demonstrate competency, a candidate must meet the elements and performance criteria of this unit by preparing, delivering and evaluating public education sessions on access to meet the needs of two different target groups selected from the list below:

- building developers, owners or managers
- community and disability groups
- educational institutions
- organisations developing *Disability Discrimination Act 1992* (DDA) Action Plans
- professionals who interact with access consultants: building certifiers, architects, building designers or representatives of regulatory authorities.

### Knowledge Evidence

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

- Commonwealth, state and territory legislation, regulations, standards and codes relevant to the preparation, delivery and evaluation of public education sessions on access:
  - anti-discrimination and disability discrimination
  - building control including local government regulations and by-laws
  - *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 Construction Code (NCC) building classifications and access requirements
  - 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
- communication techniques:
  - active listening
  - demonstrating flexibility and willingness to negotiate
  - negotiation to resolve conflict
  - providing opportunities to clarify understanding
  - questioning and seeking feedback
  - summarising and paraphrasing to check understanding
  - using culturally sensitive language and concepts

- using appropriate body language
- using effective presentation aids
- using effective questioning and responding to establish rapport
- interpersonal communication strategies used to effectively relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and cognitive abilities
- methods for identifying the information needs of target groups
- methods for evaluating presentations to identify improvements
- presentation strategies, delivery methods, aids and materials
- sources of reliable and current access information to meet the needs of different target groups
- target groups for education sessions on access
- types of disability and limitations that each disability places on an individual's ability to access the environment
- workplace requirements for preparing, delivering and evaluating public education sessions on access:
  - availability of resources for public education sessions
  - client service
  - documentation, reports and records administration
  - organisational objectives for conducting public education sessions
  - work role boundaries – responsibilities, limitations and professional abilities.

### 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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