

Accessible Buildings and Environments Course

Training Guide



NATIONALLY RECOGNISED
TRAINING

Assistive Technology Australia

(previously known as Independent Living Centre NSW)

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ABEC Training Guide

This Training Guide provides an overview of the Accessible Buildings and Environments Course (ABEC), the three nationally accredited units of competency from CPP40811 Certificate IV in Access Consulting that make up the course, information about Assistive Technology Australia (AT Australia) as a Registered Training Organisation (ID# 90707) and the requirements for enrolment in ABEC.

Prior to enrolling in ABEC, please read this Training Guide.

If you have any questions, please phone (02) 9912 5800 or email training@at-aust.org.

AT Australia Training Services and Courses

Information about AT Australia Training programs can be found by:

- calling our office on (02) 9912 5800
- requesting information be mailed/emailed to your home or workplace
- visiting the AT Australia website: www.at-aust.org

Accessible Buildings and Environments Course

In 2016 the Independent Living Centre NSW (ILCNSW) commenced using one of its registered business names and is now known as Assistive Technology Australia.

Program's Aim

The aim of the training program is to expand the knowledge of builders, building consultants and building designers to have the requisite skills and knowledge to create and modify the built environment to suit the needs of the wider community especially people with a disability.

In December 2005 the ILCNSW, the Master Builders Association of NSW (MBA) and the Building Designers Association of NSW Inc (BDA) signed an agreement in principle to develop a training program to address the current lack of industry specialists in designing and constructing housing and public facilities to suit people of all ages and abilities. Such training would conform to DEET and be nationally recognised.

Program's Objectives

- To promote a greater understanding of the current and progressive housing and access needs of people with a disability.
- To promote the potential of this market due to the advent of the ageing baby boomer generation.
- To promote a clearer understanding of public policy relating to the design and construction of the built environment especially for people with a disability.

Background

With a major ageing population bulge imminent, it is imperative that skills and knowledge be widely disseminated so that homes and environments do not impede the ability to live at home and participate in the community.

There are many ways to disseminate information about the need to create more inclusive and suitable environments, but the skills and knowledge to do so are still lacking in the construction and design industries.

The power to design and construct buildings suitable for all abilities is largely in the hands and minds of builders and building designers. Legislation provides minimum standards but does not necessarily change the design mind-set required for universally accessible environments.

The Disability (Access to Premises- Buildings) Standard 2010 objectives are

- a) to ensure that dignified, equitable, cost effective and reasonably achievable access to buildings, and facilities and services within buildings, is provided for people with a disability ; and
- b) to give certainty to building certifiers, building developers and building managers that, if access to buildings is provided in accordance with these standards, the provision of that access, to the extent covered by these standards, will not be unlawful under the Act

The Access to Premises Standard was incorporated into the BCA effective from the 1st May, 2011.

Disability discrimination legislation applies only to public buildings and facilities, and does not apply to private dwellings. The advent of the ageing baby boomer generation is providing the impetus for change through market forces. Builders and designers are gradually recognising this, but are generally unsure of how to meet the demands of the new market.

The need for universally designed built environments to suit people of all ages and abilities has been reflected in the Independent Living Centre NSW (ILCNSW) vision and mission statements for more than ten years.

This training program is the first time nationally recognised training utilising existing competency standards related to universally inclusive environments has been implemented.

Whilst disability discrimination legislation supports the design and construction of accessible public buildings and facilities, this legislation does not cover private dwellings. Moreover, the legislation has proved insufficient in itself to ensure that all public buildings and facilities are accessible because it relies on complaint mechanisms for compliance with the legislation.

Where compliance with legislation is recognised by developers, architects and builders, it is based on minimum provisions and design features are often unlinked such that continuous access still remains elusive to people with a disability. This is because the designers are focused on the legislation and not on the design needs of people with a disability.

It is the view of ILCNSW that a change in design thinking will bring better outcomes than creating additional legislation. Designing for the whole of population needs to be considered in the same way as occupational health and safety issues – it needs to be built into the DNA of design thinking. Changes in thinking can be brought about through education programs especially if reinforced by prevailing market forces.

The market forces of the ageing baby boomer generation are gaining impetus and are expected to drive the necessary change in design thinking. However, whilst builders and designers are connecting with this new market, many recognise they are not skilled to deal with it, and more importantly, are unsure where to go for help.

The Association of Consultants in Access, Australia Inc recognised that education is the most likely means by which to bring about the necessary changes in the built environment. In 2003-04 they set about developing competency standards to deal with this issue.

Competency standards in accessible and adaptable buildings were nationally endorsed at the end of 2004 and now form part of the Property Development and Management training packages. Although these competencies were initially aimed at providing skills and knowledge to meet disability discrimination legislation in the built environment, the content and underpinning philosophy of the competencies can be successfully applied more broadly.

AT Australia Trainers and Assessors

AT Australia trainers and assessors:

- have the TAE40110 Certificate IV in Training and Assessment qualification along with extensive training and assessment experience.
- are qualified in their discipline.
- have a history of working with the building industry and/or as Access consultants

- have participated in a training program induction giving them a sound understanding of the complete training package and all AT Australia Training policies and procedures.
- participate in continuous professional development programs to maintain currency in their areas of expertise.

AT Australia is a leader in its field. All staff employed to deliver training and conduct workplace assessments meet the curriculum requirements for vocational training qualifications including OH&S, access and equity awareness and also have recent industry experience. Most are qualified Occupational Therapists/Access Consultants.

Course Overview

The **Accessible Buildings and Environments Course** training program covers the knowledge and skills needed to achieve three units of competency from the CPP40811 – Certificate IV in Access Consulting.

Three Units of Competency have been contextualised for this course so that they specifically reflect the requirements of the building and construction industry.

COMPETENCY NAME	NUMBER	LEARNING OUTCOMES
Apply Disability Awareness to Assessing Access Situations	CPPACC4001A	Apply Disability Awareness when <ul style="list-style-type: none"> • Dealing with Clients • Assessing Environmental and Service Issues • Determining Appropriate Actions
Assess Construction Plans	CPPACC4003A	<ul style="list-style-type: none"> • Respond to client enquiry • Establish client/s relationships • Assess construction plans • Prepare, distribute and store the construction plan assessment report
Apply Building Codes and Standards to Accessible Large-scale Buildings	CPPACC5004A	Analyse the purpose and basic intent of the BCA - <ul style="list-style-type: none"> • Locate and interpret the requirements of the codes and standards that are applicable to access compliance of specific projects • Classify buildings • Apply appropriate assessment methods to access compliance with the BCA

At the end of the course you will:

- Be able to recognise the needs and desires of people with a disability to participate fully in all aspects of society
- Have a knowledge and understanding of the functional implications of disability and how this impacts on access to the built environment
- Have a knowledge and understanding of how environmental barriers impact on people with a disability
- Demonstrate effective communication skills including verbal and non-verbal communication showing an understanding of cultural and disability issues
- Have an understanding of commonwealth and state and territory legislation that relates to people with a disability and have a demonstrated system to access the information when needed.
- Show efficient and effective customer service including demonstration of organisational and professional procedures and policies

- Have an accurate understanding of the hierarchy of commonwealth, state and territory building access legislation
- Be able to develop practical and effective access solutions to environmental barriers using the BCA and other relevant legislation
- Be able to apply alternative solutions that comply with the BCA to problems of access
- Have a demonstrated ability to write and store an access audit report including building fit-out that complies with all legislative requirements
- To read and interpret information on a construction drawing to identify areas of compliance and non-compliance for people with a disability
- Prepare a construction plan report that complies with relevant legislative requirements.

Professional Recognition

Upon successful completion of this training program if you are a member of the following professional associations you may apply directly to them for the following recognition: -

Master Builders Association of NSW - 50 CPD points

Building Designers Association of NSW Inc. - 12 CPD points

ABEC – Units of Competency

The *Accessible Buildings and Environments Course* comprises of three units of competency which are from the CPP40811 Certificate IV in Access Consulting training package.

These units are nationally recognised and will provide you with future opportunities to complete Certificate IV level qualifications.

The following table provides a list of key topics covered in each of the units of competency.

CPPACC4001A: Apply building codes and standards to accessible large-scale buildings

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 building and anti-discrimination legislation. Access consultants must understand the impact of the 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 impact on people with disabilities.

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

CPPACC4003A 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, other legislative requirements and the relevant Australian standards in order to assess construction plans.

Element	Key Topics
1 Respond to client inquiry	<p>1.1 The client requesting the assessment of construction plans is identified and their authority to act is established in accordance with organisational requirements.</p> <p>1.2 Client needs are discussed and confirmed using effective interpersonal skills and communication techniques in accordance with organisational requirements.</p> <p>1.3 Personal competence and organisational capability to respond to client needs are determined and assessed.</p>
2 Apply disability awareness when assessing environmental and service issues	<p>2.1 Contractual arrangements are negotiated, confirmed, documented and stored in accordance with client, organisational and legislative requirements.</p> <p>2.2 A client brief providing the required level of detail is requested and obtained in accordance with organisational requirements.</p> <p>2.3 Site access arrangements are negotiated and relevant contact person 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 Apply disability awareness when determining appropriate actions	<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 relevant legislation.</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	<p>1.4 Authority to proceed is negotiated with the client and documented in accordance with organisational requirements.</p> <p>4.1 A report is prepared for the client in accordance with contractual arrangements and organisational requirements.</p>

Element	Key Topics
	<p>4.2 The draft construction plan assessment report is reviewed with appropriate persons in accordance with organisational requirements.</p> <p>4.3 Feedback received from the review process is incorporated and the construction plan assessment report is completed.</p>
5 Distribute and store the construction plan assessment report	<p>5.1 Documentation relating to the construction plan assessment report is prepared in accordance with organisational requirements.</p> <p>5.2 Documentation of the construction plan assessment report is forwarded to the client in accordance with contractual arrangements.</p> <p>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.</p>

CPPACC5004A Apply disability awareness to access situations

This unit specifies the competency required to ensure the building process complies with the Disability Discrimination Act (DDA) Premises Standard, the Building Code of Australia (BCA), other relevant legislation and Australian standards and results in accessible developments.

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.

Element	Key Topics
1 - Analyse the purpose and basic intent of the BCA	<p>1.1 Objectives of the BCA and the purpose of the respective components of the code are researched and evaluated.</p> <p>1.2 The deemed-to-satisfy (DTS) concept for construction to meet BCA requirements is researched and evaluated.</p> <p>1.3 The hierarchy of commonwealth, state and territory building access legislation is identified and documented.</p>
2 - Locate and interpret the requirements of the codes and standards that are applicable to access compliance of specific projects	<p>2.1 Relevant clauses from building access legislation that apply to specific projects are identified and documented.</p> <p>2.2 Prescriptive requirements of the relevant legislative clauses are determined and documented.</p> <p>2.3 Special requirements that may be applicable to specific areas are identified and documented.</p>

Element	Key Topics
3 - Classify buildings	<p>3.1 The class of building is determined according to BCA criteria and with regard to intended use.</p> <p>3.2 BCA requirements for disability access are determined and documented.</p> <p>3.3 Disability access requirements are interpreted for multiple classifications and documented.</p>
4 - Apply appropriate assessment methods to access compliance with the BCA.	<p>4.1 Appropriate assessment methods are selected to determine building access compliance with the intent of the BCA.</p> <p>4.2 Alternative solutions to building accessibility problems that comply with BCA requirements are identified and documented.</p> <p>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.</p> <p>4.4 Assessment methods are identified and confirmed as appropriate to meet the DTS provisions of the BCA.</p>

Delivery Strategies

A flexible approach to training delivery is used where you are able to undertake all or a selection of the units of competency, which make up the program.

The trainer will work with you to facilitate the completion of the candidate manual along with the applicable assessment tasks. This will be completed in a classroom setting.

The program has been designed to take into account your work and family commitments and range of learning styles.

The flexible delivery model includes:

- Face to face training sessions
- Unit reviews to ensure understanding
- Set reading
- Written assessment
- Individual and small group problem solving activities
- Presentations of research and reports

Delivery Plan

Unit of Study	Duration of face to face delivery hours	Approximate private study and coursework outside of class hours
Pre-course reading/preparation		6
CPPACC4001A Apply building codes and standards to accessible large-scale buildings	10	20
CPPACC4003 Assess construction plans	14	20
CPPACC5004A Apply disability awareness to access situations	10	20
Subtotal	34	66

TOTAL HOURS: 100

Program Information

No one unit of study is a prerequisite for another. All units of competency are stand alone and as such can be taken on a needs basis after consultation and approval from the AT Australia Training Manager.

You will be required to undertake learning and assessment tasks outside the allocated training session time in preparation for training and summative assessment. On average, an additional 20-25 hours per unit of study will need to be dedicated to completing these tasks over the duration of the course.

An approximate guide for the study time that will be required for a successful outcome is further outlined within the Delivery plan above.

Assessment

How is the program assessed?

Students' competence will be assessed by a fully qualified Workplace Assessor and will be assessed against the units of competency listed earlier.

Assessment of performance will be *competency based* and is portfolio based and completed after the conclusion of face-to-face training.

The assessment process commences with a number of activities to develop your skills in preparation for the final assessment. These activities are listed below:

- Gathering and documenting workplace examples
- Simulations and role-plays
- Oral questioning
- Short answer quiz
- Assignments
- Interviewing
- Presentations
- Group discussions and activities
- Individual and group problem solving
- Meeting participation
- Report writing

Final Assessment

- The portfolio, which is the assessment that deems you competent, covers all three units of competence.
- Candidates will be given advance warning of the due date for completion of their portfolio.
- When submitting the final assessment the Portfolio Cover Sheet must be attached

- The portfolio simulates the real world, whereby you are working with a client to set up an environment that is conducive for managing disabilities. Therefore you can use the resources provided to you to assist you in the development of your portfolio.
- Interactions with your assessor are highly recommended during the development of your portfolio.
- Please note that all parts that make up the portfolio must be completed to a satisfactory level in order to be deemed competent for the three units.
- You can resubmit your portfolio two times if the assessor deems your work unsatisfactory. After the third submission if your work is still unsatisfactory the assessor will discuss the most appropriate strategy for you.
- If you believe that the decision made by the assessor is unfair, then you need to contact AT Australia in writing stating your concerns.

The training assessor will assess the work, record feedback on the cover sheet and return the submitted work directly to the candidate. Any incomplete or unsatisfactory work will be indicated and a new submission date negotiated if required.

How is the Training Evaluated and Reviewed?

The AT Australia Training Manager in consultation with the appropriate Trainers and Assessors will progressively monitor the training delivery.

Documented evaluations include:

- *Learner Questionnaire* – to be completed by individual candidates at the end of the training. The trainer will submit these forms to the AT Australia Training Manager. This form is contained within the training resources distributed at the commencement of the program.
- *Employer Questionnaire* – to be completed by the student's employer at the end of training.

We have appropriate policies in place and maintain high professional standards in the marketing and delivery of vocational education and training and safeguard your interests and welfare.

Ongoing evaluation will ensure programming, delivery and assessments processes meet your needs, the national standards for vocational training and the continuous improvement in our delivery of training programs.

Statements and Certificates

Candidates who successfully complete all assessments will receive a Statement of Attainment from AT Australia for the three nationally recognised training units, which will be a partial completion of the CPP40811 - Certificate IV in Access Consulting qualification

Those who undertake only part of the training program or who do not successfully complete or choose not to complete the set learning and assessment tasks will be issued with a Certificate of Participation.

Study Support for Candidates

The completed *Enrolment Form* will be used by training staff as a tool for identifying candidates who may potentially require support, for example in language, literacy and/or numeracy. All candidates prior to commencing the course will complete this form.

You may access training support by contacting the AT Australia Training Manager.

Learning Support

During the course, students will be supported by:

- Training sessions by qualified facilitators
- Email and telephone support

Students are encouraged to use the support services offered by ILCNSW.

Clients may be assessed in order to ascertain if their Literacy and Numeracy skills are sufficient to successfully undertake the training program. This is usually via interview or completion of an exercise contained in the proposed training program.

Prerequisites to Training

There are no specific prerequisites for the course; **however you will need to be able to:**

- Select and apply procedures and strategies needed to perform a range of tasks after reading appropriate texts and course documents.
- Read and interpret the appropriate Australian Building Codes and Australian Standards and apply them to remedy a known problem.
- Interpret information gained from tables, charts, plans and other graphic information.
- Write and issue clear sequenced instructions for a routine task.
- Follow existing guidelines for the collection, analysis and organisation of information.
- Perform arithmetic calculations on a calculator given numerical information and relevant formulae.
- Recognise, interpret and apply building terminology and classifications.

Unique Student Identifier (www.usi.gov.au)

Do you need a Unique Student Identifier (USI)?

Students will need a USI when enrolling or re-enrolling in nationally recognised training in Australia from 1 January 2015. The USI will link students to their training records which are held in the national training collection. Students who need a USI are:

- students who are enrolling in nationally recognised training for the first time
- school students completing nationally recognised training; and
- students continuing with nationally recognised training (a student who has already started their course in a previous year (and not yet completed it) and will continue studying after 1 January 2015)

Once you have created your USI you will be able to:

- Give your USI to each training organisation you study with;
- Give your training organisation permission to view and/or update your USI account;
- Give your training organisation view access to your transcript;
- View and update your details in your USI account; and
- View online and download your training records and results in the form of a transcript from 2016.

Students will need to provide their USI on the ABEC Enrolment Form.

How to get a USI

Visit <http://www.usi.gov.au/create-your-USI/Pages/default.aspx> to create your USI or ask for assistance from AT Australia when you enrol in the course.

Enrolling in ABEC

The ABEC brochures and the AT Australia website (www.at-aust.org) give specific details with accurate, relevant and current information for employers and candidates.

The ABEC Training Guide and Enrolment Form can be obtained from the website or you can contact AT Australia to have a copy forwarded by post or email.

Pre-Enrolment Interview

Before enrolling a meeting / phone interview with the trainer will be conducted to discuss the course details. Once this has taken place, you will need to submit a completed enrolment form and pay the course fee to secure a place in the course.

NB. the Training Guide must be read before signing the declaration on the enrolment form.

Confirmation of enrolment

Once the enrolment has been accepted you will be sent a confirmation letter.

Three weeks before the training date a USB stick containing the pre-course reading will be posted to you. (see Learning Materials for details)

On the first day of the program you will receive a candidate manual, the assessment requirements for completion, a training evaluation form and other learning materials where appropriate.

Study Support for Students

Students may be assessed in order to ascertain if their language, literacy and numeracy skills are sufficient to successfully undertake the training program. This is usually via the Enrolment Form and the pre-enrolment interview.

Students may contact the AT Australia Training Manager to access training support services. Any costs incurred will be the responsibility of the student.

Recognition of Prior Learning (RPL)

For experienced people already working in industry, one of the ways to achieve National Qualifications is through a Recognition of Prior Learning (RPL) process.

RPL is a form of assessment which relies on the candidate being in a working situation when naturally occurring products and processes can be observed or produced in written form, or explained through a professional conversation and can therefore produce evidence of the candidate's skills, knowledge and competency as described in the unit standards contained in the qualification.

You will need to work with an assessor to identify: the qualification(s) you wish to achieve, the key elements and outcomes of each of the three units which comprise the training program, in relation to the work you are doing and what you would be able to produce to use as evidence of your skills, knowledge and competency.

This evidence would need to demonstrate the following -

- Select and apply procedures and strategies needed to perform a range of tasks after reading appropriate texts and course documents.
- Read and interpret the appropriate Australian Building Codes and Australian Standards and apply them to remedy a known problem.
- Interpret information gained from tables, charts, plans and other graphic information.
- Write and issue clear sequenced instructions for a routine task.
- Follow existing guidelines for the collection, analysis and organisation of information.
- Perform arithmetic calculations on a calculator given numerical information and relevant formulae.
- Recognise, interpret and apply building terminology and classifications.

AT Australia has a RPL process to assist you should you have recent educational or professional qualifications that may meet some or all of the competencies within this course.

If you are interested in RPL, please contact the AT Australia Training Manager prior to enrolment in the course for a copy of our RPL Kit. Application for RPL must be received at least one month prior to course commencement to allow time for assessment. The fee for application for RPL is equivalent to the course fee.

Learning Materials

All students interested in enrolling in ABEC will receive:

- Training Guide including contact details, overview of training and assessment strategies and ILCNSW policies and procedures.
- Enrolment Form

Pre-Course Reading

Once enrolled in ABEC, the pre-course reading will be sent to students (on a USB stick) three weeks before course commencement date. This includes:

- Disability etiquette United Spinal Association downloaded from www.unitedspinal.org
- Disability Discrimination Act 1992 – Access to Premises and Disability Standards for Accessible Public Transport Guidelines.
- Revised draft DDA Disability Standards: Employment.
- World Wide Web Access: Disability Discrimination Act Advisory notes.
- Missed Business Access Guide (HREOC).
- State Environmental Planning Policy – Seniors Living 2004 Amendment No2
- OH&S Information Manual for Supervisors in the NSW Construction Industry.
- Summary of the NSW OH&S Act – 2000
- Housing For Life – Designed for Everybody Master Builders Association of the ACT
- Copies for training purposes only
 - Building Code of Australia 2011
 - Australian Standards:
 - **AS1428.1** Design for Access & Mobility General Requirements for Access – New Building Work – 2009
 - **AS1428.4** Design for Access and Mobility Tactile Ground Surface Indicators for Orientation of People with Vision Impairment – 2009
 - **AS1735.12** Lifts, Escalators and Moving Walks Facilities for Persons with Disabilities – 1999
 - **AS2890.6** Parking Facilities part 1 Off street parking – 2004
 - **AS4299** Adaptable Housing – 1995.
 - SEPP Seniors Living 2007

The training resources provided during face-to-face training will include:

- Candidate Manual including unit guides, course notes, learning and assessment tasks, attachments, fact sheets and a list of other resources.
- Additional resources and reference materials will be provided for each of the Unit Guides. These include: texts, journals and newspaper articles, videos and websites. Individual trainers will also provide additional materials including articles, business templates, examples of reports, building plans, checklists etc.

What resources will candidates need access to?

- Home PC with access to the Internet and a printer for completion of assessments.

Course Date, Time and Location

The date, time and location of all courses are detailed on the ABEC course brochure available from the AT Australia website and by contacting AT Australia by phone or email.

Fees and Charges

Normal Course fee \$1,600.00 (No GST is applicable)
Total fee will be paid on enrolment.

Non-Course Fees and Charges

Other fees and charges that may apply include:

- Recognition of Prior Learning (RPL)
- Reissuing a lost/damaged Statement of Attainment
- AT Australia may impose the following administrative charges (GST inclusive) should learning resources need to be replaced:
 - Photocopying - \$2.00 per page.
 - Applicable postage/courier fees and charges.
 - Multi-media and/or workbooks - \$75.00 per item.

Refunds

If a student withdraws from a course after they have confirmed their enrolment, i.e. submitted their enrolment form to AT Australia, the student may:

- substitute a person at any time. The substitute must be from the same workplace and similar background or position within the organisation.
- request a refund up to 7 days prior to the commencement of the training, less a 10% administration fee.
- request a transfer to another program within the current financial year.

All fees for any RPL undertaken by AT Australia for any student who withdraws from a course after they have confirmed their enrolment will be payable in full by the student.

Cancellations

AT Australia reserves the right to cancel a program when there are insufficient enrolments or unforeseen circumstances. Notification of cancellation will be given by phone. If we cannot place the applicant in another program, we will refund the full course fee.

AT Australia will notify students as soon as possible if a course is cancelled. AT Australia does not take responsibility for any student's costs associated with any such cancellation including airfares, travel or accommodation.

Key Contacts

Odelle Martin
Training Administration Assistant
Shop 4019, Westpoint Shopping Centre, 17 Patrick Street
Blacktown NSW 2148
Phone: 02 9912 5800
Or 1300 452 679
Fax: 02 8814 9656
E-mail: mgmteam@at-aust.org

Odelle assists with general training information, enrolment and RPL/RCC enquiries and coordinates the supply of training equipment, materials and resources.

Hamish Murray
AT Australia Trainer/Assessor
Shop 4019, Westpoint Shopping Centre, 17 Patrick Street
Blacktown NSW 2148
Phone: 02 9912 5888
Fax: 02 8814 9656
E-mail: accessteam@at-aust.org

Hamish is responsible for the development and conduct of the program including the training and assessment delivery strategy, evaluation and validation processes.

Robyn Chapman
Chief Executive Officer
Shop 4019, Westpoint Shopping Centre, 17 Patrick Street
Blacktown NSW 2148
Phone: 02 9912 5807
Fax: 02 8814 9656
E-mail: robyn@at-aust.org

Robyn may be contacted should you need to discuss any concerns or to answer any questions you may have about AT Australia's procedures and policies.

Our promise of Quality

A positive learning environment

AT Australia will maintain a learning environment that supports learning and will lead to positive training outcomes.

Promotional advertising material of AT Australia training services and courses

AT Australia will market all training programs including accredited training based on the needs of industry and consumers with integrity, accuracy of information and professionalism. We will not draw false or misleading comparisons with other providers or courses.

Supporting special needs

AT Australia is committed to access and equity in its training unit and our trainers and assessors will offer assistance to candidates with special needs.

Where special needs are identified, staff will first discuss the opportunities for support with you in a confidential and encouraging manner. Trainers and assessors will ensure that all classes combine written materials with practical demonstrations.

With permission, a candidate's special needs, where relevant, may be raised with the employer to organise appropriate support during our training programs and workplace assessments. With prior notice from the education and training unit, staff will ensure that additional notes or time is provided.

Workplace assessments may be arranged with an interpreter or other support person in consultation with the employer. Where these circumstances arise, the trainer/assessor should refer to the education and training unit manager who will negotiate the additional support arrangements.

Facilities and equipment

With a focus on access and equity issues across all services, AT Australia will ensure adequate facilities and appropriate methods and materials for training delivery are built into its education and training program.

Our main venue at Blacktown is modern, well equipped and accessible, including accessible visitor parking and sanitary facilities.

Occupational Health and Safety

It is our policy to provide a safe and healthy environment for all staff, consumers, visitors and volunteers, in compliance with the Occupational Health and Safety Act 1983 (NSW), including any subsequent amendments to this Act.

Complaint and Grievance Procedures

Assessment appeals

In the event that you are not satisfied with an assessment decision or process, the following procedure applies:

- Discuss the matter with the trainer or assessor.
- If not resolved the candidate should complete a Student Feedback and Complaints form and submit this to the Training Manager. The Manager will discuss the appeal with the candidate, teacher/assessor, and review the assessment decision against the internal assessment validation processes. These validation processes set up by AT Australia draw on experienced assessors and assessment standards moderated with AT Australia on a regular basis.
- If the matter is still unresolved, the AT Australia Chief Executive Officer will nominate an independent arbitrator to examine the matter. AT Australia will consult with an industry lead organisation and registered training organisation such as Master Builders (NSW) Association or the Australian Association of Occupational Therapists Inc.
- If the matter remains unresolved, then the candidate should take the matter to an appropriate statutory body, such as the NSW Department of Fair Trading.

Grievance policy

In the event that you have a problem concerning the delivery or assessment, or some other matter concerning the operations of AT Australia, the following procedure applies:

- Discuss the matter with the trainer or assessor.
- Then if necessary take the grievance to the Training Manager. The training staff are required to complete a Student Feedback and Complaints form and bring your complaint to the attention of the AT Australia Chief Executive Officer if the matter is not resolved within the training unit.
- If the matter is unresolved, the AT Australia Chief Executive Officer will ask the parties to document the issues and appoint an independent arbitrator to examine the matter. AT Australia will consult with an industry lead organisation and registered training organisation such as Master Builders (NSW) Association or the Australian Association of Occupational Therapists Inc.
- If the matter remains unresolved, then the candidate should take the matter to an appropriate statutory body, such as the NSW Department of Fair Trading.

AT Australia Privacy Policy

Information provided by candidates is entered into the AT Australia database for the purpose of processing enrolments, registrations, results, Statement of Attainment, certificates, payment and disseminating course information.

For the complete AT Australia Privacy statement that applies to all AT Australia activities including training administration please contact AT Australia and request a copy of our privacy policy.

Appendix a: Pre-Assessment Checklist

You will be asked to complete and sign this form on the first day of the course.

Candidate Name:	Assessor Name:
Date:	Location:
UNIT/S TO BE ASSESSED DURING THIS ASSESSMENT	
CPPACC4001A, CPPACC4003A, CPPACC5004A	
<i>Checklist for Conducting the Assessment</i>	<input checked="" type="checkbox"/>
Candidate confirms readiness to be assessed	
Time and date of the assessment was diarised and agreed to by the candidate Date: Time: Location:	
Criteria against which the candidate's performance will be assessed are explained to the candidate.	
Assessment method, process and documentation have been explained to candidate.	
Has candidate any special requirements? _____	
Confidentiality of assessment outcome has been explained.	
Right to appeal assessment decision has been explained to the candidate.	
All hygiene, Work Health Safety requirements have been met?	
Comments:	
In signing this form the candidate acknowledges that s/he is ready for assessment and that the assessment process has been fully explained. The assessment information gathered (including candidate name, but no other personal details) will be used by the training organisation for specific record keeping purposes	
Candidate's Signature:	
Assessor's Signature:	