



## **Certificate IV and Diploma of Access Consulting**

### **Recognised Prior Learning (RPL)/Credit Transfer (CT) Pathway**

*Designed for access professionals seeking to achieve competency*

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## Eligibility

To be eligible for this pathway, candidates must provide evidence to Access Institute, that they have been practising as an Access Consultant or working directly in an access consultancy capacity, on a regular basis for a **minimum of three of the last five years**. The following are generally accepted forms of this evidence to demonstrate this:

- For a sole operator or business owner, a written statement from your accountant verifying continuous professional practice as an access consultant for the specified period of time, Or
- For employees, a written statement from your employer describing the access consulting work you have been undertaking for the specified period of time, Or
- Associate or Accredited Membership Certificate from the Association of Consultants in Access Australia (ACAA) covering the specified period of time, Or
- Written references from 3 different clients (*one in each year of the specified period*) confirming your access consulting work.

In addition, applicants must also submit:

- A Resume outlining a history of your professional experience. This does not need to be detailed and should comprise an indication of your role/s in various settings.
- A copy of any relevant qualifications.

**Note:** Access Institute retains the right to accept or refuse any evidence provided and to request further evidence to demonstrate the candidates' eligibility for RPL/CT if deemed necessary.

## What is Recognised Prior Learning (RPL)?

**Recognition of prior learning** is an assessment process that involves assessment of an individual's relevant **prior learning** (including formal, informal and non-formal learning) to determine the credit outcomes of an individual application for credit.

*Credit is the value assigned for the recognition of equivalence in content and learning outcomes between different types of learning and/or qualifications. Credit reduces the amount of learning required to achieve a qualification and may be through credit transfer, articulation, recognition of prior learning or advanced standing.*

**(Australian Qualifications Framework Council, November 2012)**

## What is Credit Transfer (CT)?

Credit transfer is defined in the Australian Qualifications Framework (AQF) as follows:

*Credit transfer is a process that provides students with agreed and consistent credit outcomes for components of a qualification based on identified equivalence in content and learning outcomes between **matched qualifications**. This is underpinned by the AQF definition of credit as follows: (As with RPL), Credit is the value assigned for the recognition of equivalence in content and learning outcomes between different types of learning and/or qualifications. Credit reduces the amount of learning required to achieve a qualification and may be through credit transfer, articulation, recognition of prior learning or advanced standing.*

## Introduction

Access Institute delivers the CPP40821 Certificate IV in Access Consulting and the CPP50721 Diploma of Access Consulting.

These are nationally recognised qualifications within the Australian Qualifications Framework.

The Certificate IV in Access Consulting incorporates 20 Units of Competency and the Diploma incorporates 25.

In order to gain these qualifications, it is necessary to meet the Performance Requirements established within the training packages for each of these Units. These were determined in the development of the training packages by the National Property Skills Council. They are confirmed as requirements by the Australian Skills Quality Council (ASQA) who is the authority for ensuring that candidates complete qualifications to relevant levels of competence.

Access Institute is a Registered Training Organisation (RTO) with these 2 qualifications on its scope and has the authority to develop the training materials and deliver the courses as well as determine assessment tasks to demonstrate competence against the training package performance requirements.

Access Institute is **required** to deliver the Units of competency identified within each training package.

Access Institute delivers these courses online via Zoom ‘face to face’ at various times each year. Access Institute does not receive any funding for the development, delivery or assessment of these courses; therefore, courses are delivered on a fee for service basis.

Access Institute prefers to facilitate the students learning by a combination of ‘face to face’ and self-paced delivery. Participants attend the ‘face to face’ sessions to gain the maximum outcomes from the learning environment, which includes peer to peer learning opportunities. Access Institute believes that this method of delivery provides a higher quality learning outcome for its students learning outcomes, including via peer to peer learning opportunities.

However, Access Institute also recognises that some people may prefer other options and pathways to gain the qualifications.

This may be due to:

- Cost associated with travelling longer distances to get to locations where ‘face to face’ sessions are delivered;
- Time associated with attending ‘face to face’ sessions;
- Difficulties for some people with disabilities or other access challenges in attending ‘face to face’ sessions;
- Preference for alternative pathway to attending ‘face to face’ sessions due to previous experience or expertise in undertaking work as an Access Consultant over an extended period of time. e.g. via RPL;
- Recognition of Units from other qualifications that may also be included in or equivalent to Units in the Access Consulting Qualifications. e.g. via Credit Transfer.

## RPL / CT Pathway

In order to assist practising Access Consultants to obtain the Access Consulting qualifications via RPL/Credit Transfer (combination), which in most instances will provide exemption from attending 'face to face' attendance at course sessions, Access Institute offers the following.

If an access professional believes they are eligible for Credit Transfer they must provide a Testamur from a nationally recognised and registered training provider, identifying the Unit Number and Unit Name that aligns with the relevant Unit in the access consulting qualification, delivered by Access Institute. If an access professional believes they are eligible for Recognised Prior Learning, they must submit the Minimum Evidence Requirements identified below, and in addition meet those requirements identified for each Unit of Competency in either the Diploma of Access Consulting or the Certificate IV in Access Consulting (whichever is applicable.)

A combination of CT and RPL is acceptable.

To be eligible for this pathway, candidates must provide evidence they have been practising as an Access Consultant for a minimum of three of the last five years.

**(Note:** Candidates must first enrol in the course and pay all relevant course fees prior to the RPL/Credit Transfer assessment process commencing. Contact [admin@accessinstitute.com.au](mailto:admin@accessinstitute.com.au) for further details).

**NOTE:** Should a candidate not be able to meet RPL or CT requirements for specific Units of Competency, they may be required to complete these Units of competency by either attending 'face to face' class sessions or by distance learning if available. **Access Institute does not guarantee** that 'face to face' class sessions will be available, for all Units of competency, at the preferred time of the candidate, or that the timetabling of 'face to face' sessions will meet the requirements of all students to attend 'face to face' sessions. Access Institute will determine the most appropriate delivery method.

## Minimum RPL Evidence Requirements to be Submitted by Candidates

The following is a list of 6 types of Minimum evidence that **must be submitted by all candidates** wishing to demonstrate RPL.

Minimum RPL Evidence	Evidence to be Submitted
<p>1. 2 Access audit reports of three different class 2-9 buildings (at least two buildings must be greater than 1000sqm in floor size)</p>	<p>The benchmark for the Access Audit report must be, at a minimum, consistent with the following:</p> <ul style="list-style-type: none"> <li>• <i>Disability Discrimination Act 1992 (DDA);</i></li> <li>• <i>Disability (Access to Premises - Buildings) Standards 2010;</i></li> <li>• Access provisions of the National Construction Code 2019 (NCC);</li> <li>• Relevant mandatory Standards for Access and Mobility.</li> </ul> <p><i>Note: Australian Standards that are not mandatory in relation to the requirements of the building can be included, but must be identified, so it is clear they are not required for minimum compliance with the relevant legislation.</i></p> <p>The reports must:</p> <ul style="list-style-type: none"> <li>• identify any access barriers;</li> <li>• provide recommendations for removal of any access barriers;</li> <li>• provide references to relevant requirements of the Premises Standards;</li> </ul>

	<ul style="list-style-type: none"> <li>• provide references to relevant clauses of relevant Australian Standards;</li> <li>• include the use of appropriate disability and access terminology.</li> </ul> <p><i>Note: The full clause from the Standard <b>should not</b> be included in the report verbatim.</i></p>
<p>2. 2 Access audit reports for review of architectural drawings for two different classes within class 2-9 buildings (at least two buildings must be greater than 1000sqm in floor size)</p>	<p>The benchmark for the Access Audit report must be, at a minimum, consistent with the following:</p> <ul style="list-style-type: none"> <li>• <i>Disability Discrimination Act 1992 (DDA);</i></li> <li>• <i>Disability (Access to Premises - Buildings) Standards 2010;</i></li> <li>• Access provisions of the National Construction Code 2019 (NCC);</li> <li>• Relevant mandatory Standards for Access and Mobility.</li> </ul> <p><i>Note: Australian Standards that are not mandatory in relation to the requirements of the building can be included, but must be identified, so it is clear they are not required for minimum compliance with the relevant legislation</i></p> <p>The reports must:</p> <ul style="list-style-type: none"> <li>• Identify any access barriers;</li> <li>• provide recommendations for removal of any access barriers;</li> </ul>



	<ul style="list-style-type: none"> <li>• provide references to relevant requirements of the Premises Standards;</li> <li>• provide references to relevant clauses of relevant Australian Standards.</li> <li>• include the use of appropriate disability and access terminology.</li> </ul> <p><i>Note: The full clause from the Standard <b>should not be included in the report verbatim.</b></i></p>
<p>3. 2 access audit reports for 3 of the following 6 as built structures i.e. <i>not plan reviews</i>. (i.e. 6 reports in total, on different facility types)</p> <ul style="list-style-type: none"> <li>• (1) an aged care facility, or</li> </ul>	<p>As for 1, above, i.e. access audit reports of three class 2-9 buildings (at least two building must be greater than 1000sqm in floor size)</p> <p>In addition, residents of aged care facilities can incorporate people with a wide range of disabilities and access challenges specifically relating to ageing, including:</p> <ul style="list-style-type: none"> <li>• vision loss;</li> <li>• deafness or hearing impairment;</li> <li>• mobility issues;</li> <li>• mental health issues;</li> <li>• cognitive disabilities;</li> <li>• impact of medication, including anxiety and stress.</li> </ul> <p>The reports should identify the particular requirements of the residents' age cohort, in addition to mandatory requirements of legislation and standards.</p>

<ul style="list-style-type: none"> <li>• (2) an outdoor recreation area, or</li> </ul>	<p>Where buildings are included, as for access audit reports of three class 2-9 buildings in 1. above, (where relevant in terms of legislation and standards).</p> <p>The outdoor recreation area access audits must include identification of physical access barriers as well as other practical issues that can impact on the usability of the area. e.g. type of installations such as seating and tables, litter bins, drinking fountains, bike racks, etc.</p> <p>It should provide recommendations for action to assist in the management of the area and to support improved access for all users, including people with disabilities, older adults and people using mobility aids.</p>
<ul style="list-style-type: none"> <li>• (3) a playground, or</li> </ul>	<p>Where buildings are included e.g. toilets, as for access audit reports of three class 2-9 buildings in 1. above. (where relevant in terms of legislation and standards).</p> <p>The playground access audits must include identification of physical access barriers as well as other practical issues that can impact on the usability of the area. e.g. type of installations such as play equipment and spaces, seating and tables, litter bins, drinking fountains, bike racks, etc. It should also address issues related to inclusive playgrounds and reference relevant best practice guidelines relating to these.</p> <p>It should provide recommendations for action to assist in the management of the area and to support improved</p>

	<p>access for all users, including people with disabilities, older adults and people using mobility aids.</p>
<ul style="list-style-type: none"> <li>• (4) a streetscape, or</li> </ul>	<p>Where buildings are included, as for access audit reports of three class 2-9 buildings in 1. above, (where relevant in terms of legislation and standards).</p> <p>The streetscape access audits must include identification of physical access barriers as well as other practical issues that can impact on the usability of the area. e.g. type of installations such transport stops, road crossing points, seating, litter bins, drinking fountains, bike racks, etc.</p> <p>It should also address issues related to footpath trading and dining obstructions and reference relevant best practice guidelines relating to these.</p> <p>It should provide recommendations for action to assist in the management of the area and to support improved access for all users, including people with disabilities, older adults and people using mobility aids.</p>
<ul style="list-style-type: none"> <li>• (5) an education facility.</li> </ul>	<p>As for access audit reports of three class 2-9 buildings in 1. above.</p> <p>The educational facility access audits must include identification of physical access barriers as well as other practical issues that can impact on the usability of the facility. e.g. internal road crossing points, seating, litter bins, drinking fountains, bike racks, etc as well as issues</p>

	<p>that may impact on the delivery of the educational curriculum, or of a student’s capacity to participate in activities and elements in the education environment.</p>
<ul style="list-style-type: none"> <li>• (6) A public transport premises</li> </ul>	<p>The benchmark for the Access Audit report must be, at a minimum, consistent with the following:</p> <ul style="list-style-type: none"> <li>• <i>Disability Discrimination Act 1992 (DDA);</i></li> <li>• <i>Disability (Access to Premises - Buildings) Standards 2010;</i></li> <li>• <i>Disability Standards for Accessible Public Transport 2002;</i></li> <li>• Access provisions of the National Construction Code 2019 (NCC);</li> <li>• Relevant mandatory Standards for Access and Mobility.</li> </ul> <p><i>Note: Australian Standards that are not mandatory in relation to the requirements of the premises can be included, but must be identified, so it is clear they are not required for minimum compliance with the relevant legislation.</i></p> <p>The reports must:</p> <ul style="list-style-type: none"> <li>• identify any access barriers;</li> <li>• provide recommendations for removal of any access barriers;</li> <li>• provide references to relevant requirements of the Transport Standards and Premises Standards;</li> </ul>

	<ul style="list-style-type: none"> <li>• provide references to relevant clauses of relevant Australian Standards;</li> <li>• include the use of appropriate disability and access terminology.</li> </ul> <p><i>Note: The full clause from the Standard <b>should not be</b> included in the report verbatim.</i></p>
<b>Minimum RPL Evidence</b>	<b>Evidence to be Submitted</b>
<p>4. Evidence of professional engagement with the Association of Consultants in Access Australia (ACAA) over each year for a preceding three - year period prior to the RPL application.</p>	<ul style="list-style-type: none"> <li>• Attendance at ACAA conferences or events;</li> <li>• Participation in ACAA State Networks meetings;</li> <li>• Contributions to the ACAA online forums;</li> <li>• Published articles in ACAA publications.</li> <li>• Other activities that can provide evidence of professional development engagement with ACAA.</li> </ul>
<p>5. Three Performance Solution reports relating to non - residential buildings.</p>	<p>These Performance Solutions must utilise appropriate methodology that demonstrates the access solution proposed is equal to or greater than the Deemed to Satisfy provisions of the NCC. The Performance Solution reports must not be based solely on ‘Expert Judgement’.</p>
<p>6. Evidence of oral communication/presentation</p>	<p>Provide three specific examples of where you have demonstrated your competence to use access terminology appropriately via oral communication e.g. a presentation to a client, seminar, workshop, or conference; via provision of expert testimony; arguing a case for a Performance Solution etc.</p>

## Units of Competency and Evidence of RPL

Listed in the table below are the Units of competency offered by Access Institute to enable candidates to obtain either the CPP50721 Diploma of Access Consulting or the CPP40821 Certificate IV in Access Consulting. Some of these are **Core Units** as determined by the training package, (*everyone must complete these*), others are **Elective Units**. Each qualification consists of specific numbers of **Core and Elective Units that must be completed**.

Each Unit is identified by a Unit Number, Unit Code (*as well as Core or Elective*) and Unit Name. A description of the evidence that must be submitted by a candidate to demonstrate relevant RPL/Credit Transfer, for the specific Unit is also provided.

**Note:** if a candidate cannot provide sufficient evidence as identified, they may be required to complete specific assessment tasks from the relevant course Unit material and/or required to attend 'face to face' sessions.

Further details regarding the specific Performance Criteria that must be met for each Unit, is available at [www.training.gov.au](http://www.training.gov.au)

## Units of Competency Offered by Access Institute

Unit	Unit Code	Cert IV	Diploma	Unit Name	Evidence to be submitted
1	BSBMED301	Core	Elective	Interpret and apply medical (access) terminology appropriately	Minimum RPL Evidence
2	CPPACC4001	Core	Core	Apply disability awareness to assess and determine access solutions	Minimum RPL Evidence
3	CPPACC4015	Core	Core	Follow WHS requirements when working at client sites	Worksafe (or similar) WHS construction site induction card (e.g. White card).
4a	CPPACC4016	Core	Not applicable	Manage risk to access consulting requirements	Evidence of operating as a solvent sole business practitioner for a continuous three -year period OR Evidence of operating and or managing a business undertaking for a continuous three - year period
4b	BSBOPS504	Not applicable	Core	Manage business risk (as applied in any industry setting)	As for Unit 4a above

Unit	Unit Code	Cert IV	Diploma	Unit Name	Evidence to be submitted
5	CPPACC4002	Core	Core	Apply building control legislation to accessibility assessment of small-scale buildings	Minimum RPL Evidence
6	CPPACC5016	Elective	Elective	Provide expert access advice on renovations to private dwellings	<p>2 Assessment reports for either Livable Housing or Specialist Disability Accommodation or 1 Assessment report for each.</p> <p>The benchmark for a livable housing assessment report must be the Livable Housing Design Guidelines and the report provided using the relevant LHA Assessment Checklist.</p> <p>The benchmark for the SDA Assessment can be either the SDA Price Guide, outlining requirements for SDA design categories used prior to the introduction of the SDA Design Standard in October 2019 or the SDA Design Standard. If the SDA Design Standard is used as the benchmark for the</p>



					report, then the report must be submitted using the relevant SDA Assessment checklist
7	CPPACC5004	Elective	Core	Apply building codes and standards to accessible large-scale buildings	Minimum RPL Evidence
8a	CPCCOM2001	Elective	Not applicable	Read and interpret plans and specifications	Minimum RPL Evidence
8b	CPPACC5005	Not applicable	Elective	Interpret and apply building control legislation when assessing large scale buildings for access	Minimum RPL Evidence
9a	BSBINS401	Core	Not applicable	Analyse and present research information	Minimum RPL Evidence
9b	CPPACC5020	Not applicable	Core	Undertake research on access issues	Minimum RPL Evidence
10	PSPREG004	Core	Elective	Promote client compliance	Minimum RPL Evidence
11	CPPACC4005	Elective	Core	Conduct building access audits	Minimum RPL Evidence
12a	CPPACC4006	Elective	Elective	Conduct playground access audits	Minimum RPL Evidence
12b	CPPACC4007	Elective	Elective	Conduct streetscape access audits	Minimum RPL Evidence

Unit	Unit Code	Cert IV	Diploma	Unit Name	Evidence to be submitted
12c	CPPACC4009	Elective	Elective	Conduct transport premises access audits	Minimum RPL Evidence
12d	CPPACC4010	Elective	Elective	Conduct aged care facility access audits	Minimum RPL Evidence
12e	CPPACC4011	Elective	Elective	Conduct education facility access audits	Minimum RPL Evidence
12f	CPPACC4012	Elective	Elective	Conduct outdoor recreation area access audits	Minimum RPL Evidence
15	CPPACC4017	Core	Core	Prepare access reports	Minimum RPL Evidence
16	CHCDIV001	Core	Elective	Work with diverse people	<p>Successful completion of a relevant nationally recognised qualification or short course.</p> <p>Or</p> <p>Evidence of successful professional experience working in a multicultural setting. This could be in the form of a leadership or management role and should include specific examples of where culturally diverse issues were successfully considered and addressed. Engagement in a culturally diverse environment of itself is not sufficient, as the Performance Requirements for both courses focus on leadership.</p>

Unit	Unit Code	Cert IV	Diploma	Unit Name	Evidence to be submitted
17	BSBLDR414	Core	Elective	Lead team effectiveness	Successful completion of a relevant nationally recognised qualification or short course.  Or Evidence of successful professional experience in leading teams.
18	CPPACC4022	Core	Core	Work effectively as an access consultant	Minimum RPL Evidence
19	CPPACC4004	Core	Core	Communicate effectively as an access consultant	Minimum RPL Evidence
20a	CPPACC4003	Elective	Not applicable	Assess accessibility of construction plans	Minimum RPL Evidence
20b	CPPACC5001	Not applicable	Elective	Assess building work documentation for access compliance	Minimum RPL Evidence and evidence as per Unit 21

Unit	Unit Code	Cert IV	Diploma	Unit Name	Evidence to be submitted
21	CPCCSV5004A	Not applicable	Core	Apply legislation to urban development and building controls	<p>Successful completion of a relevant nationally recognised qualification or short course.</p> <p>OR</p> <p>Evidence of undertaking the development of Development Control Plans (or similar) for access or other demonstrated, documented work in providing advice regarding State or local planning schemes. For example, this could be in the form of a Return Brief to a client providing recommendations on how a planning document might be amended to provide greater alignment with relevant access legislation.</p>

Unit	Unit Code	Cert IV	Diploma	Unit Name	Evidence to be submitted
22	CPPACC5003	Not applicable	Core	Apply anthropometric principles to accessible building design and fit out	Nationally recognised Occupational Therapy qualification or relevant short course completion. OR Documented evidence of professional engagement in relevant work e.g. These could include a variety of projects, such as access modifications to the workplace, educational settings, housing, sporting and recreational environments, modifications to vehicles etc. (participation must be in a leading role). Minimum of 2 projects.

Unit	Unit Code	Cert IV	Diploma	Unit Name	Evidence to be submitted
23	CPPACC5006	Not applicable	Core	Apply ergonomic principles to accessible building design and fit out	Nationally recognised Occupational Therapy qualification or relevant short course completion.  OR  Documented evidence of professional engagement in relevant work in ergonomic design of home modifications for a person with a disability (participation must be in a leading role) Minimum of 2 projects must be provided.
24	CPPACC5007	Not applicable	Core	Apply mechanics of human body functions to accessible building design and fit out	Nationally recognised Occupational Therapy qualification or relevant short course completion. OR Evidence of professional engagement in relevant work relating to working with a person with a disability (participation must be in a leading role). Minimum of 2 projects. and Minimum evidence must be provided.
25	CPPACC5010	Not applicable	Core	Provide access advice on the design of the built environment	Minimum RPL Evidence

In addition to the above, please include any qualifications you may have.

Even if these do not seem particularly relevant they give the assessor an idea of your professional background and education. They will only be included by the assessor if he/she can see a way to put them to use.

## Credit Transfer

If you have previously completed a Unit of Competency in the above list, (identified by the relevant Unit Code), you will need to provide a Testamur from the training organisation that provided this Unit to you.

## Applying for RPL/CT

If you wish to apply for RPL/CT for one these courses, please complete both the:

- *Course Enrolment Form* (Document 3 of 3) and pay the relevant fees, and;
- *Recognised Prior Learning/Credit Transfer Application Process – 2022*. (Document 2 of 3).

Please send to Access Institute at P.O. Box 255, North Melbourne, Vic. 3051 or email to [admin@accessinstitute.com.au](mailto:admin@accessinstitute.com.au)