



**Access
Institute**

Creating exceptional
opportunities.

CPP40821 Certificate IV in Access Consulting

A Nationally Accredited and Recognised Qualification

Course for Building Designers

Course Information Handbook

**Delivered Live Online via Zoom and Self-Paced
Learning**



**NATIONALLY RECOGNISED
TRAINING**

PO Box 255, North Melbourne VIC 3051 **T** 03 9988 1979

E admin@accessinstitute.com.au **W** accessinstitute.com.au **RTO Provider** 22404

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CPP40821 Certificate IV in Access Consulting – Overview

What is involved in completing the Certificate IV in Access Consulting?

The **Certificate IV in Access Consulting** is a nationally recognised qualification in Australia.

To become an **Accredited Access Consultant** or a **Specialist Disability Accommodation Assessor**, you must complete an Access Consulting qualification.

The **Certificate IV in Access Consulting** consists of **20 units of competency**.

The core units focus on **access and Universal Design** in the built environment, covering a wide range of settings, including buildings, outdoor recreation areas, streetscapes, playgrounds, and private dwellings (including Specialist Disability Accommodation and Livable Housing). These units also involve conducting **Access Audits** using a comprehensive auditing process, which is included in the course learning materials.

This qualification covers key access-related legislation, including:

- The **Disability Discrimination Act 1992 (DDA)**
- The **Disability (Access to Premises—Buildings) Standards 2010**, including the **2024 amendment**
- The **National Construction Code (NCC)**
- Relevant **Australian Standards for Access and Mobility**

Trainers provide in-depth instruction on these topics, and each unit is supported by a **detailed Learner Guide**.

Additionally, this course includes **administrative support units** covering **workplace health and safety, business risk management, and research**. These units are primarily completed through **self-study**, using Learner Guides and instructional videos.

The course is delivered **holistically**, meaning that units are not taught in isolation. Many topics are interconnected, reinforcing the principles and processes needed to provide effective access consulting.

How is the Course delivered?

The course is delivered **live via Zoom**. Before each session, you will receive a Zoom link, allowing you to join from your own device. There is no need to download software, and our **Administration Manager** is available to assist with any technical issues.

To participate, you will need access to a **camera and microphone** to engage in class discussions.

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Class schedule: Sessions typically run daily from **10:00 AM – 4:30 PM (Melbourne time)**.

Course dates are detailed in this **Course Information Handbook**.

What is the difference between the Certificate IV and the Diploma of Access Consulting Course?

The **Diploma of Access Consulting** consists of **25 units of competency**.

The Certificate IV and the Diploma of Access Consulting qualifications contain 16 common units of competency.

The **Diploma** expands on the knowledge and concepts of access in the Certificate IV, and includes additional units covering **anthropometrics, human body functions, and ergonomics**, providing a deeper understanding of access principles and Universal Design. This knowledge is essential for effectively advising clients.

Are there any prerequisites for the course?

There are no formal prerequisites. However, some course components have been adapted to recognise the **prior learning and experience** of professionals such as **Building Surveyors, Architects and Building Designers**. This may reduce course duration and assessment requirements for eligible participants.

For other students, if you can provide evidence of **Recognised Prior Learning (RPL)**, Access Institute can review your experience and discuss possible **reductions in session attendance and/or assessment tasks**.

What is involved in course assessment?

Assessment is required for each unit; however, some elements are assessed **holistically** rather than individually. For example, as there are multiple units related to **Access Auditing** (e.g., for buildings, playgrounds, outdoor recreation areas and streetscapes), the assessment process is **consolidated** rather than repeated for each unit.

Assessments include:

- **Written questions**
- **Workplace simulations**
- **Online multiple-choice tests**

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You have up to **12 months** from your course commencement to complete the assessments. The time required will vary depending on your prior experience and skills. **Guidance and support** are available throughout the process.

Rather than a traditional **pass or fail** system, assessments determine whether you are '**competent**' or '**not yet competent**'. If you are assessed as '**not yet competent**', the assessor will provide feedback and support to help you reach competency.

What learning materials are provided?

Each unit includes a **comprehensive Learner Guide** along with additional **resources**, such as:

- **Resource Documents**
- **Legislation**
- **Universal Design considerations**
- **Auditing Checklists and Templates**
- **Weblinks**
- **Videos**

These materials are accessible through the Access Institute **Student Portal**, instructions are provided on how to use it.

All relevant **legislation** is supplied as part of the course. However, you will need to obtain your own copies of the **required Australian Standards**, which are listed in this **Course Information Handbook**.

Purpose of this Course Information Handbook

The purpose of this Handbook is to provide an overview of:

- Access Institute as a Registered Training Organisation (RTO) – 22404
- the nationally accredited and recognised training program and qualification CPP40821 Certificate IV in Access Consulting
- policies and procedures relevant to enrolment in the CPP40821 Certificate IV in Access Consulting.

Prior to enrolling in the course please read this Course Information Handbook. If students still have any questions, please contact Access Institute as per the contact details in the back of this Handbook. Email contact is preferred.

Note: There must be a minimum number of enrolments received by Access Institute, 2 weeks prior to course commencement, in order for this course to proceed. This number varies according to the course type and location.

Confirmation that a course will or will not proceed as scheduled, will be provided to each enrolled student, via email, no later than 2 weeks prior to course commencement date. If a course is cancelled within this 2 week timeframe due to Access Institute's inability to present the course, due to illness, injury or other emergency, students will be notified as soon as that decision is made.

Access Institute

Access Institute is recognised as the key provider of education relating to access and Universal Design in the built and external environment in Australia.

Our qualified and Accredited Access Consultants and trainers are leaders in addressing access and Universal Design in the built and outdoor environment and acknowledged as experts in access advice relating to buildings, facilities, services and programs.

We develop and deliver Australian nationally recognised training programs. Our training programs attract Continuing Professional Development (CPD) points from a wide range of professional organisations.

We have provided an extensive range of access audits, access appraisals, research and evaluation projects, consultations, advisory and training services across Australia for more than 30 years.

Access Institute is accredited as a Registered Training Organisation (RTO) with the Australian Skills Quality Authority (ASQA). An RTO is a training organisation registered by a state/territory registering body in accordance with the Australian Quality Training Framework (AQTF). Each RTO has a defined scope of registration. Access Institute's current scope of registration includes delivery of the nationally accredited CPP40821 Certificate IV in Access Consulting. This includes 20 units of competency.

The benefits of successfully completing a nationally accredited course are:

- receipt of a nationally accredited qualification
- attainment of knowledge and skills that are recognised throughout Australia.

As an RTO, Access Institute provides students with:

- knowledge and skills to work effectively in a rapidly expanding industry
- training delivery by qualified and accredited practitioners who are currently working in the access industry and other relevant fields
- a commitment to providing support and services conducive to achieving competency
- inclusive and innovative training methods

- a pathway to career development.

Student Identification / Proof of Identity

It is a mandatory requirement for students to supply current legible photographic identity evidence with their Enrolment documentation, in the form of government-issued photo identification, e.g. passport, driver's licence, proof of age card, working with children check or Australia Post Keypass.

Unique Student Identifier

Do you need a USI?

From January 2015 it is compulsory for all students enrolling in nationally recognised training to obtain a Unique Student Identifier (USI). This number will be the students own personal student number which can be used across all educational institutions.

If students do not already have a USI, the student will need to create one prior to enrolment. Please create a USI by visiting <http://usi.gov.au>.

Access Institute is prevented from issuing students with a nationally recognised VET qualification or statement of attainment when a student completes their course unless have a Unique Student Identifier (USI).

If a student would like Access Institute to apply for a USI on their behalf they must authorise us to do so and declare that they have read the privacy information at <http://www.usi.gov.au/Training-Organisations/Documents/Privacy-Notice.pdf> .

Legislative Compliance

Access Institute conducts regular reviews to ensure ongoing compliance with Commonwealth and State's/Territory legislative and regulatory requirements that govern the delivery of accredited training programs. Access Institute has policies that reflect relevant legislative requirements, including, but not limited to, Workplace Health and Safety, Harassment, Anti - Discrimination, Equal Opportunity and Vocational Education and Training legislation.

Competency of Facilitators and Assessors

Access Institute training Facilitators and Assessors are industry experts with relevant experience and qualifications in both the access and training industries. In addition to their current industry practice, they also hold qualifications and/or accreditation by registering bodies. Facilitators and Assessors work in the field of access consulting and also participate in continuous professional development programs to maintain currency in their areas of expertise.

Course Overview

The course provides students with the skills required to become an effective Access Consultant in an ever-growing, lucrative and interesting field of work.

The course is delivered live online via Zoom by access industry experts with specialist training skills. There is plenty of time for discussion and questions, with more than 30 years of practical expertise shared by trainers.

The course incorporates the latest changes to relevant legislation and the newest thinking regarding adoption of the principles of Universal Design in the built and service environment. It also provides the basis for a comprehensive understanding of the reasons behind the legislation and standards and the principles of Universal Design, – the ‘Why’s’ of Access – relating to the function and use of buildings, facilities, and services.

What is the role of an Access Consultant?

An Access Consultant plays a crucial role in ensuring that built environments, facilities, and infrastructure are designed, constructed, and maintained to be accessible and inclusive for all individuals. These environments could be permanent like commercial buildings, recreation and tourism centres, schools and houses, or outdoor spaces like streetscapes and playgrounds, or they could be temporary structures used for festivals and events. Inclusion of people with both permanent and temporary disabilities, older adults, families with young children, multi-generational families, tourists, and all communities where gender equity and cultural considerations are paramount in consideration of access to the built and service environment are all addressed by effective Access Consultants.

Access Consultants have expertise in relevant standards and regulations, as well as an understanding of the principles of Universal Design and how to apply these, particularly in the built and service environments. Access Consultants work to make sure that buildings and public spaces are compliant with relevant laws, such as the Disability Discrimination Act 1992 and the National Construction Code (NCC) as well as considering the principles of Universal Design. Key aspects of an Access Consultants role are:

Assessment and Compliance: Access Consultants assess existing structures and new construction projects to determine if they meet the necessary access standards and compliance requirements. They review architectural plans, building, facility, and event designs, and as well as parks and outdoor spaces to identify potential barriers and recommend necessary upgrade actions.

Universal Design Advice: Many Access Consultants provide advice over and above minimum access compliance requirements and use the principles of Universal Design to advise clients on ways that their projects can be inclusive for everyone. This ensures that as many people as possible regardless of age, gender or ability can use the building, facility, or service to the greatest extent possible. This assists in future proofing and eliminates the need for retrofitting to meet particular individual requirements.

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Design Reviews: Access Consultants collaborate with architects, designers, and builders to ensure that access and Universal Design principles are integrated into the initial design phase of a project. This may include making recommendations for accessible entrances, pathways, ramps, and the provision of amenities like bathrooms and parking, as well as functional considerations within a space that address the needs of all users.

Access Audits: Access Consultants conduct access audits of public and private spaces to evaluate their compliance with relevant regulations as well as consideration of the principles of Universal Design. They write reports detailing areas that may need upgrade and provide recommendations for improvements.

Documentation and Reports: Access Consultants prepare detailed reports and documentation that outline accessibility issues, proposed solutions, and where necessary, cost estimates for improvements. These reports are often used in planning and decision-making processes.

Expertise in Standards: Access Consultants must stay updated on access standards, codes, and regulations. In Australia, some of these standards include the:

- Disability (Access to Premises - Buildings) Standards 2010
- Australian Standards for Access and Mobility such as AS 1428 suite
- Specialist Disability Accommodation (SDA) Design Standard 2019
- Australian Building Codes Board (ABCB) – Livable Housing Design Standard 2022
- Changing Places Specifications 2020
- The Workplace Gender Equality Act 2012 and the Workplace Gender Equality Amendment 2023

Specialist Expertise and Accreditation: Many qualified Access Consultants have prerequisites to become Specialist Disability Accommodation Assessors and Home Modification Assessors for the National Disability Insurance Scheme (NDIS), as well as Changing Places Assessors and Livable Housing Design Assessors.

Advocacy: Access Consultants often advocate for access and inclusion on behalf of people with disabilities, promoting the removal of barriers and the creation of more accessible environments.

Dispute Resolution: Access Consultants can be involved in dispute resolution processes when conflicts arise related to access and inclusion. They may provide expert opinions and guidance to resolve access and inclusion-related disputes. Research and Innovation: Some Access Consultants engage in research and innovation related to access and inclusion, working on ways to improve design, technology, and practices to enhance access and inclusion in various settings.

Access Consultants play a vital role in making public and private spaces more inclusive and ensuring that everyone has equitable access to the built environment and services. Their work helps Australia meet its legal obligations and creates a more accessible and equitable society.

National Recognised Qualifications

The first national qualifications and units of competency for access consulting were endorsed in 2005 in recognition of the emergence of this significant industry sector and were included in PRD01 Property Development and Management Training Package.

The access consulting sector offers services across nineteen main areas of activity. People working as Access Consultants, and organisations providing access consulting services, may provide the full range or may choose to offer only some of these services.

The range of Access Consulting services are:

- Facilitate the development of Disability Discrimination Act Action Plans
- Assist in the development of policy planning
- Conduct building access audits
- Assess building plans
- Work with building development teams
- Provide advice on renovations
- Provide advice on renovations to private dwellings
- Develop designs for accessible buildings
- Provide advice on accessible transport buildings and conduct access audits
- Provide advice on accessible transport conveyances and conduct access audits
- Provide advice on accessible educational facilities and conduct access audits
- Provide advice on accessible aged care facilities and conduct access audits
- Provide advice on accessible playgrounds and conduct access audits
- Provide advice on accessible urban streetscape design and conduct access audits
- Provide advice on accessible rural and national parks and conduct access audits
- Teach, lecture and present seminars
- Prepare expert witness reports and give evidence in court
- Provide expert judgement, information and advice
- Serve on a Building Code of Australia Access Panel.

The packaging rules for the qualifications ensure that they meet industry requirements and reflect the broad range of working environments of Access Consultants.

Access Consultants holding the Certificate IV in Access Consulting may work alone or as part of a team and would typically conduct access audits and provide advice on a range of access issues, depending on their area of expertise. Access Consultants working in the building industry would also provide access advice in relation to the Deemed to-Satisfy provisions of building legislation.

Professional Recognition of the Qualification

The Certificate IV in Access Consulting is a nationally accredited and recognised training program. A range of professional associations accept these qualifications under their professional development programs and allocate Professional Development Points (CPD) for students who have completed them. Further details are available from each professional association in relation to their CPD programs. Students who complete the course will hold a qualification in Access Consulting.

Mandatory Qualification required for Access Consultants

The Certificate IV in Access Consulting or the Diploma of Access Consulting is a mandatory minimum level qualification required by many organisations wishing to engage Access Consultants across Australia. This includes the National Disability Insurance Agency (NDIA) in relation to Specialist Disability Accommodation Assessors.

The Certificate IV qualification underpins the entry level for Access Consultants wishing to operate in the profession of access consulting and provides surety to organisations that the graduate holds the minimum skillset relevant to access consulting.

The Certificate IV in Access Consulting or the Diploma of Access Consulting are minimum requirements for both Associate and Accredited Membership of Access Consultants Association (ACA).

The Diploma of Access Consulting provides a higher level qualification than the Certificate IV therefore it is expected successful candidates will acquire more skills and knowledge than that afforded by the Certificate IV in Access Consulting.

Candidate Eligibility for this Course

The Certificate IV Access Consulting outlined in this Course Information Handbook, is **restricted to enrolment by Building Designers that hold a qualification in Building Design – Diploma Level or above.**

In meeting the above requirements, applicants will be demonstrating competence in **SOME of the Performance Requirements of the following Unit of Competency in the course:**

- **CPCCOM2001*** Read and interpret plans and specifications

Course Structure

To attain the CPP40821 Certificate IV in Access Consulting, each student must be deemed competent in 20 units of competency as follows:

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Unit Number	Unit Code	Unit Name
1	BSBMED301	Interpret and apply medical (access) terminology appropriately
2	CPPACC4001	Apply disability awareness to assess and determine access solutions
3	CPPACC4015	Follow WHS requirements when working at client sites
4	CPPACC4016	Manage risk to access consulting requirements
5	CPPACC4002	Apply building control legislation to accessibility assessment of small-scale buildings
6	CPPACC5016	Provide expert access advice on renovations to private dwellings
7	CPPACC5004	Apply building codes and standards to accessible large-scale buildings
8	CPCCOM2001*	Read and interpret plans and specifications
9	BSBINS401	Analyse and present research information
10	PSPREG004	Promote client compliance
11	CPPACC4005	Conduct building access audits
12	CPPACC4006	Conduct playground access audits
13	CPPACC4007	Conduct streetscape access audits
14	CPPACC4012	Conduct outdoor recreation area access audits
15	CPPACC4017	Prepare access reports
16	CHCDIV001	Work with diverse people
17	BSBLDR414	Lead team effectiveness
18	CPPACC4022	Work effectively as an access consultant
19	CPPACC4004	Communicate effectively as an access consultant
20	CPPACC4003	Assess accessibility of construction plans

These units are determined by the Training Package associated with the course and approved under the AQTF. The AQTF provides a comprehensive, nationally consistent framework for all qualifications in post compulsory education and training in Australia. Go to www.training.gov.au website to access more details about the content of each of the units.

All assessments must be completed and submitted within 12 months of course commencement.

Course Delivery Timetable

The CPP40821 Certificate IV in Access Consulting Course for Building Designers is delivered live online using Zoom, over a total of 10 days. In addition, a range of assessment tasks are required to be completed post course.

See **Course Dates 2026** section of this handbook for more information.

The delivery of the course has been reduced from 8 days (which is required in the standard course), to 7 days, on the assumption that students will be eligible for significant Recognition of Prior Learning (RPL) or Credit Transfer (CT). Students must attend all allocated 7 days of course delivery sessions.

Delivery online starts at 10.00am - Melbourne time and usually concludes at approximately 4.30 p.m. Delivery days can incorporate online presentations as well individual or group activities, depending on the units being covered on a particular day.

For example, some days you will be participating in presentations for the whole session (with short breaks in between) other days you may have a presentation and then a break for you to undertake assessment tasks and then come back for discussion and feedback.

A timetable for each day will be provided prior to course commencement.

Course Structure

To attain the CPP40821 Certificate IV in Access Consulting, each student must be deemed competent in 20 units of competency.

Competency can be demonstrated by:

- attendance at 'face to face' class sessions;
- successful completion of a range of assessment tasks;
- provision of evidence to support the attainment of competency through recognition of prior learning and/or credit transfer;

Recognition of Prior Learning (RPL) and Credit Transfer Process

This Certificate IV in Access Consulting specifically targeted at **Building Designers** and is designed for students who can demonstrate, **at a minimum, RPL or Credit Transfer in the following:**

Unit Number	Unit Code	Unit Name
8	CPCCOM2001	Read and interpret plans and specifications

Details of the documents that you must provide are listed in the Course Enrolment Form.

RPL is the recognition of learning or competencies that have been previously achieved.

Credit transfer allows students to count relevant, successfully completed studies – achieved at TAFE colleges, accredited private providers, professional organisations or enterprises and universities – towards their current course or qualifications. Credit transfer works by students receiving credit for units they have previously completed and are exempt from retaking them, therefore reducing the study load.

In conjunction with a completed enrolment form, students must apply for RPL/CT. Students must demonstrate sufficient experience and successfully complete all of the assessment tasks and questions from the relevant units of competency and/or must provide certified copy of evidence that they have previously completed the relevant units.

Students may also apply for additional RPL/CT for other units of competency contained within the Certificate IV in Access Consulting, as an example: if a Building Designer has a current White Card (or similar) they may be eligible for RPL: Follow site occupational health and safety requirements.

3	CPPACC4015	Follow WHS requirements when working at client sites
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If you are interested in RPL or applying for credit transfer, please contact Access Institute prior to enrolment in the course for further information. Applications for RPL and credit transfer must be received by Access Institute at least 3 weeks prior to course commencement, to allow time for assessment. Students enrolling later than three weeks prior to course commencement will be advised on RPL on a case by case basis.

The fee for application for RPL or credit transfer assessment is equivalent to the course fee.

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Please note: RPL/CT Applications cannot be accepted once a Course has commenced.

Learning Materials

Access Institute will provide students with learning materials relevant to the unit of competency. Any learning materials provided by Access Institute in soft copy can be printed and downloaded but not transmitted or altered.

If people other than students wish to use any of the learning materials, they will need written permission from Access Institute to do so or undertake the relevant course.

Materials cannot be distributed across organisations for use by multiple users.

Students will need access to a computer (or similar) and their own internet connection suitable for accessing the internet during the online sessions.

As students will also be required to undertake assessment tasks as part of the course completion, they will need access to a computer suitable for use in the completion of the assessment process.

Learning Support

During the course, students will be supported by:

- Trainers and assessors during the live online sessions and available by phone and email outside of these sessions, as well as Zoom if necessary; (Students can contact the relevant trainer via email to make a time for a phone call or Zoom meeting if necessary)
- Extensive Learner Guides incorporating comprehensive learning materials and resources;
- Administrative support in relation to understanding of any administrative requirements relating to courses.

Students are encouraged to use the support services offered by Access Institute.

Entry Requirements

Entry requirements for the CPP40821 Certificate IV in Access Consulting course - targeted at Building Designers in Australia are:

1. Qualification in Building Design that allows registration in your relevant State.
2. Completed RPL/CT application, containing evidence to demonstrate competency
3. Completed Enrolment Form

Language, Literacy and Numeracy

Students will also need to be able to:

- read, comprehend and write a range of texts within a variety of contexts
- use and respond to spoken English language including some unfamiliar material within a variety of contexts
- recognise and use some of the conventions and symbolism of formal mathematics including measurement, graphs and simple statistics, use of maps and directions and an introductory understanding of the use of formulae and problem solving strategies
- be able to use basic computer programs e.g. MS Word, Excel etc. as well as the internet for undertaking research.

A student's language, literacy and numeracy skills may be assessed by Access Institute for the purpose of ascertaining their likely ability to cope with the requirements of the course.

Although Access Institute will make every effort to accommodate the particular needs of individuals, as a matter of ethical conduct, it will not enroll a student if it becomes clear that it would be impossible for the student to successfully complete the course. In those circumstances Access Institute will assist the student, where possible, to find a suitable alternative. If it is determined by Access Institute that the student will not be able to successfully complete the course due to a particular learning need, after the student has commenced the course, Access Institute will provide a refund of the paid fees less any costs incurred by Access Institute. See the **Fees, Charges and Refunds** section of this Handbook for further information.

Course Dates 2026

In addition, to attending all scheduled sessions, students must also successfully complete all required assignments and assessment tasks and submit within 12 months of course commencement.

Note: There must be a minimum number of enrolments received by Access Institute, 2 weeks prior to course commencement, in order for this course to proceed. This number varies according to the course type and location.

Confirmation that a course will or will not proceed as scheduled, will be provided to each enrolled student, via email, no later than 2 weeks prior to course commencement date.

Note: The following are the only dates for this course in 2026 at this time.

Delivered Live Online via Zoom – 7 days

21, 22 July, 4, 5, 18, 26, 27 August 2026

10.00a.m. to 5.00p.m. (approx.) plus individual tasks

Total Course Fee **\$5,000.00** (No GST is applicable)

Instalment Plan:

Upon Enrolment Fee: \$1,000

Balance of Course Fee: (due by 17 July 2026) \$4,000

Invoices

Once an enrolment form is completed, Access Institute will forward invoices to each student via email, indicating course fees and due dates. All fees must be received by Access Institute no later than 24 hours prior to the starting date of the course in order for a student to be eligible to participate in the course and have access to the learning materials on the Student Portal.

To support high quality training, numbers of students enrolled in each course are limited. Enrolment is not guaranteed or confirmed until fees are received by Access Institute and Access Institute has confirmed enrolment with the student via email.

Refunds

If a student withdraws from a course after they have confirmed their enrolment. i.e. submitted their enrolment form to Access Institute, a minimum fee of 50% of the full course fee will apply if withdrawal occurs more than 14 days prior to course commencement.

If a student withdraws from a course within 14 days of the course commencement, no refund will be provided and 100% of the total course fee will apply.

All fees for assessment of Recognised Prior Learning (RPL) or Credit Transfer (CT) undertaken by Access Institute, must be received before assessment of RPL or CT is undertaken. If a student withdraws from a course after RPL or CT assessment has been undertaken, no refund of course fees will be applicable.

All fees and charges must be received by Access Institute prior to course commencement in order for a student to participate in the course.

If a students' internet connection is unstable or drops out during a session delivery, no refund of course fees will be applicable. Alternatives will be offered for completion of any course requirements.

Cancelation of Course by Access Institute

Access Institute reserves the right to cancel any course at any time. If a course is cancelled by Access Institute ALL course fees paid by a student will be refunded. Access Institute reserves the right to change the mode of course delivery as required. i.e. webinar, teleconference, face to face etc. Access Institute reserves the right to change course dates if necessary.

Access Institute does not take responsibility for any participant's costs associated with any such cancellation or date change related to airfares, travel or accommodation.

Confirmation that a course will or will not proceed as scheduled, will be provided to each enrolled student, via email, no later than 2 weeks prior to course commencement date.

Access Institute will endeavor to notify students as early as possible of any course cancellation or change of date.

Non-course Fees and Charges

In addition to course fees, additional fees may be charged for the following services:

- Recognition of Prior Learning (RPL)
- assessment of Credit Transfer (CT)
- reissuing a Statement of Attainment

Funding

Access Institute does not receive any external funding for the course development or delivery therefore all training is developed and delivered on a user pays basis.

Some prospective students may however, be eligible for individual funding under some State or Federal government skill development programs, based upon certain eligibility criteria. Prospective students will need to investigate these options directly with relevant government departments or other relevant funding bodies.

Assessment

Assessments are conducted in a fair, reliable, valid and flexible manner in line with regulated requirements, to ensure students can achieve competency in a reasonable timeframe. At the start of the training program, Access Institute provides students with assessment guidelines so they are aware of what they need to demonstrate to be deemed competent. Evidence of competency must be authentic, sufficient, valid and current.

A mix of assessment methods will be used. These may include:

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- the ongoing testing of knowledge in relation to access to the built environment including legislation, codes and other regulatory requirements, industry terminology and technical requirements
- observations by the facilitators (in the classroom and/or the workplace)
- applied and research based assignments assessment tasks
- written workplace-based tasks/assignments
- class exercises, role plays, presentations, group work.

All materials submitted by students for assessment will be retained by Access Institute for a period of 2 years from the course competency date. If students wish to have their assessment materials returned after this date, they must submit a 'request for return of assessment materials' via letter or email to admin@accessinstitute.com.au within this time frame. If this does not occur student assessment materials may be destroyed.

Any 'request for return of assessment materials' must include the students name, course name, location of delivery and date of completion, as well as the postal address where the student assessment materials are to be returned.

If students wish to have their assessment materials returned, a fee will apply to cover the cost of administration and postage. This fee will be provided to the student upon receipt of their 'request For Return of Assessment Materials'.

Access Institute recommends that students keep a copy of any assessment materials sent to Access Institute as Access Institute is not responsible for loss of these.

Further details regarding students results and assessment are detailed in Access Institute Retention of Student Results and Assessment Records Policy.

Extension of Time to Submit Assessment Material

Access Institute acknowledges that on occasions there may be factors that can impact on a student's ability to successfully complete their studies within the prescribed 12 month timeframe.

Students are therefore given the opportunity to apply for one extension of time to submit assessment material beyond the prescribed 12 month timeline, if any of the following factors apply:

1. The student has been ill for more than 1 month within the prescribed 12 month timeline; (a medical Certificate is required to verify this occurrence).
2. A direct family member of the student has been ill for more than 1 month within the prescribed 12 month timeline and the student has been required

to undertake 'carer' responsibilities for that family member; a Statutory Declaration is required to verify this occurrence.

3. If the student believes there are other significantly unusual or extenuating circumstances that have impacted on the student's ability to submit the assessment material within the prescribed 12 month timeframe – this does not include 'being too busy'.

Any extension is granted at the prerogative of Access Institute Assessor and Access Institute reserves the right to refuse any application for an extension.

No more than one extension will be granted. A fee of \$50 per application applies.

The maximum time for an extension is an additional 12 months from the initial assessment due date. All decisions are final.

Student Wellbeing

We acknowledge that some students may need extra social, emotional, or stress management support during their learning pathway, as such, Access Institute has partnered with Australia Counselling Service (ACS) to provide support to students. ACS is the clinical division of the Australian Institute of Professional Counsellors (AIPC). AIPC is the largest and longest established educator of Counsellors in Australia. AIPC has provided specialist Counsellor training for over 30-years. There is currently no charge for this service.

ACS handle every interaction with understanding, empathy and confidentiality. ACS sees you as a whole person, not a patient. They aim to uphold your integrity and privacy at every step. Their process is collaborative and humanistic. They seek to understand your needs and work with you on a plan to ease your burden and optimise your wellbeing. Students can contact ACS directly at www.acscounselling.com.au.

Required 'Tool Kit' - Reference Materials

As with all professions a 'Tool Kit' is required to perform all the tasks necessary. To be an Access Consultant you require a 'Tool Kit' that includes a range of reference materials

Students will require access to ALL reference materials from Day 2 of the Online Class sessions.

This can be either in hardcopy or electronically. Students will need to arrange this prior to the course commencement, e.g. a laptop, iPad or similar device with documents stored on these or have documents in hardcopy format.

Required Reference Materials

Students will be provided with a wide range of reference materials via the Access Institute Student Portal. Comprehensive Course Learner Guides will also be provided for each unit of competency. Students will also be provided with a list of all reference materials relating to each unit of competency, prior to course commencement.

Students will need access to these reference materials in order to complete the course. These reference materials can be downloaded onto your own device from the Student Portal and used electronically or printed in hardcopy.

Some of these key reference materials are listed below and can also be downloaded prior to course commencement from the relevant websites listed, at no charge, if you wish to review them in advance of the course enrolment.

Legend: Publication Name, Year, Author, Where to access

<https://ncc.abcb.gov.au/ncc-online/NCC>

Guide to the NCC, Current version, Australian Building Codes Board,
www.abcb.gov.au

Guideline on the Application of the Premises Standards, 2013, Australian Human Rights Commission, www.humanrights.gov.au

Disability Discrimination Act, 1992, Government of Australia, www.legislation.gov.au

Disability (Access to Premises – Buildings) Standards, 2010, Government of Australia, www.legislation.gov.au

Disability (Access to Premises – Buildings) Amendment Standards
Government of Australia, www.legislation.gov.au

Disability Access to Premises Standards – FAQs, 2014, Australian Human Rights Commission, <https://www.humanrights.gov.au/frequently-asked-questions-access-premises>

Disability Standards for Accessible Public Transport (DSAPT), 2002, Standards Australia, www.legislation.gov.au

Livable Housing Design Guidelines, 4th Edition, Livable Housing Australia,
www.accessinstitute.com.au

ABCB Livable Housing Design Standard 2022,
<https://www.abcb.gov.au/resource/standard/livable-housing-design>

NDIS Specialist Disability Accommodation Design Standard, 25th October 2019,
NDIS, www.ndis.gov.au

The ‘Why’s’ of Access 2019, Access Institute, www.accessinstitute.com.au

Note: Key reference materials relating to Universal Design are included in the Course Learner Guides for relevant units of competency

Required Australian Standards must be purchased by Students

Australian Standards listed below must be purchased from Standards Australia and provided by students for use throughout the Course. Access Institute is not permitted to provide these directly to students as they are Copyright © to Standards Australia.

Australian Standard 1428.1- 2001 and 2021 - Standards Australia, www.standrards.org.au

Australian Standard 1428.2 – 1992 - Standards Australia - www.standrards.org.au

Australian Standard 1428.4.1 – 2009 - Standards Australia - www.standrards.org.au

Australian Standard 1428.4.2 – 2018 - Standards Australia - www.standrards.org.au

Australian Standard 2890.6 – 2009 - Standards Australia - www.standrards.org.au

Australian Standard 1735.12 – 1999 - Standards Australia - www.standrards.org.au

Australian Standards may be obtained from Standards Australia on a user-pays basis, and from public and some university libraries. Consumers who have complex needs or issues are able to contact the Commonwealth Department of Industry, Science and Resources to seek advice and assistance to access referenced Australian Standards on a case by case basis.

In its Distribution and Licensing Policy Framework (November 2019), Standards Australia outlined a commitment to make Australian Standards for personal, domestic or household use available at no cost to end users. In August 2023, Standards Australia launched the Reader Room platform, which offers free read-only access for non-commercial (personal, domestic, or household) use to Australian Standards' publications, including AS 1428.1.

Pre course Reading

Whilst pre course reading is not mandatory, however, in order to prepare for the learning content of the course it is highly recommended that students familiarise themselves with the content of the required reference documents listed below:

- *Disability Discrimination Act 1992*
- *Disability (Access to Premises- Buildings) Standards 2010*
- AS1428.1 2021

Whilst it is not necessary to know all the detail in these documents, it would be beneficial to understand what is included in these documents and how they are

structured. There will be some short online multiple-choice quizzes throughout the Course relating to these documents and for those students who are not familiar with them, this familiarisation process will assist.

Access Legislation and Standards

There is a range of legislation and Standards in Australia that are relevant to the provision of equitable, dignified access to buildings and facilities. All of these must be taken into consideration in the design, construction, and upgrade of buildings to ensure that access is available for all users including staff and the public.

Disability Discrimination Act 1992 (DDA)

All organisations have a responsibility, under the *Commonwealth Disability Discrimination Act (DDA) 1992*, to provide equitable access to goods and services and to premises used by the public. Premises are broadly defined and would include all areas included within a building.

The DDA provides uniform protection against unfair and unfavourable treatment for people with a disability in Australia. It also makes it unlawful to discriminate against a person who is an 'associate' (such as a friend, carer or family member).

For further information go to: www.humanrights.gov.au/brief-guide-disability-discrimination-act

Disability (Access to Premises – Buildings) Standards 2010

The *Disability (Access to Premises- Buildings) Standards* were introduced in line with an updated Building Code of Australia on 1st May 2011.

The aim of these Standards is to provide the building and design industry with detailed information regarding the required access provisions associated with the design and construction of new buildings and upgrade to existing buildings.

These Standards align with the BCA and reference a range of Australian Standards relating to access and other associated matters. The *Disability (Access to Premises – Buildings) Standards 2010* aim to provide certainty for the building industry in relation to meeting the requirements for access in new and upgraded building - *(regarding the elements covered by the Premises Standards. Other elements in buildings are still subject to the provisions of the DDA.)*

The *Disability (Access to Premises – Buildings) Standards 2010*, the Explanatory Statement that assists in interpreting the Standards and the Frequently Asked Questions relating to the *Disability (Access to Premises – Buildings) Standards 2010* are available for free download at: <https://www.humanrights.gov.au/frequently-asked-questions-access-premises> - Free

The guideline on interpreting the Premises Standards is also available for free download www.humanrights.gov.au - Free

National Construction Code (incorporating the Building Code of Australia (BCA))

The Building Code of Australia, in conjunction with the DDA, applies to new buildings and buildings undergoing significant refurbishment or alteration. Sections of the BCA require compliance with a range of access provisions. The BCA outlines a variety of building classifications and the requirements for access to buildings within each classification. The BCA has been updated to align with *Disability (Access to Premises – Buildings) Standards 2010*, and has been incorporated into the National Construction Code.

For further information go to: www.abcb.gov.au/ - Free

Australian Standards

Australian Standards (AS 1428) - Design for Access and Mobility

AS 1428 prescribes the requirements for physical access which should be considered in the planning, development and construction of all buildings and facilities.

Given the comprehensive definitions and requirements of the DDA, the BCA and AS 1428, as well as other relevant regulations relating to specific types of buildings, it is important to ensure that these Australian Standards are considered in any refurbishment, development or changes to any premises.

Australian Standards should be referred to for further detailed information regarding the requirements for access to buildings and facilities.

Currently AS1428 comprises five active parts:

- | | |
|-----------------------------------|--|
| AS 1428.1: 2001 & 2021 | Design for access and mobility
General Requirements for Access – New Building Work |
| AS 1428.2:1992 | Design for access and mobility
Enhanced and Additional Requirements - Buildings and Facilities |
| AS / NZS 1428.4:1 2009 | Tactile Ground Surface Indicators for the Orientation of People with Vision Impairment |
| AS 1428.4.2: 2018 | Design for access and mobility means to assist the orientation of people with vision impairment - Wayfinding signs |
| AS 1428.5: 2010 | Communication for people who are deaf or hearing impaired |

It should be noted that Australian Standards are updated periodically. This **does not** mean that these updated Standards are automatically referenced or mandated for

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use by any Legislation. The Standards listed above are the current Standards applicable to this Course.

Part 1 provides a minimum level of access. This Standard is referenced in the Access Code of the *Disability (Access to Premises – Buildings) Standard 2010*, which generally align with the BCA.

Part 2 includes references to many standard items used in the everyday environment including some fixtures and fittings and other elements which are not covered in Part 1. Part 2 provides a level of access above that required in Part 1. Organisations are encouraged, where possible, to use enhanced requirements.

Part 4 contains two Standards. Part 4.1:2009 deals with Tactile Ground Surface Indicators and the requirements for these in buildings and related areas. Part 4.2: 2018 deals with orientation of people with vision impairment, particularly relating to Wayfinding signs.

Part 5 addresses the principles to consider when providing facilities for people who are deaf or hearing impaired, particularly Assistive Listening Devices and communication systems.

Australian Standards are often updated, so care should be taken to ensure that the **most current version of the relevant Standard** is always used. Using an out of date version of a Standard may mean that the information is incorrect and does not meet the current requirements for access and mobility.

In addition a number of other Australian Standards are also relevant to particular access elements e.g. car parking and lifts and should be referenced for further details.

Schedule 1 of the *Disability (Access to Premises – Buildings) Standards 2010* references relevant access standards.

Australian Standards are available for purchase from Standards Australia at <https://www.standards.org.au/>

Resources

Students will be required to arrange access to a building e.g. office, shop, community centre or similar to undertake an assessment task. Further details will be provided during the course.

Course Materials

Access Institute uses VETtrak, an Integrated Student Management System (SMS) which is a user-friendly way for students to access information about their training via

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the internet. Students will have access to unit Learner Guides, Assessment Sections and relevant resources via the VETtrak Student Portal.

Note: These documents are copyright© protected and cannot be forwarded to a third party.

WARNING: access to the VETtrak Student Portal requires internet access therefore it should not be relied upon to open these documents during the sessions, particularly if the internet is unstable.

Students must have access to the following documents for every session:

Your:

- Printed copy of the Learner Guide, Assessment Section and reference materials; or
- A computer on which the Learner Guide, Assessment Section and reference materials has been downloaded.
- You will be provided with a timetable for the course and each session, that will include required reference materials for each session.

Upon Course Confirmation, Access Institute will supply enrolled students with log in details to the Student Portal, via email. It is essential prior to attending the first session that students have done this as they will need these documents in class.

For any queries regarding the above, or any other matter, please contact us at admin@accessinstitute.com.au , or 03 9988 1979.

Internet access and Wi Fi and Zoom

Access Institute recommends downloading all required reference documents to a computer for ease of storage.

We will be using Zoom for the online delivery. Students don't need to download Zoom to participate in the session but may wish to download this to their computer and test this in their own time to get an idea of how it works. It is a free program.

<https://zoom.us/>

Access Institute cannot guarantee internet access at any time. If the internet connection drops out whilst the sessions are being delivered live, enrolled students will be provided with instructions of how the session will continue.

Accessing the Online Training Sessions

Access Institute will provide students with details of how to access the online sessions.

We will be using software called **Zoom**. We can deliver a meeting or webinar via this program.

We will forward you a link via email to connect to the Zoom Sessions.

You do not need to download any software (*You can if you wish, download Zoom, it is not necessary. You may however wish to do this and have a practice in using Zoom before the session, to familiarise yourself with it if you wish*).

Basically we will be having a 'meeting' over the internet. You will be able to see and hear the trainer and also see the PowerPoint or other training material the trainer wishes to show you, on your computer screen.

You will also be able to talk and ask questions and the trainer will be able to talk to you. Everyone will be able to hear and talk to each other just like a live meeting.

If you have trouble with access to Zoom during the meeting you can call our office on 03 9988 1979 or email at admin@accessinstitute.com.au and we will try and assist you.

Access Institute Policies

Access Institute has a range of policies to support the provision of high quality training and assessment and to support the ongoing professional operation of the organisation.

These include:

Academic Integrity Policy

Access Institute maintains high academic standards in its courses and units of competency and expects students to conduct themselves in a manner which is fair, honest and consistent with the principles of academic integrity, particularly when undertaking assessment and research.

Work submitted for assessment purposes must be the independent work of a student or approved groups of students to demonstrate their proficiency in course and unit objectives and learning outcomes.

Academic integrity means honesty, responsibility and the maintenance of academic standards in scholarship. Honesty in scholarship means that all academic work results from an individual student's own efforts and that credit is given to other peoples' ideas. Maintaining academic integrity involves a student:

- creating and expressing their own ideas in their work;
- acknowledging all sources of information;
- completing assignments independently or acknowledging collaboration;

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- accurately reporting results when conducting research and honesty during examinations.

The development of Artificial Intelligence (AI) software has provided a means for students to potentially circumvent the above goals which aim to provide fair and equitable outcomes including a meaningful indication of a student's proficiency.

Access Institute regards AI as a resource - much like other resources, available on the internet or elsewhere – that can be used to provide background information and opinions of use to students who have to complete assessment tasks. As with other resources, however, unacknowledged use of material that contributes substantially to a student's response to an assessment task, contravenes the policy of academic integrity on which Access Institute relies in its assessment of a student's capabilities.

Access Institute supports an educative response to first-time academic misconduct, plagiarism or collusion incidences where this is appropriate and possible.

All students must complete a declaration when submitting assignments. The declaration must include a statement:

- a) about the originality of the work;
- b) that the student has not been assisted by any other person (collusion);
- c) that the student has not used any sources without proper acknowledgment (plagiarism); and
- d) that indicates the student's individual contribution to the assignment.

Access, Equity and Anti-Discrimination

Access Institute is committed to access and equity principles and processes in the delivery of its services and working environment in accordance with State and Australian Government legislation. In the event of a situation that is considered by either staff or students to be in violation of Access Institute's Access and Equity Policy, staff and students are required to report the situation to Access Institute management. Programs are designed and, wherever possible, facilities set up to enhance flexibility of delivery in order to maximise the opportunity for access and participation by all prospective students.

Appeals and Complaints

Access Institute has a documented policy and process for lodging a formal complaint/appeal should the need arise. A complaint/appeal is any expression of dissatisfaction reported by a student. This can be service related e.g. communications with administrative staff, training related, safety related or purely dissatisfaction regarding Access Institute or a staff member in general.

Any complaint/appeal to Access Institute must be lodged in writing. All written complaints/appeals lodged will be brought to the attention of Access Institute RTO Manager within 24 hours of being received. We will act on any complaint found to be

substantiated. The complaint/appeal will be investigated within 14 days. An independent mediator will make final decisions in the event a third party mediator is required.

Access Institute will ensure that as promptly and as fairly as possible, the student making the complaint is satisfied with the remedial action. The student making the complaint/appeal will receive the outcomes/decisions including reasons for the decision in a written statement within 21 working days of lodging their complaint/appeal.

Grievance and appeal matters of an academic nature are to be resolved within one year of course completion date.

Confidentiality

Access Institute has a strict confidentiality policy. In the event that a student discloses any information about a particular situation he/she might be facing we do not discuss or disclose this information to others without the student's consent.

Student Records

Access Institute has a secure record keeping system that utilises both paper and electronic formats. We maintain a record of each student's enrolment, progress, attendance, assessment documentation and any complaints/appeals and resolution for 6 months after completion of the relevant training program. A record of results (for example: transcript, statement of attainment or certificate) is kept for 30 years and will be made available to students on request or via the Student Identifier Scheme www.usi.gov.au It is important that students keep a copy of any RPL assessment documentation that they may wish to forward to Access Institute

Discipline

Access Institute adheres to the principles of adult learning. The learning environment shall facilitate the learning of all students without interference or disturbance from others and encourage students to respect and protect the rights of others. Students will uphold the standards of Access Institute when they are engaged in training and assessment activities.

Misconduct means any conduct that is prejudicial to good order and discipline. The following forms of misconduct will not be accepted and disciplinary actions apply:

- willful damage or removal of property
- cheating or attempting to cheat or assisting any other students to cheat by any means, including plagiarism (copying someone else's work and claiming it to be your own) or excessive use of AI to answer assessment questions

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- negligent or disorderly conduct towards a staff member or fellow student, including assault or harassment (verbal or physical)
- being under the influence of alcohol or drugs
- smoking in any Access Institute building or training centre
- consistently arriving late to classes
- using mobile phones during delivery sessions apart from accessing learning materials or in an emergency (either text or talk)
- bullying or harassment of students, staff or trainers
- disrespectful comments or actions towards another student, staff or trainers

Illness Policy

Access Institute adheres to an Illness Policy for students and staff members. Access Institute advises that if students are experiencing diarrhoea, fever, flu, coughing, weeping wounds, mild respiratory or cold symptoms, vomiting, any symptoms of COVID19 or similar, to exclude themselves from any 'face to face' classroom based sessions and to seek medical attention.

Financial Management

Access Institute applies sound and accountable financial practices within its day-to-day operations and maintains its adherence to equitable refund policies.

Marketing

Access Institute management and staff are committed to marketing its training and assessment services in an accurate, ethical and responsible manner ensuring that all students are provided with timely and necessary information.

National Recognition

Access Institute will at all times abide by the national recognition formed between all states/territory of Australia. Access Institute will recognise all nationally accredited qualifications or Statements of Attainment through the provision of certification showing all requirements as detailed within the Australian Qualifications Framework.

Workplace Health and Safety

Access Institute is committed to providing and maintaining a safe and healthy environment for the benefit of all students, visitors and employees.

Management of Access Institute is responsible for ensuring that the level of Workplace Health and Safety is not compromised and recognises its obligations under State and Australian Government legislation.

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Access Institute will not tolerate any harassment, victimisation, bullying or any such conduct that has the purpose or effect of interfering with an individual's work performance or creating an intimidating, hostile, or an offensive work and learning environment. This includes harassment, victimisation, bullying because of sex, race, national origin, religion, disability, sexuality or age.

Online Learning and Distance Learning

Access Institute offers online learning for the Certificate IV and Diploma of Access Consulting and associated units of competency. These courses are delivered in a variety of ways. Some course delivery is undertaken using Zoom technology in live virtual classrooms. Some is undertaken independently by students.

Therefore, students need access to a computer or similar device and a mobile phone suitable for accessing the course and materials.

Trainers are available after all sessions, and on an ongoing basis throughout the duration of the course completion, to support students.

Students can contact trainers by email with questions or alternatively can contact trainers via email to make a time for a phone discussion or live discussion via Zoom where necessary.

Trainers and students are provided with training on the use of the relevant online technologies.

Course content and assessments are in line with the requirements of relevant ASQA Standards.

Access Institute will proactively contact students, give prompt feedback on work submitted and encourage real-time interaction to enhance and encourage positive communication and maintain student motivation in their studies.

If a delivery mode is changed during a student's enrolment, a refund will be made available for the part of the course where the delivery has changed, if the student does not wish to proceed with the new delivery method.

Privacy

Access Institute follows strict privacy policies in conjunction with the Privacy Laws. It is important for Access Institute to collect certain personal information from students so that it can manage enrolment and training progression. Access Institute collects personal information from students with prior knowledge and consent and uses it only for the purposes for which it was collected.

All forms, files, results and records of any student are deemed confidential. Records are accessible only to relevant staff members of Access Institute and only for relevant and appropriate use. This means student records can only be released to

other parties with the student's written permission, (or in circumstances dictated by law). Access Institute removes personal information from its system where it is no longer required. Students have the right to access the personal information Access Institute has about them at any time and provide any necessary corrections. The Privacy Amendment (Private Sector) Act 2000 prevents Access Institute from providing any student details to any person other than the student as required by law. All matters in relation to enrolment, results, fees or any other issue can only be discussed with the student unless a written permission from that student is provided allowing access to the information.

Access Institute has implemented technology systems, policies and measures within its control to protect the personal information that it has from unauthorised access and improper use.

Provision of Information

Clear and accurate advice is provided to all enrolling students at Access Institute. Initial contact, orientation and the commencement of studies is supported by the provision of timely information concerning enrolment procedures, vocational outcomes, fees, access and equity, guidance and support, complaints and appeals procedures and RPL arrangements or credit transfer.

Quality Control/Continuous Improvement

Access Institute will collect feedback from employers, students, facilitators/assessors and other staff members on a systematic and regular basis. Access Institute is committed to continuous improvement, seeking to enhance its services the best it can to meet expectations.

Frequently Asked Questions

“Where does the CPP40821 Certificate IV in Access Consulting fit in the Australian Qualifications Framework (AQF)?”

The CPP40821 Certificate IV in Access Consulting is a qualification that fits into the Vocational Education and Training Sector. The table below shows you where a Certificate IV level qualification such as the CPP40821 Certificate IV in Access Consulting fits into the AQF.

Vocational Graduate Diploma
Vocational Graduate Certificate
Advanced Diploma
Diploma
Certificate IV
Certificate III
Certificate II
Certificate I

“What does competency mean?”

Competency is the formally recognised ability to perform a task under specified conditions to a precise standard. Units of competency are national industry approved standards that outline the knowledge and skills necessary for effective performance in the workplace. National Training Packages consist of a number of units of competency covering such topics as: OHS, technical skills, communications, quality control and many other aspects of a job. Each unit defines the industry benchmark for performing a workplace task.

“What happens if a student is deemed ‘Not Yet Competent’?”

Access Institute provides learning and assessment support to students in order to help them achieve competency. After 3 series of coaching and reassessments, if students are still unable to demonstrate competency, it is our suggestion that the student resit the program.

“What is the difference between a Testamur, Statement of Attainment and a Certificate?”

Testamurs and Statements of Attainment are issued in accordance with AQF Standards. A Statement of Attainment is evidence that a student has achieved competency set for a unit of competency which forms part of a qualification. A

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Testamur is issued when a student has been deemed competent in all units that make up a full qualification.

Enrolment

Each student must complete and submit to Access Institute a Course Enrolment Form. This is available on request from Access Institute at admin@accessinstitute.com.au

Forward this to Access Institute by email to admin@accessinstitute.com.au or send by mail to P O Box 255, North Melbourne, 3051.

Once enrolled, students will be provided with further details and an invoice, as well as any necessary pre-course materials.

To support high quality training, numbers of students enrolled in each course are limited. Enrolment is not guaranteed or confirmed until fees are received by Access Institute as per the requirements detailed on the Enrolment Form and Access Institute has confirmed enrolment with the student via written (email) communication.

Access Institute Contact Details

For further information about Access Institute, please contact Access Institute:

Email: admin@accessinstitute.com.au

Telephone: (03) 9988 1979

Website: www.accessinstitute.com.au