



## **Level 4 Award in Ensuring Buildings and Amenities are Inclusive Environments**

**July 2009**

**This qualification has a Credit Value of 6**

Ofqual Qualification Number **500/6680/8**

### **Description**

The Disability Discrimination Act 1995 and the Disability Discrimination Act 2005 requires that employers, service providers, those selling or letting land and property, and educational bodies should not discriminate against disabled people. There is thus a need for property professionals and similar specialists to be able to advise clients about how to meet their obligations under this and related legislation.

This qualification is intended to equip suitable candidates with the knowledge and expertise required to meet this need. The qualification will form part of the entry requirements for membership of the Inclusive Environments Register operated by the Royal Institution of Chartered Surveyors.

The qualification is divided into two units:

Unit 1 Principles of Inclusive Environments

Unit 2 Procedures for Ensuring Buildings and Amenities are Inclusive Environments

## Unit One: Principles of Inclusive Environments

**This unit has a Credit Value of 3**

### Summary of Outcomes:

**To achieve this unit a candidate must:**

1. **Understand user needs, by being able to:**
  - Describe a range of disabilities.
  - Explain common barriers to meeting user needs
  - Outline potential solutions for meeting user needs
  
2. **Understand the concept and principles of inclusive environments, by being able to:**
  - Outline the need for inclusive environments.
  - Discuss current approaches to achieving inclusive environments.
  
3. **Understand how duty holders and property professionals can ensure compliance with relevant legislation, by being able to:**
  - Summarise appropriate legislation and codes of practice.
  - Explain key terms in the legislation.

### Content:

#### 1. Understand user needs

*Range of disabilities:* social and medical models of disability; range of disabilities to include mobility and sensory impairments, learning disabilities, mental ill health, severe facial disfigurements, people with HIV infection, cancer and multiple-sclerosis and any other disabilities covered by current or future legislation.

*Common barriers to meeting user needs:* physical barriers to include those due to heavy doors, steps and gradients, widths of aisles and corridors, access to upper storeys, height of counters and serving areas; lack of appropriate toilet facilities, lighting, signage and switches; lack of hearing enhancement systems; non-physical barriers to include attitudinal and institutional barriers and barriers to information and communication systems.

*Potential solutions to barriers to meeting user needs:* outline of possible solutions to physical barriers such as automatic doors,

lowered steps and reduced gradients, levelling of floors, lifts, hoists and chair-lifts; provision of appropriate toilet facilities, lighting, switches, signs and way-finding; possible solutions to non-physical barriers such as staff training, provision of information in alternative formats, regular consultations with users, provision of hearing enhancement facilities.

## 2. **Concepts and principles of inclusive environments**

*Need for inclusive environments:* definition of inclusive environment; social, legal and commercial benefits; responsibilities of providers of new facilities such as buildings, parks, footpaths and those undertaking alterations to existing facilities to ensure access and use of buildings, facilities and surroundings.

*Current approaches to achieving inclusive environments:* Government recommendations and advice, to include advice from the Office of the Deputy Prime Minister (ODPM) and Disabled Persons Transport Advisory Committee (DPTAC); role of local planning authorities, local development plans and supplementary planning guidance; role of developers and occupiers; importance of early consultation; concept of inclusive design.

## 3. **Legislation relating to inclusive environments**

*Appropriate legislation and codes of practice:* main provisions of the Disability Discrimination Act 1995 and the Disability Discrimination Act 2005; relevant sections of the Building Regulations Approved Documents 2000 and the Scottish Technical Standards, Planning and Compulsory Purchase Act 2004 and British Standards Institute Codes of Practice; Codes of Practice relevant to the Disability Discrimination Act issued by the ODPM and the Disability Rights Commission; licensing policies; need to take into consideration the Town and Country Planning Act 1993, the Planning (Listed Buildings & Conservation Areas) Act 1990, the Building Act 1984 and the Highways Act 1980; provisions, relevance and consideration of any succeeding or additional legislation to the above.

*Key terms in the legislation:* definitions of 'disability', 'physical features', 'reasonable adjustments' and 'not unreasonably difficult', factors to consider in determining the scope of these terms; definition and examples of 'service providers'; importance and aim of the disability equality duty.

## **Unit Two: Procedures for Ensuring Buildings and Amenities are Inclusive Environments**

**This unit has a Credit Value of 3**

### **Summary of Outcomes**

**To achieve this unit a candidate must:**

1. **Understand the requirements of Access Audits and Access Appraisals, *by being able to:***
  - Outline methods for data collection and analysis.
  - Explain the requirements of a report.
  
2. **Understand the purpose of Access Statements, *by being able to:***
  - State the requirements of Access Statements at key stages of a project
  - Assess the importance of Access Statements at occupation stages
  - Describe the content and structure of Access Statements
  
3. **Understand key elements of Access Strategies, *by being able to:***
  - Outline the structure and content of an Access Strategy
  - Explain the importance of consultation to Access Strategies
  - Discuss the importance of monitoring and evaluating Access Strategies

## **Content:**

### **1. Requirements of Access Audits and Access Appraisals**

*Methods for data collection and analysis:* 'walk through' and 'desk top' approaches for Access Audits and Access Appraisals; importance to consider use or intended use of all facilities, communication systems, printed material, accessibility and building management; importance of obtaining information and feedback from staff and users; consideration of outline plans and detailed designs with reference to pre-determined criteria; need to predict potential problems by identifying usability of building and services either on site or at design/desk top stage of a project.

*Requirements of a report:* role and purpose of report; structure and content; client brief; reference to requirements of appropriate legislation; limitations; priorities; costings; summary; tabular formats; reference to documents used to inform the decision making process; drawings and plans; recommendations; advice for maintenance and management.

### **2. Purpose of Access Statements**

*Requirements of Access Statements at key stages of a project:* purpose of Access Statements; use of Access Statements at commissioning and planning; use for planning applications, project delivery and management; need to review and update Access Statements during the life of a project; role of Access Statements in meeting licensing conditions; role of Access Statements in providing an audit trail and possible legal defence.

*Importance of Access Statements at occupation stages:* purpose of the Access Statement during occupation of a facility; relevance of the Access Statement to management and maintenance; evolving duty placed on service providers, employers and educators; importance in identifying training needs; recognition of potential physical and non-physical barriers for use of the facility and suggestions for overcoming these barriers; incidents which may trigger a review of the Access Statement; need to ensure the quality of the user experience.

*Content and structure of Access Statements:* Access Statements are project specific; statement to include sponsor's policy and approach to inclusive environments, details of how advice has been obtained and followed, reference to and details of consultations, effect of these consultations on the planning and design process, explanation of specific issues regarding access and the solutions provided, management and maintenance policies, local plans of the environment, details of situations in which best practice cannot be met and the measures taken to ensure a reasonable adjustment.

### 3. Key elements of Access Strategies

*Structure and content of an Access Strategy:* importance and role of an Access Strategy; main content such as introduction, aims, commitment, training and awareness, consultation, monitoring, review and evaluation.

*Importance of consultation to Access Strategies:* who should be consulted; methods of consultation; ensuring access to the consultation process; evaluation of feedback.

*Importance of monitoring and evaluating Access Strategies:* need for monitoring, evaluation and review; methods for monitoring, evaluating and reviewing; relevance to identifying training needs; overcoming deficiencies discovered as a result of the review; action plans.

### Assessment:

Attainment of the Learning Outcomes for Unit 1 will be assessed by a written examination requiring two questions from a choice of three to be answered within one hour. A candidate who is able to satisfy the learning outcomes for this unit will be awarded a score of at least 60% in the examination.

Attainment of the Learning Outcomes for Unit 2 will be assessed by a Case Study. A candidate who is able to satisfy the learning outcomes for this unit will be awarded a score of at least 60% in the Case Study.

In order to be awarded the certificate candidates must achieve the learning outcomes for both units.

### Guidance:

#### Recommended Reading:

Access Audit Handbook	RIBAE Publication 2005
Access Audit Price Guide 2002 for work in relation to the Disability Discrimination Act	The Royal Institution of Chartered Surveyors 2002
Access Audits: a planning tool for businesses	CAE 2003
Access Manual	Blackwell Publishing 2003
Blackstone's Guide to the Disability Discrimination Legislation	OUP 2005

BS5588: Part 8: 1988 Fire Precautions in the Design, Construction and Use of Buildings – Code of practice for means of escape for disabled people.	The British Standards Institution 1988
BS6440: 1999 Powered lifting platforms for use by disabled persons – Code of practice	The British Standards Institution 1999
BS8300: 2001 Design of buildings and their approaches to meet the needs of disabled people – Code of practice	The British Standards Institution 2001
BS EN 81-70:2003 Safety rules for the construction and installation of lifts – Particular applications for passenger and goods passenger lifts.	The British Standards Institution 2003
Buildings for All to Use - Good Practice Guidance for Improving Existing Public Buildings for People with Disabilities	CIRIA 2004
The Building Regulations 2000 - Approved Document M: Access to and use of buildings (England and Wales)	Office of the Deputy Prime Minister – 2003 (distributed by RIBAE)
Building Sight: Peter Barker, Jon Barrick & Rod Wilson	HMSO in association with the Royal National Institute of the Blind (RNIB) 1995
Code for Lighting	Chartered Institution of Building Services engineers (CIBSE) 2000
Code of Practice for the Elimination of Discrimination in the Field of Employment against Disabled Persons or Persons who have had a Disability	Disability Rights Commission - The Stationery Office 1996
Code of Practice Rights of Access to Goods, Facilities, Services and Premises	Disability Rights Commission The Stationery Office 2002
Creating Accessible Environments	College of Estate Management Training Study Pack 2005
Designing for Accessibility	CAE 2003

Disabled Access to Facilities: a practical and comprehensive guide to a service provider's duties under Part III (2004) of the Disability Discrimination Act 1995 FM Law Series: Ian Waterman & Janet A Bell	Butterworths Tolley Lexis Nexis 2002
Disability Discrimination Act 1995	The Stationery Office 1995
Disability Discrimination Act 2005	The Stationery Office, 2005
Disability Discrimination - Law and Practice, 5 <sup>th</sup> Ed: D Doyle	Jordan Publishing 2005
Disability: Making Building Accessible – Special Report Edited by Keith Bright	Workplace Law Network 2003
Good Loo Design Guide	CAE RIBA Enterprises 2004
Guidance on the use of Tactile Paving Surfaces	DTLR Mobility and Inclusion Unit 1999
Planning and Access for Disabled People – A Good Practice Guide	Office of the Deputy Prime Minister 2003
Sign Design Guide: Peter Parker and June Fraser	JMU and the Sign Design Society 2000
Using the Building Regulations - Part M: Access	Butterworth Heinemann Publication 2005

#### Web-Sites

Code of Practice – Employment and Occupation

*Disability Rights Commission, 2003*

<http://www.drc-gb.org/library/publicationdetails.asp?id=323&sectionid=0>

Code of Practice – Trade Organisations and qualification Bodies

*Disability Rights Commission, 2003*

<http://www.drc-gb.org/library/publicationdetails.asp?id=327&sectionid=0>

Inclusive Projects: a guide to best practice on preparing and delivering project briefs to secure access

*Disabled Persons Transport Advisory Committee. Department of Transport  
2003*

<http://www.dptac.gov.uk/inclusive/guide/>

### **Recommended prior learning:**

There are no recommended prior learning requirements for this qualification. RSPH does, however, recommend that candidates have experience of working in the built environment and in the design of inclusive environments. It is expected that candidates have an understanding of the barriers many users face in employment, education and the provision of goods and services.

### **Key Skills:**

It is expected that the delivery of this qualification should provide opportunities for the development of the following *key skills*:

Application of Number Levels 3 and 4  
Communication Levels 3 and 4  
Improving own Learning and Performance Levels 3 and 4  
Problem Solving Levels 3 and 4  
Working with Others Levels 3 and 4

Guidelines for key skills are shown in Appendix 1.

### **Other Issues:**

The delivery of this qualification could provide opportunities for contributing to an understanding of Spiritual, Moral, Ethical, Social and Cultural issues and an awareness of Environmental issues, Health and Safety considerations and European developments. Possible areas for discussion are shown below.

<b>Spiritual</b>	Access Audits may have to be conducted at sites that are of religious significance, such as churches, mosques, synagogues etc, or at locations within buildings that have been reserved for spiritual and religious purposes. Candidates could discuss the need to treat such sites sensitively and the need for any specific items of clothing (where this does not contravene Health and Safety considerations).
<b>Moral and Ethical</b>	Moral and ethical issues can be developed in a discussion of the duties placed on employers regarding duties to disabled employees and customers.
<b>Social and Cultural</b>	The importance of effective communication with minority groups and speakers of other languages and awareness of cultural sensibilities should be discussed in relation to the carrying out of Access Audits.

**Environment** Awareness of environmental issues can be raised through consideration of the Access Statements, which are part of the government's vision of sustainable communities.

**Health and Safety** Tutors should stress to candidates the health and safety requirements for carrying out access work, and the health and safety implications of any advice and guidance offered to clients.

**European** European legislation and directives regarding accessibility and inclusion could be discussed.

### **Restrictions on Candidate Entry:**

There are no restrictions on candidate entry. RSPH does, however, recommend that candidates have experience of working in the built environment and in the design of inclusive environments.

### **Special Needs:**

Centres that have candidates with special needs should consult The Society's *Regulations and Guidance for Candidates with Special Assessment Needs*; this is available from The Society and The Society's web site ([www.rsph.org.uk](http://www.rsph.org.uk)).

### **Recommended Qualifications and Experience of Tutors:**

The Society would expect that tutors have teaching experience and a qualification in a relevant subject area, but recognises that experienced teachers can often compensate for a lack of initial subject knowledge, or experienced practitioners for a lack of teaching experience.

The Society recommends that centres utilise a team of tutors in the delivery of this qualification, and that at least one tutor has suitable practical experience in the conduct of Access Audits and Access Appraisals within the previous five years

Centres should be registered with The Society

Any enquiries about this qualification should be made to:

The Qualifications Department,  
Royal Society for Public Health,  
3rd Floor Market Towers,  
1, Nine Elms Lane,  
London SW8 5NQ

Tel 020 3177 1600  
Fax 020 3177 1601  
E.mail: [info@rsph.org.uk](mailto:info@rsph.org.uk)  
Web-site [www.rsph.org.uk](http://www.rsph.org.uk)

## Appendix One: Key Skills Guidelines

This qualification provides a number of opportunities for candidates to develop competence in key skills and to produce evidence towards attainment of key skills. Successful completion of the qualification does not in itself imply attainment of the listed key skills; this is dependent on the candidate producing a portfolio of evidence and the teaching and learning methods adopted by the tutor(s) and candidate in the delivery of the qualification.

The specification content, which provides the most appropriate opportunity for key skill development, is signposted below.

### Application of Number

Skill	Specification Content
<b>N3.1</b> Plan and interpret information from <b>two</b> different types of sources, including a large data set.	Information is required from staff and users for access audits and access appraisals. This information can be presented in a number of formats, such as tables, charts and graphs. Candidates will need to plan how to present this information and be able to interpret information presented to them. (Unit 2 Learning Outcome 1)
<b>N4.1</b> Develop a strategy for using application of number skills over an extended period of time.	Consultations for Access Statements and Access Strategies, and feedback from clients, staff, users and potential users, is required for an extended period of time (from inception of a project and throughout the life of the facility or service). Methods for collecting, collating and presenting this information will necessitate the use of a long-term strategy. (Unit 2 Learning Outcomes 2 and 3).

## Communication

### Skill

### Specification Content

<b>C3.1a</b> Take part in a group discussion.	Any part of the content could be used as the basis for a discussion.
<b>C3.2</b> Read and synthesise information from at least <b>two</b> documents about the same subject. Each document must be a minimum of 1000 words long.	Any part of the content could be researched from textbooks and specialist journals
<b>C4.1a</b> Develop a strategy for using communication skills over an extended period of time.	Communication skills are required for an extended period of time for the development of Access Audits, Access Appraisals, Access Statements and Access Strategies. Development of these will require long term consultation and communication with clients, staff and users.  Unit 2 Learning Outcomes 1, 2 and 3

## Improving own Learning and Performance

Skill	Specification Content
<b>LP3.1</b> Set targets using information from appropriate people and plan how these will be met.	The manner in which candidates plan and carry out their programme of learning for this qualification, in consultation with their tutors/trainers, could provide evidence for this key skill or some elements of this key skill.
<b>LP3.2</b> Take responsibility for your learning, using your plan to help meet targets and improve your performance.	
<b>LP3.3</b> Review progress and establish evidence of your achievements.	
<b>LP4.1</b> Develop a strategy for improving your own learning and performance.	ICT can be used over a period of time by using ICT technology for record keeping purposes, data presentation and analysis and report writing. Unit 2, Learning Outcomes 1, 2 and 3.
<b>LP4.2</b> Monitor progress and adapt your strategy to improve your performance.	
<b>LP4.3</b> Evaluate your strategy and present the outcomes of your learning.	

## Information and Communication Technology

Skill	Specification Content
<b>ICT3.1</b> Search for information, using different sources, and multiple search criteria in at least one case.	Information about any part of the content could be obtained from web-sites dealing with food safety. Books and articles can be accessed by on-line searches.
<b>ICT4.1</b> Develop a strategy for using ICT skills over an extended period of time.	

## Problem Solving

### Skill

- PS3.1** Explore a problem and identify different ways of tackling it.
- PS3.2** Plan and implement at least one way of solving the problem.
- PS3.3** Check if the problem has been solved and review your approach to problem solving.
- PS4.1** Develop a strategy for Problem solving.
- PS4.2** Monitor progress and adapt your strategy for solving the problem.
- PS4.3** Evaluate your strategy and present the outcomes of your problem solving skills.

### Specification Content

A number of areas within the specification can be delivered by using a problem-based approach to teaching and learning.

For example:

*Explain the common barriers to meeting user needs*

*Outline potential solutions for meeting user needs.*

## Working with Others

Skill	Specification Content
<b>WO3.1</b> Plan work with others.	The manner in which candidates work with others in carrying out their programme of learning for this qualification, in consultation with their tutors and trainers, could provide evidence for this key skill or some elements of this key skill.
<b>WO3.2</b> Seek to develop co-operation and check progress towards your agreed objectives.	
<b>WO3.3</b> Review work with others and agree ways of improving collaborative work in the future.	
<b>WO4.1</b> Develop a strategy for working with others.	
<b>WO4.2</b> Monitor progress and adapt your strategy to achieve agreed objectives.	
<b>WO4.3</b> Evaluate your strategy and present the outcomes from your work with others.	

## Appendix Two: Higher Level Skills Guidelines

This qualification provides a number of opportunities to promote the development of general higher level skills and abilities. Successful completion of the qualification does not in itself imply attainment of the listed skills. Promotion of the skills is dependent on the teaching and learning methods adopted by the tutor(s) and candidate in the delivery of the qualification.

The specification content, which provides the most appropriate opportunity for higher level skill development, is signposted below.

### Analysis

	Content providing opportunity for skill development	Possible Assessment
This qualification is intended to equip suitable candidates with the knowledge and expertise required to be able to advise clients about how to meet their obligations under the Disability Discrimination Act. This requires the analysis of information obtained from consultations, analysis of potential or actual barriers to inclusivity and analysis of procedures to ensure these barriers are overcome or reasonable adjustments made.	<p>Explain the common barriers to meeting user needs.</p> <p>Outline potential solutions for meeting user needs</p> <p>Outline methods for data collection and analysis</p> <p>Assess the importance of Access Statements at occupation stages</p> <p>State the importance of monitoring and evaluating Access Strategies</p>	<p>Paper 2 of the assessment is a case study.</p> <p>Successful completion of the questions relating to the case study will require demonstration of analytical skills</p>

## Evaluation

	Content providing opportunity for skill development	Possible Assessment
Candidates will need to be able to evaluate the results of consultations and surveys relating to the provision of inclusive environments and the effectiveness of Access Statements and Access Strategies in ensuring that buildings, facilities and services meet the requirements of inclusivity.	<p>Outline potential solutions for meeting user needs.</p> <p>Assess the importance of Access Statements at occupation stages</p> <p>State the importance of monitoring and evaluating Access Statements</p>	<p>Paper 2 of the assessment is a case study.</p> <p>Successful completion of the questions relating to the case study will require an evaluation of the problems and their possible solutions</p>

## Integration

	Content providing opportunity for skill development	Possible Assessment
Successful candidates will need to integrate their analysis and evaluation of needs for and barriers to inclusive environments and the various procedures for dealing with such needs and barriers into practical advice for their clients.	The ability to provide practical advice to clients regarding meeting the requirements of the Disability Discrimination Act will require integration of all of the content for the qualification.	<p>Paper 1 of the assessment consists of four questions to be answered in one hour.</p> <p>Paper 2 of the assessment is a case study.</p> <p>Individual questions for Paper 1 and for the case study will cover the content of more than one learning outcome. Successful completion of the assessment will require integration of knowledge and information from different aspects of the qualification.</p>