



Training and Assessment Strategy

CPP31519

Certificate III in Real Estate Practice

Training and Assessment Strategy Overview	3
Document Purpose.....	3
Duration	3
Description	3
Packaging Rules	3
Learner Cohort.....	4
Learning Pathways.....	4
Entry Requirements	4
Learning Support.....	5
Language, Literacy and Numeracy.....	5
Learners with individual needs or requirements	6
Reasonable Adjustment, Access and Equity.....	6
Credit Transfer (CT).....	7
Recognition of Prior Learning (RPL).....	7
Trainers and Assessors	8
Industry Consultation	8
Assessment Validation.....	8
Transition Arrangements.....	9
Training and Assessment Strategy	10
Training Strategy.....	10
Zoom Training	10
eLearning	10
Blended	10
Assessment Strategy.....	10
Contextualisation.....	11
Training Plan.....	12
Course Structure and Delivery Plan	13
Assessment Plan	14
Foundation Skills	14
Assessment Conditions	15
Assessment Resources	15

Training and Assessment Strategy Overview

Document Purpose

This training and assessment strategy is to be use by trainers and assessors to guide the training and assessment provided by REIT for learners completing this qualification.

Duration

This qualification is to be delivered over a twelve month to twenty-four month period via zoom learning, eLearning or Blended learning (combination of zoom learning and eLearning). Total hours of self-directed learning may vary relative to the units selected by the learner, mode of delivery and prior knowledge of the learner. Any combination will equate to approximately 1200 - 1500 hours.

Description

This qualification reflects the role of real estate administration staff who apply knowledge of legal agency and compliance requirements, ethical standards and consumer preferences to conduct real estate functions for residential and commercial property sales and property management, business broking and stock and station and buyers' agent transactions.

Packaging Rules

To achieve this qualification, competency must be demonstrated in:

- 14 units of competency
- 5 core units
- 9 elective units

The elective units must ensure the integrity of the AQF qualification and contribute to a valid, industry-supported vocational outcome and be chosen as follows:

A minimum of 3 elective units must come from the qualification.

Up to 4 elective units may be chosen from other current Training Packages as long as they do not duplicate the outcome of another unit.

Learner Cohort

People wanting to work in real estate in administrative role or people undertaking a traineeship within a real estate agency.

Learning Pathways

Successful completion of the qualification will allow learners to:

- Perform administrative duties within a real estate agency
- Perform the function of an assistant to a real estate agent or a property representative
- Progress to the CPP41419 Certificate IV in Real Estate Practice

Entry Requirements

There are no formal pre-requisites to complete the qualification, however REIT discloses the following as pre-requisites to complete the training:

- Learners must have a basic level of computer skills and knowledge
- Learners must have access to a computer and internet
- Learners have access to a printer to print resources
- A Tasmanian resident
- An Australian citizen or Australian permanent resident
- * Where a student holds a Visa that permits study, please contact the Training Department
- Learners must have an Australian Core Skills Framework (ACSF) 1/2 level of language, literacy and numeracy (LLN)

REIT conducts all training and assessment in plain English, via an online platform. Learners are required to participate in training and complete all assessments in plain English.

The Property Agents Board also has requirements for eligibility of licensing.

Learning Support

Learners are encouraged and welcomed to contact REIT throughout the duration of their learning to seek assistance, clarification, support and guidance in relation to their learning.

Trainers and assessors are available to provide assistance to learners for all parts of their learning and assessment via phone or email support.

Trainers and assessors may also be available to meet with learners one-on-one, at an arranged time suitable for both learner and trainer/assessor, Monday to Friday 9.00 am to 4.30 pm.

Trainers and assessors will support individual learners, from submission of assessment work until the learner has achieved a competent result.

Language, Literacy and Numeracy

REIT is committed to supporting learners with English language, literacy and numeracy (LLN).

If an LLN concern is advised on the enrolment form by the learner or independently identified through an REIT Training team member, the learner will be referred to the Training Manager who will undertake an LLN consultation with the learner.

Early identification and consultation allow REIT to clarify:

- the level of the learner's capability in line with the required level of learning
- the appropriate support required
- ability to provide suitable support
- a plan of action

Learners are required to undertake the REIT language, literacy and numeracy assessment quiz via the Training Hub prior to commencing nationally recognised training through the REIT.

Learners are given 3 attempts and are required to achieve a pass mark of at least 80%.

If a learner fails after 3 attempts an REIT Training Team will contact the learner to discuss the results and support through external providers.

Skills Tasmania trainees will be referred to TasTAFE Literacy and Numeracy team.

Learners with individual needs or requirements

Learners with individual needs or requirements for support services are encouraged to advise REIT upon enrolment.

Where potential issues for a learner are identified during the consultation between REIT and the learner, modification of learning and assessment methods may apply, including extensions to accommodate their needs and assistance with assessment by REIT trainers and assessors. The pathway to be taken will be developed case by case.

Learners, who experience difficulty during class, are advised through the learner handbook to immediately speak to their trainer. Upon advising REIT the steps outlined above will be taken to clarify the individual's situation.

REIT is not a specialist in areas of language, literacy and numeracy, disability or mental health issues and as such can only offer limited support in these areas. In these instances, REIT reserves the right not to process a learner's enrolment if unable to provide the required support for a learner.

In the event that REIT is unable to provide the appropriate support required, REIT will provide information to the learner on alternative learning options.

REIT seeks to assist learners achieve the required unit learning outcomes where it is possible within its ability. Where a learner requires specialist assistance REIT will suggest learners contact appropriate organisations, where they have the capability of assisting learners with special requirements.

Reasonable Adjustment, Access and Equity

Reasonable adjustment is conducted case by case, ensuring learners with special needs have equitable access to all aspects of the learning situation.

During Training:

- Provide learners with learning resources before class, allowing the learner to become familiar with the resources
- Flexibility – allowing the learner to complete learning at own pace within an agreed timeframe
- Advise the trainer of the learner's special needs and provide direction for the trainer

During Assessment:

- Provide the learner with a hard copy of the assessment tasks
- Provide learner with access to trainer for assistance with practical tasks
- Substitution a written assessment task with an oral assessment task
- Flexibility allowing the learner to complete assessment at own pace within an agreed timeframe

The focus of adjusted assessment is on enabling the learner to demonstrate that they have understood and shown capacity to achieve the unit learning outcomes.

Any specific adjustment made to learning and assessment based on an individual's requirements must be approved by the Training Manager and recorded in the learner's electronic file on the secure and backed up F: Drive and on the learner's profile in the learner management system. Relevant trainers and assessors will be advised of the adjustment by the Training Manager.

Credit Transfer (CT)

Credit transfer may be granted for individual units of competency or in some cases for the whole qualification which are deemed to be equivalent.

REIT requires the learner applying for credit transfer to provide the Qualification Certificate or Statement(s) of Attainment and transcript of results. REIT will contact the issuing Registered Training Organisation (RTO) to verify the Certificate/Statement(s) of Attainment and transcript of results authenticity.

Decisions on credit transfer must ensure that the integrity of the unit/qualification outcomes are maintained and that there is consistency, fairness and transparency in the decision making process.

Recognition of Prior Learning (RPL)

RPL assessment requires the learner to provide evidence that adequately meets the requirement of the unit(s) of competency and the following rules of evidence:

- Sufficiency
- Currency
- Validity
- Authenticity

Learners who believe they already have some of the competencies in the qualification from formal or informal training and/or education or work/life experience may apply for RPL.

An assessor will make a judgement of learner's capability against the units of competency as set out in the qualification using documentary evidence, interviews and practical demonstration. If evidence is insufficient, the learner will be advised of the training needed to fill the gap and a learning plan will be developed.

Trainers and Assessors

REIT engages trainers and assessors who are currently in industry and have up to date industry skills and knowledge.

All trainers and assessors must demonstrate competency in any qualification that they are scheduled to train or assess. The documentation is kept in a trainer matrix.

Industry Consultation

The REIT is a membership organisation REIT RTO has access to members for ongoing consultation. REIT also consults, trainers and assessors, industry professionals, industry regulator to ensure that training and assessment strategies meet the needs of industry as well as the requirements of the Standards for Training Organisations and Training Package requirements.

Assessment Validation

Validation of this qualification occurs at least once over a five year period, with 50% of the units of competency being validated in the first three years. The validation plan has been developed using a risk based validation system.

Validation will be undertaken by current industry people, who must have a minimum of 3 years' experience providing training and assessment within the Vocational Education and Training Industry and a minimum of 5 years' experience in the Real Estate Industry.

The validation process reviews:

- Assessment guidelines from the training package
- Course assessment tools – completed and not completed
- Course resources
- Learner feedback from course evaluation
- Trainer and assessor feedback
- Assessment judgements

Transition Arrangements

REIT complies with the Standards for Registered Training Organisations (RTOs) and the Australian Skills Quality Authority (ASQA) *General Direction for learner transition where a training product is no longer current* for all learners enrolled on or after 1 April 2015.

REIT ensures that:

- where a training product on its scope of registration is superseded, all learners' training and assessment is completed and the relevant AQF certification documentation is issued or learners are transferred into its replacement, within a period of one year from the date the replacement training product was released on the National Register;
- where an AQF qualification is no longer current and has not been superseded, all learners' training and assessment is completed and the relevant AQF certification documentation issued within a period of two years from the date the AQF qualification was removed or deleted from the National Register;
- where a skill set, unit of competency, accredited short course or module is no longer current and has not been superseded, all learners' training and assessment is completed and the relevant AQF certification documentation issued within a period of one year from the date the skill set, unit of competency, accredited short course or module was removed or deleted from the National Register; and a new learner does not commence training and assessment in a training product that has been removed or deleted from the National Register.

Training and Assessment Strategy

Training Strategy

Units of competency are delivered holistically in clusters that align like concepts and skills into a logical and sequential format. For each cluster resources will include the minimum listed below:

- Learner Guide
- Learning Activity Workbook
- Support materials, including forms and agreements, PowerPoint, videos, webpage links and handouts.

Zoom Training

Some clusters are delivered through an interactive Zoom training session with a qualified trainer, the session is live, learners can interact.

A total of 7 clusters make up this qualification with delivery of clusters offered through zoom training sessions, and structured learning done outside of the classroom via the training hub.

eLearning

Learning done via eLearning is delivered through the learning portal, all resources available for zoom learning is available on the training hub. Trainers support is offered through the enrolment.

Blended

Blended learning is a combination of zoom and eLearning, a percentage of the qualification may be delivered through zoom learning and the remainder done by eLearning, the combination is structured to allow the learner flexibility to progress through the qualification at their own pace and ability. Blended learning is suitable for learners who are currently working in real estate.

Assessment Strategy

REIT provides holistic clustered assessments for this qualification. Assessments are conducted during and post training.

The Principles of Assessment and Rules of Evidence are applied to the judgments for all assessment components of this qualification.

The evidence gathered is formative, summative and supplementary, will use a range of techniques to ensure assessments are valid, reliable, fair, authentic, sufficient and current. Foundation skills are embedded in all assessment events.

Formative Assessment – Learning Activity Workbook

Summative Assessment – Post training assessment that includes multiple choice, short and extended answer questions, workplace skills activities and completion of documents to create a portfolio of evidence.

Supplementary Assessment – Verbal post training assessment done individually or in a group.

All assessment events are presented in editable word documents, and learners submit each assessment component via the learning portal. Progression through the assessment events are done sequentially and feedback is given on each submission.

Learners who fail to demonstrate satisfactory completion on initial submission will be required to resubmit their assessment after feedback provided by an assessor. Learners have 2 submission attempts before intervention occurs which may result in reasonable adjustment, that may include referral to a learning support trainer or the learner re-attending a component of the course.

Satisfactory completion of all assessments is required before a learner will be deemed Competent in all units of competencies within the cluster.

Contextualisation

Contextualisation is required by and supported in the implementation of Training Package qualifications.

The rules for contextualising

- The elements and performance criteria cannot be changed.
- Specific industry terminology can be substituted for generic terms in the performance criteria as long as it does not change the competency outcomes.

Contextualising is the activity undertaken to make units of competency relevant and meaningful to learners. According to adult learning principles, people learn best when learning is seen as immediately relevant.

The training program has been contextualised by using:

- Industry contacts to ensure learning is relevant to current workplace practice.
- Trainer/ Assessor and learner feedback

Training Plan

The training plan incorporates the following units of competency from CPP31519 Certificate III in Real Estate Practice.

Unit Code	Unit Title	Core / Elective
CPPREP3001	Comply with ethical practice in real estate	Core
CPPREP3002	Communicate effectively to support customer service in real estate	Core
CPPREP3003	Access and process property information in real estate	Core
CPPREP4001	Prepare for professional practice in real estate	Core
CPPREP4005	Prepare to work in real estate trust accounts	Core
CPPREP3101	Assist in listing and marketing properties for lease	Elective
CPPREP3102	Assist in listing and marketing properties for sale	Elective
CPPREP3103	Assist with sale of properties	Elective
CPPREP3104	Assist with maintaining and protecting condition of managed properties	Elective
CPPREP3105	Assist with property inspections	Elective
BSBDIV301	Work effectively with diversity	Elective
BSBWHS302	Apply knowledge of WHS legislation in the workplace	Elective
BSBWOR301	Organise personal work priorities and development	Elective
SIRXCOM002	Work effectively in a team	Elective

Course Structure and Delivery Plan

The below is a suggest pathway for the completion of the CPP31519 Certificate III in Real Estate for zoom learning, eLearning and blended delivery.

Cluster	Hours
Work Health and Safety BSBWHS302 Apply knowledge of WHS legislation in the workplace	50
Personal and Team Work BSBWOR301 Organise personal work priorities and development SIRXCOM002 Work effectively in a team	100
Communications CPPREP3002 Communicate effectively to support customer service in real estate BSBDIV301 Work effectively with diversity	120
Ethic and Professional Practice CPPREP3001 Comply with ethical practice CPPREP4001 Prepare for professional practice in real estate CPPREP4005 Prepare to work in real estate trust accounts	150
Property Inspections and Reports CPPREP3003 Access and process property information in real estate CPPREP3103 Assist with property inspections	120
Property Management CPPREP3101 Assist in listing and marketing properties for lease CPPREP3104 Assist with maintaining and protecting condition of managed properties	90
Property Sales CPPREP3102 Assist in listing and marketing properties for sale CPPREP103 Assist with sale of properties	90

Assessment Plan

The assessment tools are designed to assess competency in a holistic manner and based on workplace requirements. The table below shows the range of assessment tools and purpose. All assessment tools are mapped against the requirements of the units of competency in the cluster. (Refer to Assessment Tools and Question Bank document).

Assessment Tool	Purpose
Formative Assessment	Checking progress of learning
Short Answer Questions	Task skills and knowledge eg: understanding of practice, research skills
Extended Answer Questions	Task management skills and knowledge eg: practical application, research and analysis skills, interpretation information
Workplace Practical Activities	Task contingency management skills eg: decision making, analytical skills, planning and organising, documentation
Workplace Supervisor Report	Communication, negotiation, conflict resolution skills

The question and answers, workplace situation activities and workplace situation skills activities are based on workplace activities that includes the underpinning knowledge and skills that are required to work competently in a real estate agency.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of each unit of competency.

Assessment Conditions

REIT ensures that assessment is conducted in the workplace or simulated workplace environment and that the appropriate resources are accessible to all learners to ensure demonstration of competency.

Assessment Resources

All resources are provided to trainers and assessors upon commencement of consultancy agreement, with version updates provided as soon as available.

Facilitator guides are kept with the trainer whenever they are facilitating, along with a copy in each of the training rooms. Assessor guides are left in the office.

Learners are provided resources relevant to their learning and assessment upon enrolment, with access to the online portal provided prior to commencement of the course. Hard copies of the study guides are available if the Learner requires.