



## **Recognition of Prior Learning and Assessment Kit**

### **CPP51119 - Diploma of Property (Agency Management)**

## **CPP51119 - Diploma of Property (Agency Management) Course Overview**

This course provides the pathway to achieve a qualification at Diploma level under CPP Property Services Training Package.

This qualification reflects the role of real estate principals who apply knowledge of property agency and compliance requirements, ethical standards and consumer preferences to establish and control real estate functions. It applies to residential or commercial practice in real estate sales, real estate property management, strata management, business broking, stock and station, or auctioneering.

Occupational titles may include:

- Real Estate Agency Principal
- Strata Management Principal
- Agency Manager
- Agency Director.

Staff who hold this qualification are responsible and accountable for the work of others and are engaged with:

- understanding business systems, structures, property agency practices and business entities
- understanding legal and ethical frameworks for property agency operations
- developing systems, procedures and protocols for managing property agency functions
- establishing and controlling trust accounts and property agency business finances
- coordinating ethics, risk and consumer protection systems to meet industry legal and customer expectations and requirements
- developing and maintaining knowledge of industry trends
- developing and maintaining relationships with lessors, tenants, vendors and buyers, buyers' agents
- establishing and implementing strategic business plans and operational plans
- establishing and implementing agency and individual branding
- leading and managing people, including recruitment, induction, coaching and mentoring for teams and individuals
- managing work health and safety (WHS) risk to ensure a safe working environment in the real estate industry.

Licensing, legislative, regulatory or certification requirements

Licensing, legislative, regulatory or certification requirements apply to real estate practices in all states and territories. Relevant state and territory regulatory authorities should be consulted to confirm those requirements.

### **ENTRY REQUIREMENTS**

There are no entry requirements for this qualification.

### **PACKAGING RULES**

To achieve this qualification, competency must be demonstrated in:

- 12 units of competency:
  - 7 core units
  - 5 elective units.

The elective units must ensure the integrity of the Australian Qualifications Framework (AQF) qualification alignment, contribute to a valid, industry-supported vocational outcome and are to be chosen as follows:

- a minimum of 3 elective units must be chosen from the elective units listed below
- up to 2 elective units may be chosen that are packaged in other current Diploma or Advanced Diploma Training Package qualifications provided they do not duplicate the outcome of another unit chosen for the qualification.

All units must contribute to a valid, industry-supported vocational outcome

**Core units**

<i>CPPREP5001</i>	<i>Manage compliance in the property industry</i>
<i>CPPREP5002</i>	<i>Establish and monitor property industry trust account management practices</i>
<i>CPPREP5003</i>	<i>Manage ethical practice in the property industry</i>
<i>CPPREP5004</i>	<i>Manage a safe workplace in the property industry</i>
<i>CPPREP5005</i>	<i>Manage teams in the property industry</i>
<i>CPPREP5006</i>	<i>Manage operational finances in the property industry</i>
<i>CPPREP5007</i>	<i>Develop a strategic business plan in the property industry</i>

**Elective units**

<i>BSBADV507</i>	<i>Develop a media plan</i>
<i>BSBHRM524</i>	<i>Coordinate workforce plan implementation</i>
<i>BSBHRM528</i>	<i>Coordinate remuneration and employee benefits</i>
<i>BSBHRM604</i>	<i>Manage employee relations</i>
<i>BSBLDR522</i>	<i>Manage people performance</i>
<i>BSBLDR602</i>	<i>Provide leadership across the organisation</i>
<i>BSBMKG507</i>	<i>Interpret market trends and developments</i>
<i>BSBMKG543</i>	<i>Plan and interpret market research</i>
<i>BSBOPS502</i>	<i>Manage business operational plans</i>
<i>CPPREP4507</i>	<i>Provide property sustainability information in real estate</i>
<i>CPPREP5008</i>	<i>Market the property agency</i>
<i>CPPREP5009</i>	<i>Develop a marketing and service strategy in real estate</i>
<i>CPPREP5010</i>	<i>Manage customer service activities in the property industry</i>
<i>CPPREP5201</i>	<i>Develop and maintain commercial market intelligence</i>
<i>CPPREP5311</i>	<i>Develop and maintain rural property market knowledge and intelligence</i>

**PLEASE REFER TO TRAINING.GOV.AU FOR UPDATES AND THE PERFORMANCE CRITERIA TO BE SATISFIED FOR EACH UNIT.**

## **ABOUT THIS KIT**

This RPL Kit is designed as a self assessment tool to determine whether you are able to provide evidence sufficient for judgements on whether you are competent against units of competency in the Training Package/Qualification undertaken.

The evidence you submit must especially be sufficient, current, reliable, valid and authentic.

This Kit provides assistance to not only confirm which units of competency may be required, but also the basis upon which you should collect evidence for each unit of competency chosen. It does not provide all the detail on each unit of competency, or the qualification as is only available from the full Training Package.

## **WHAT IS RPL?**

Recognition of Prior Learning (RPL) under the Australian National Training Quality Framework is a formal process whereby a person's skills and knowledge acquired through previous training, work, or life experience may be used to grant status or credit in a subject, module, or course.

In the RPL process evidence is collected against the skills and knowledge requirements for the unit of competency or its constituent elements. If recognition is granted then where that unit or units of competency form part of a course the candidate can be credited with the equivalent parts of a course (statement of attainment), or even an entire qualification.

## **FIVE EASY STEPS TO RPL**

1. Read this RPL Kit to determine what you can do and where you wish to gain recognition for your prior learning.
2. For those units of competency being sought examine in detail and reflect on their associated elements and performance criteria.
3. Use the 'Guide to collection of evidence' for each unit of competency to translates the technical detail of the competency standard into a self-assessment approach that permits you to identify where you can provide evidence in the form of credentials, observation reports, written testimonials, or in a portfolio.
4. Collect, sort and identify the relevant evidence against each unit of competency. It is your job to link the evidence to a unit and state its relevance. It is not the job of the assessor to do so. The assessor's job is to determine whether the evidence submitted satisfied the evidence criteria required for a unit.
5. Complete the RPL Kit's cover sheet, check that all relevant forms have been signed and included, and after copying the completed package, submit the evidence and all the completed sheets in this Kit to Australian Salesmasters Training Company for assessment.

## **TIPS AND HINTS TO HELP YOU PREPARE FOR RECOGNITION**

To have skills formally recognised in the national system, assessors must make sure you have the skills and knowledge to meet the industry standard. Assessment happens in a variety of ways. Being prepared can save you valuable time and hassle and make the recognition process stress-free for you.

Here are some tips and hints for you:

1. Be prepared to provide evidence about your job roles and your work history. Provide a resume or jot down a few points about where you have worked, either paid or unpaid, and what you did there.
2. Provide your position description and any performance appraisals you have from any retail shops or facilities you have worked in.
3. Think about who can confirm your skill level. Think about current or recent supervisors who have seen you work in the past 18 months and will be able to confirm your skills. Evidence may be required from them. You may also have community contacts or even clients themselves who can vouch for your skill level.
4. Collect any certificates from in-house training or formal training you have done in the past.
5. Think about other ways you can show your skills in the accounts administration. These could be letters from employers, records of your professional development sessions, employers or clients in related industries or government agencies, acknowledgements, workplace forms (as long as they don't show client details) or other relevant documents.

Dos	Don'ts
Do show reasons why you believe you are competent e.g. I have been working on a building site for two years. I believe I am competent because I finish my tasks on time, I have a strong record on working safely and I follow plans precisely. Evidence of this is contained in my supervisor's report, which is Item 1 in my portfolio.	Don't assume you're competent simply because you have been doing the job for a long time. e.g. I have been working on a building site for two years. My tasks include following plans, preparing and handling materials, using tools and equipment and carrying out basic demolition.
Do use examples to show you are competent. e.g. Before I begin a training session I always make sure computer wires are taped to the floor. When training begins, I let people know where the fire exits are and advise people to drink water during the day.	Don't just say you are competent without giving examples. e.g. I am very aware of OH&S issues and try to keep the workplace safe at all times.
Do get external support for your examples. Wherever possible, back up your claims by reports from witnesses or supervisors, or maybe even prizes, awards, qualifications or newspaper items.	Don't rely on your own word only to prove your competence. It is the weakest form of evidence.
Do explain the results or outcomes of your competent performance. e.g. Thanks to my re-organisation of the kitchen, chefs can get on with cooking and waiters with serving, without confusion. As a result we have reduced waiting time for meals by 10 per cent in the last three weeks. Evidence of this is in my employer's reference, which is Item 2 in my portfolio, and also in a testimonial from a regular customer, which is Item 3 in my portfolio. I also include photos showing the kitchen set-up before and after I arranged it.	Don't just say what you did, without explaining the results you got. e.g. Thanks to my re-organisation of the kitchen, tension has been reduced

## HOW MUCH EVIDENCE IS REQUIRED

When the Trainers are assessing your portfolio of evidence they will be looking for the quality of your evidence submitted. The quality of evidence submitted would be more important than the quantity of evidence that you provide. Evidence must be relevant to the unit of competency. You will need to demonstrate that you have the required skills and knowledge that meets the standards identified in the performance criteria for the unit. You must consider that the evidence that is submitted demonstrates your competency through various examples.

## TYPES OF EVIDENCE FOR RPL

In order to be found competent in this unit you must provide evidence sufficient for judgement by an independent assessor. This Kit suggests three forms of evidence may be collected and packaged. They include:

### 1. **Qualifications (copies must be certified)**

This evidence is the most unambiguous and easy to present. It represents the provision of formal qualifications issued by a Registered Training Provider (RTO). Qualification from an RTO may be the complete qualification for a course (i.e. Certificate IV in Training and Assessment), or for units of competencies gained that credit towards such a qualification. **Statements of Attainment** are where an AQF qualification is partially achieved through the achievement of one or more endorsed units of competency, an RTO may issue a Statement of Attainment. Issuance of Statements of Attainment must comply with the advice provided in the *AQF Implementation Handbook* and the *AQTF Standards for Registered Training Organisations*.

Qualifications presented may also include those from tertiary institutions or other providers that hold equivalency to the units of competency (i.e. the extent to which a person's acquired knowledge or skills satisfy the competency requirements). Other training providers such as in-house, community and various unaccredited providers may also grant awards that the applicant presents as evidence of learning in the field of endeavour covered by the unit of competency.

Copies of qualifications submitted as evidence must be certified.

### 2. **Observation /Third Part Report**

This evidence requires the presentation of an independent report by a qualified observer confirming the applicant has individually or collectively achieved the competency outcomes, performance criteria, skills and knowledge of this competency standard to be demonstrated. Such reports hold greater validity when they come from independent individuals with the verified expertise to make such judgements (i.e. A person competent to assess the unit of competency being observed).

To be valid, an observation/ third party reports must address the applicant's performance specifically in relation to relevant unit/s of competency. Observations/third party reports should establish the writer's working relationship with the applicant, provide examples of what the third party has observed, be signed, dated and presented in an identifiable document.

### 3. **Written testimonial or report that may specifically demonstrate the applicant's knowledge**

This requires the submission of written evidence by the applicant that may specifically demonstrate the applicant's knowledge. Such written reports usually cover and confirm how work and life experience have contributed to such competency being attained. They may also be research or academic papers that confirm the applicant's knowledge on the subject matter.

#### **4. Portfolio of evidence**

This requires the submission of workplace documents or other documentary evidence that supports the applicant's completion of the outcomes stated in the respective unit of competency

#### **5. Resumes/CVs and current job descriptions**

These documents are useful in describing the recent and current contexts in which an applicant works but, on their own, cannot be deemed to be evidence. They must be supported by work examples, valid third party reports and other forms of evidence.

#### **6. Copies of policies and procedures**

Many applicants submit such documents as evidence that they work in accordance with an organisations policy and procedures. If this is what the applicant is claiming, they must present evidence of actual work that illustrates this. Of course, if the applicant is claiming to have written the policy and procedures, then the documents themselves are indeed evidence, provided the applicant also presents proof of authorship and provided development of policies and procedures is a requirement of the unit/s of competency being addressed.

#### **7. Work documents**

Documents such as examples of the applicant's work, reports, correspondence, meeting documents, files, conference records etc must be identifiable. Each individual piece of evidence should be able to stand on its own. That is, assessors should be able to see that any single piece of evidence is: directly related to the applicant and the organisation for which the work was performed; be dated; have file identification and, where necessary, be signed and/or verified.

#### **8. Historical evidence**

The currency of evidence can be a big issue. A general rule of thumb is that evidence that is older than three years must be supported by more up to date evidence of the applicant's continued application of the relevant competence. If the applicant can demonstrate a continuum, then the historical evidence can be used; if not, then the applicant must demonstrate current competence in an appropriate way.

### **QUALITY EVIDENCE TO BE COLLECTED**

Quality evidence is evidence that the assessor can rely upon. The evidence provided must be able to withstand scrutiny and provide a clear picture your competent performance over a period of time

For all units of competency the collection of quality evidence requires that assessment must address the scope of the respective unit and reflect all components of the unit i.e. the elements, performance criteria, range statement, evidence requirements and key competencies.

### **GATHERING EVIDENCE**

There are three broad types of evidence that you can collect

- Direct evidence
- Indirect evidence
- Personal statements

## **Direct Evidence**

This is work **produced** by you, which might include:

- Correspondence you have written (letters, faxes, emails)
- Completed in-house work programs e.g. documented delivery of in-house training courses
- Folders or records you have maintained
- Plans or schedules you have created and maintained

Direct evidence is anything that you have produced yourself for which you have been primarily responsible. You will need to consider providing various examples of evidence that you have produced over a period of time. It is important to verify your work as your own by getting your supervisor to authorise the evidence that you have submitted. Remember that the Trainer may contact your supervisor to check verification.

## **Indirect evidence**

This is information **about** you, which might include:

- Certificates/Statements of results you have completed
- Minutes of meetings that contain information that you have participated or performed duties at your place of work
- Your position description
- Performance appraisals
- Letters of appreciation from clients or work colleagues
- Reference from previous employees
- Workplace awards, prizes, certificates
- Photographs/recordings of activities you have undertaken
- Reports from managers or supervisors who have witnessed specific activities you have undertaken

## **Personal Statements**

Statements from your managers, supervisors, previous employers, customers & colleagues, can be included in your evidence portfolio to support your claims. These are not references from previous employers but statements of information that are relevant to an element and performance criteria for the unit of competency.

Keep in mind that any personal statements that you include as evidence should include the following:

- A brief description of the situations and/or circumstances in which you carried out the activity/work
- Details of the activity/work
- Explanation of the planning and factors that contributed to the outcomes of the activities/work, e.g. how, why, when and the outcome.



## **GUIDE TO THE SUBMISSION OF EVIDENCE**

### **How to lodge evidence**

Presentation of any written evidence is important. Remember, you are trying to convince your assessor of your competency. Your written assessment or recognition portfolio should:

- be typed or hand written (Please ensure it can be read easily and is in plain English)
- be sorted into correct order and sequence relating to the units of competency applied for
- be grouped into the relevant order and be easy to access (preferably not in plastic sleeves and be clipped together or stapled where required (prevents loss of pages from important bundles).
- give clear references (if external information sources are used)

All RPL applications should be mailed in hard copy or provided in electronic form (email or digital storage device) wherever possible. Copies must be kept by the applicant.

All applicants should provide contact details for confirmation of receipt of application from the Australian Salesmasters Training Company.

### **Sorting and presenting evidence**

Evidence provided should:

- Be relevant to the unit of competency.
- Be unambiguously associated with the applicant, not some other person.
  - Each piece of evidence is clearly identifiable as the candidate's own work
  - Qualifications, references, licences etc presented by the candidate are signed off as a full and correct copy of the original by a credible third party
  - Candidate's verbal or written accounts of what they can do are supported by actual evidence, such as work examples, products, etc.
- Be current.
  - demonstrates that the applicant can apply the competency in their current work
  - reflects work carried out by the candidate over a period of time.
  - The key point here is that the assessor must be confident the applicant can still perform to the standard demonstrated by the evidence.
- Be valid:
  - relates directly to the unit of competency
  - demonstrates the relevant underpinning skills and knowledge
  - reflects the four dimensions of competency and key competencies
  - is appropriate to the relevant AQF descriptor. (Detailed below).
- Be verifiable.
- Be reliable.
- Be sufficient:
  - includes all the critical aspects of evidence presented in the unit Evidence Guide, including the specific evidence requirements listed
  - covers the full range of performance identified in the unit
  - shows competency over a period of time and in different contexts
  - includes different forms of evidence

- Focus only on the set performance criteria and associated elements of the unit of competency.
- Copied and placed with each relevant unit of competency or clearly labeled to show where one piece of evidence applies to more than one unit of competency.
- Cover the competency standard in a clear, logical, and structured manner.

Be sure to indicate copyright and any security or privacy issues when presenting evidence. Australian Salesmasters training Company is sensitive of how RPL information is handled and all materials will usually be returned to the applicant. Any special requirements must be noted in your cover page to prevent legal infringements by all parties.

- Relevant AQTF Descriptor

This is a training program that leads to the completion of the Australian Government’s Property Services Training Package. It will equip participants with the essential knowledge, skills and attributes required to work effectively as members of a business administration team and a qualification providing participants with practical skills in the area of Property Services at AQTF Level V.

**What is the Australian Qualifications Framework?**

The Australian Qualifications Framework (AQF) provides a national framework for all education and training qualifications in Australia. There are twelve qualifications in the AQF. Six of these are relevant to the Vocational Education and Training (VET) sector. The twelve qualifications are:

Schools Sector	Vocational Education and Training Sector	Higher Education Sector (Tertiary)
Senior Secondary Certificate of Education	Vocational Graduate Diploma Vocational Graduate Certificate  Advanced Diploma Diploma Certificate IV Certificate III Certificate II Certificate I	Doctoral Degree Masters Degree Graduate Diploma Graduate Certificate Bachelor Degree Advanced Diploma Diploma

## **Australian Quality Framework Level – Level V**

<b><i>Characteristics and Distinguishing Features of Learning Outcomes</i></b>	
<b>Purpose</b>	The Diploma qualifies individuals who apply integrated technical and theoretical concepts in a broad range of contexts to undertake advanced skilled or paraprofessional work and as a pathway for further learning
<b>Knowledge</b>	Graduates of a Diploma will have technical and theoretical knowledge and concepts, with depth in some areas within a field of work and learning
<b>Skills</b>	<p>Graduates of a Diploma will have:</p> <ul style="list-style-type: none"> <li>• cognitive and communication skills to identify, analyse, synthesise and act on information from a range of sources</li> <li>• cognitive, technical and communication skills to analyse, plan, design and evaluate approaches to unpredictable problems and/or management requirements</li> <li>• specialist technical and creative skills to express ideas and perspectives</li> <li>• communication skills to transfer knowledge and specialised skills to others and demonstrate understanding of knowledge</li> </ul>
<b>Application of knowledge and skills</b>	<p>Graduates of a Diploma will demonstrate the application of knowledge and skills:</p> <ul style="list-style-type: none"> <li>• with depth in some areas of specialisation, in known or changing contexts</li> <li>• to transfer and apply theoretical concepts and/or technical and/or creative skills in a range of situations</li> <li>• with personal responsibility and autonomy in performing complex technical operations with responsibility for own outputs in relation to broad parameters for quantity and quality</li> <li>• with initiative and judgement to organise the work of self and others and plan,</li> </ul>

## APPLICANT EMPLOYMENT HISTORY FORM

The following is provided as a guide on how you may prepare a work history report

Name, Address and Phone number of Employers	Period of Employment (DD/MM/YYYY)		Position Held	Full Time Part-time Casual	Description of Major Duties
	From	To			
1.					
2.					
3.					
4.					

### PREPARING AN OBSERVATION REPORT

The following is provided as a guide on how you may prepare an observation report.

#### Purpose of the task:

- Through this observation candidates must be able to provide evidence that they can successfully complete the unit of competency.

The evidence guide and in some cases the performance criteria relating to the elements of the unit of competency should become the criteria used to align observed performance. The observer or assessor, where they hold competency standards relevant to being an assessor and the unit of competency being assessed, should indicate where the candidate has been observed completing the criteria to both the required standard (satisfactory) and on a consistent basis.

#### Instructions for the observation component:

The observer may make comments and add feedback to the candidate during and after the session. These comments are also important parts of the evidence gathering requirements.

While the criteria form the 'checklist' for the observer they also have scope to add comments and add further criteria they may feel is relevant.

The observer/assessor and the candidate being assessed should sign off and date the observation report for it to be considered valid.

*NOTE: The candidate may wish to provide the contact details for the observer/assessor in case the Australian Salesmasters Training Company assessor wishes to confirm either detail relating to the assessment or the observer's relationship with the candidate.*

OBSERVATION ASSESSMENT for			
Candidate name:			
Unit of competency:			
Observers name (if unqualified):			
Assessors name (if qualified):			
Workplace:			
Date of assessment:			
Length of training session:			
<b>Observation</b>			
Using the Unit of Competency evidence and/or performance criteria list and confirm if the candidate has consistently, and to a satisfactory standard demonstration skills and knowledge relating to:	Yes	No	N/A
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Feedback to candidate:</b>			
<p>The candidate's overall performance was:</p> <p>Satisfactory <input type="checkbox"/> Not Satisfactory <input type="checkbox"/></p>			
Signature of Assessor/Observer:			
	Dated:        /        /20		
Signature of candidate/Assessee:			
	Dated:        /        /20		

## PREPARING A PORTFOLIO

As you work through the relevant unit of competency you must collect documentation or work samples that 'prove' what you do or have done. Examples of the type of evidence you collect and package into a portfolio can also include:

- Resume, Curriculum Vitae
- Job/Position description
- Certificates/Qualifications/Statements of Attainment
- Memo's (you have drafted)
- Letters (you have drafted)
- Proformas/forms you use e.g.
  - Fax messages
  - Procedures/Policy
- Organisational Chart (with names)
- Reports
- Rosters
- Email Correspondence
- References from supervisor/peers
- Letters of support/appreciation
- Plans you have created
- Performance appraisals/review
- Training Diary
- References from previous employers
- Workplace awards, prizes, certificates
- Tools such as:
  - Budgets/costing sheets etc
  - Department documents
  - Booking sheets
  - Workplace evidence e.g. Team meeting notes
- Evaluation forms
- Meetings/conferences/seminars you have helped organise
- Brochures/Flyers you have produced
- Promotional material
- Feedback sheets/surveys
- Team projects (outlining your roles)

The list is indicative rather than exhaustive.

Use a Portfolio Cover sheet (example below) for each unit of competency to ease its collection and verification by the RPL assessor.

<b>Name:</b>	<b>Date submitted:</b>
I declare this evidence to have been produced by the undersigned. Candidate's signature:	
<b>Portfolio evidence presented for unit of competency:</b>	
<b>List evidence in order:</b>	
<b>Assessor to complete</b> Evidence is:   Valid      Sufficient      Authentic      Current <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Assessor signature:	
Dated: ____/____/201_	

## Providing third part verification in a portfolio

This is a template that may an be used by the RPL candidate to secure third party testimony as to their performance of skills and knowledge in relation to a unit of competency.

<b>Name:</b>		<b>Date submitted:</b>	
I declare this evidence to have been produced by the undersigned. Candidate's signature:			
<b>Third party testimony for unit of competency:</b> <i>{List unit of competency title}</i>			
<b>Testimony</b>			
Please confirm the work performance of the applicant using this checklist. This information is confidential and will be used by Registered Training Organisation to assess and recognise any prior learning the candidate may have that satisfy the unit of competency listed above  <b>Is the applicant able to reliably meet the organisation's performance standards for the following tasks?</b>	<b>Yes</b>	<b>Needs more experience</b>	<b>N/A</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>{List tasks of elements or skills and knowledge from unit of competency}</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments or notes by third party:</b>			
<b>The candidate's overall performance was:</b> Satisfactory <input type="checkbox"/> Not Satisfactory <input type="checkbox"/>			
<b>Signature of Third Party providing testimony:</b>		Dated: ____ / ____ /20	
<b>Position:</b>		<b>Contact phone number or email:</b>	
<b>Signature of candidate:</b>		Dated: ____ / ____ /20	
<b>Position:</b>		<b>Contact phone number or email:</b>	
<b>RPL assessor to complete</b>			
Evidence is: Valid    Sufficient    Authentic    Current			
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			
RPL Assessor signature:			
Dated: ____ / ____ /201_			



# The RPL application

## RECOGNITION OF PRIOR LEARNING COVER SHEET

Program: Code: **CPP5119** Title: **Diploma of Property (Agency Management)**

Name:

Employer:

Postal Address:

Date of Posting:

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Email contact (*for ASTC to confirm receipt of this application*)

Note any special copyright, privacy or other evidence handling requirements:

Declaration

I declare that:

- No part of this assessment has been copied from another person's work, except where documents or work is listed/referenced
- No part of this assessment has been written for me by another person

Signed:

Date:

**Please post assessment to:**

*Australian Salesmasters Training Company  
PO Box 638  
Rosebery  
NSW 1445*

## **CREDENTIALS PRESENTED AS evidence**

Name the credentials (qualifications or statements of attainment) claimed as providing primary evidence for Recognition of Prior Learning against the units of competency composing the Property Services Training Package.

**A certified copy of all credential(s) - qualification or statements of attainment- listed must be provided.**

**Nominate relevant courses and qualifications held**

Name of Course	Name and provider code of RTO awarding qualification	Date Awarded

## THE FOLLOWING ARE EXAMPLES OF COMPLETED:

### 1. LEARNING ENVIRONMENT COMPETENCY STANDARD

<b>CPPDSM4057A</b>	<b>Monitor a safe workplace in the property industry</b>		
<b>Unit Descriptor</b>	<p>This unit of competency specifies the outcomes required to follow and promote OHS policies and procedures to ensure own safety and that of others in the workplace. It requires the ability to identify and control workplace risks and hazards and communicate workplace safety requirements.</p> <p>The unit has been contextualised and is based on Generic Competency 'B' in the National Guidelines for Integrating OHS Competencies into National Industry Competency Standards.</p> <p>This unit may form part of the licensing requirements for persons working in the property industry, including in the real estate, business broking, stock and station agency and property operations and development sectors, in those States and Territories where these are regulated activities.</p>		
<b>Application of the Unit</b>	This unit of competency supports the work of those involved in following and promoting WHS policies and procedures to ensure own safety and that of others in the workplace.		
<b>Element</b>	<b>Performance Criteria</b>		<b>Tick if evidence provided (✓)</b>
<b>1. Provide information on safety policy and procedures in the workplace.</b>	1.1	Relevant provisions of <b>WHS legislation</b> and codes of practice are accurately and clearly explained to team members	
	1.2	Documentation is developed and maintained to support implementation of <b>WHS policies and procedures</b> .	
	1.3	Recommendations are made to improve effectiveness of WHS and workplace policies and procedures	
<b>2. Implement and monitor participative arrangements</b>	2.1	<b>Consultative processes</b> are implemented and monitored to ensure all team members have an opportunity to contribute to management of WHS in the workplace.	
	2.2	Health and safety issues raised through consultation are resolved or referred to <b>relevant people</b> for resolution according to <b>organizational requirements</b>	
	2.3	Outcomes of consultation over WHS issues are reported to team members according to organisational procedure	
<b>3. Implement and monitor hazard and risk control</b>	3.1	Existing and potential <b>risks and hazards</b> in work area are identified and appropriate actions are implemented according to WHS policies and procedures.	

<b>procedures.</b>	3.2	Individual and team adherence to control risks and hazards in work area is maintained and monitored according to organisational requirements.	
	3.3	Inadequacies in existing <b>procedures to control risks</b> are identified and appropriate actions are implemented according to organisational requirements	
	3.4	Cause of <b>hazardous events</b> is investigated according to legislative requirements and organisational policies and procedures.	
	3.5	<b>Measures to minimise risk</b> and prevent recurrence of hazardous events are implemented based on hierarchy of control and own role	
	3.6		
<b>4 Support WHS training</b>	4.1	WHS <b>training needs</b> of individuals and teams are identified and discussed with relevant people according to organisational policies and procedures	
	4.2	Arrangements are made for addressing identified WHS training needs in consultation with relevant people according to organisational policies and procedures	
	4.3	Coaching and mentoring assistance is provided to team members to support the effective development of personal WHS competencies.	
<b>Qualifications Gained</b> (Tick the appropriate box) <input type="radio"/> RTO credential <input type="radio"/> Tertiary institution credential (university) <input type="radio"/> Company training course <input type="radio"/> Previous employer training course <input type="radio"/> Accredited Tertiary/Secondary course <input type="radio"/> Other training course (please specify)		<b>Portfolio Evidence Attached</b> (Tick the appropriate box) <input type="radio"/> Sample of work completed <input type="radio"/> References and Testimonials <input type="radio"/> Letter of Validation <input type="radio"/> Certificate <input type="radio"/> Statement of results <input type="radio"/> Awards <input type="radio"/> Other (specify)	
<b>Observation provided by:</b> (Tick the appropriate box) <input type="radio"/> Person holding unit of competency <input type="radio"/> Supervisor familiar with work <input type="radio"/> Independent expert		<b>Written testimonial provided covering:</b> (Tick the appropriate box) <input type="radio"/> Knowledge (written report or paper) <input type="radio"/> Work experience <input type="radio"/> Life experience	
<b>Signed:</b>		<b>Date completed:</b>	
<b>Name in Full:</b>		<b>Contact email:</b>	

## 2. A GUIDE TO THE COLLECTION OF EVIDENCE

<p>A guide to the collection of evidence for: <b>CPPDSM4057A Monitor a safe workplace in the property industry</b></p>
<p>The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of assessment followed by identification of specific aspects of evidence that will need to be addressed in determining competency. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.</p> <p>Assessment must reflect the endorsed Assessment Guidelines of the Property Services Training Package</p>
<p><b>Overview of Assessment</b></p>
<p>The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of applying:</p> <ul style="list-style-type: none"><li>• the underpinning knowledge and skills</li><li>• relevant legislation and workplace procedures</li><li>• other relevant aspects of the range statement</li></ul>
<p>Candidates must show that they have participated in relevant industry/professional development events or activities and had access to appropriate documentation and resources normally used in the workplace including including workplace procedures, regulations, codes of practice and operation manuals.</p> <p>They must be able to demonstrate skills as follows:</p> <ul style="list-style-type: none"><li>• analytical skills to assess resources required to apply risk control measures, determine WHS training requirements of the work team, and identify potential or existing risks and hazards in the workplace</li><li>• application skills to comply with ergonomic and environmental protection requirements and follow safe operating practices and procedures when using tools and equipment</li><li>• coaching and mentoring skills to provide support to colleagues</li><li>• communication skills to follow and give written and verbal instructions accurately, explain information on WHS issues clearly, and report details of incidents in the work area</li><li>• computing skills to access the internet and web pages, prepare and complete online forms, lodge electronic documents and search online databases</li><li>• interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities</li><li>• problem solving skills to determine when intervention to control risks is necessary and identify inadequacies in risk control measures.</li></ul> <p>A person who demonstrates competency in this unit must be able to provide evidence of:</p> <ul style="list-style-type: none"><li>• assessing and controlling risks according to the hierarchy of control</li><li>• complying with a range of health and safety legislative and organisational procedures</li><li>• identifying and addressing WHS training needs of team members</li><li>• providing clear and accurate information and advice to team members on workplace hazards and risks.</li></ul>

Checklist for provision of evidence for this Unit of Competency	Mark off when satisfied
<p><b>WHS legislation may include:</b></p>	<ul style="list-style-type: none"> <li>● Australian standards, and quality assurance and certification requirements</li> <li>● maintenance and confidentiality of records of occupational injury and disease</li> <li>● relevant federal, and state or territory legislation with regard to:               <ul style="list-style-type: none"> <li>● common law</li> <li>● general duty of care</li> <li>● issue resolution</li> <li>● provisions relating to roles and responsibilities of WHS representatives and committees</li> </ul> </li> <li>● relevant industry codes of practice</li> <li>● requirements of provision of WHS information and training.</li> </ul>
<p><b>WHS policies and procedures may relate to</b></p>	<ul style="list-style-type: none"> <li>● consultative arrangements for employees</li> <li>● emergency and evacuation procedures</li> <li>● equipment maintenance and use</li> <li>● first aid</li> <li>● hazard and risk identification and reporting</li> <li>● hazard, incident and accident investigation</li> <li>● WHS audits and safety inspections</li> <li>● on-site contractors, visitors and members of the public</li> <li>● risk assessment and control measures</li> <li>● safe operating procedures and instructions</li> <li>● transport, use and storage of dangerous goods and hazardous substances</li> <li>● use and maintenance of personal protective clothing and equipment.</li> </ul>
<p><b>Consultative processes</b> may include:</p>	<ul style="list-style-type: none"> <li>● formal and informal meetings</li> <li>● health and safety representatives</li> <li>● WHS committees</li> <li>● other committees, such as consultative, planning and purchasing</li> <li>● suggestions, requests and concerns put forward by employees to management</li> </ul>
<p><b>Relevant people may include:</b></p>	<ul style="list-style-type: none"> <li>● clients</li> <li>● colleagues</li> <li>● designated WHS representatives</li> <li>● emergency personnel</li> <li>● supervisors</li> </ul>

<p><i>Organisational requirements may be outlined and reflected in:</i></p>	<ul style="list-style-type: none"> <li>● access and equity principles and practice guidelines</li> <li>business and performance plans</li> <li>● complaint and dispute resolution procedures</li> <li>● emergency and evacuation procedures</li> <li>● employer and employee rights and responsibilities</li> <li>● goals, objectives, plans, systems and processes</li> <li>● legal and ethical requirements and codes of practice</li> <li>mission statements and strategic plans</li> <li>● WHS policies, procedures and programs</li> <li>policies and procedures in relation to client service</li> <li>● policies and procedures relating to own role and responsibility</li> <li>● quality and continuous improvement processes and standards</li> <li>● quality assurance and procedure manuals</li> <li>records and information systems and processes.</li> </ul>
<p><i>Risks and hazards may include</i></p>	<ul style="list-style-type: none"> <li>● environmental</li> <li>● ergonomic</li> <li>● mechanical</li> <li>● electrical</li> <li>● may relate to: <ul style="list-style-type: none"> <li>○ hazardous materials</li> <li>○ loose objects and fixtures</li> <li>○ obstructions</li> </ul> </li> <li>● may be identified through: <ul style="list-style-type: none"> <li>○ audits and review of audit reports</li> <li>○ checking work area and equipment before and during work</li> <li>○ ongoing training</li> <li>○ regular housekeeping activities</li> <li>○ regular formal and informal consultation and meetings with colleagues</li> <li>○ review of WHS records, including registers of hazardous substances and dangerous goods</li> <li>○ workplace inspections in area of responsibility.</li> </ul> </li> </ul>
<p><i>Procedures to control risks may include</i></p>	<ul style="list-style-type: none"> <li>● compliance with environmental requirements</li> <li>● compliance with ergonomic requirements, including safe lifting and manual handling procedures</li> <li>● correct selection, use, storage and maintenance procedures for personal protective clothing and equipment</li> <li>● emergency, fire and accident procedures</li> <li>● safe operating procedures</li> <li>● hazard, accident and incident reporting procedures</li> <li>● regular WHS consultations.</li> </ul>
<p><i>Hazardous events may include:</i></p>	<ul style="list-style-type: none"> <li>● accidents</li> <li>● bomb scares</li> <li>● emergencies, such as chemical spills</li> <li>● fires and explosions</li> <li>● violent incidents</li> </ul>

<p><i>Measures to minimise risk may include</i></p>	<ul style="list-style-type: none"> <li>• application of the hierarchy of control:</li> <li>• elimination of the risk</li> <li>• substitution</li> <li>• engineering controls</li> <li>• administrative controls</li> <li>• personal protective equipment</li> <li>• consultation with workers and their representatives</li> <li>• measures to remove the cause of a risk at its source.</li> </ul>
<p><i>Training needs may include:</i></p>	<ul style="list-style-type: none"> <li>• coaching, mentoring and supervision</li> <li>• formal and informal learning programs</li> <li>• internal and external training provision</li> <li>• personal study</li> <li>• quality assurance assessments and recommendations</li> <li>• recognition of prior learning</li> <li>• seminars and conferences</li> <li>• work experience and exchange opportunities</li> </ul>
<p><b>Context of and specific resources for assessment</b></p>	<ul style="list-style-type: none"> <li>• where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time</li> <li>• assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.</li> </ul> <p>In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being perform</p>
<p><b>Method of assessment</b></p>	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: As a minimum, assessment of knowledge must be conducted through appropriate targeted questioning</p>



### 3. OBSERVATION

OBSERVATION ASSESSMENT for CPP51119 - Diploma of Property (Agency Management)			
Candidate name:			
Unit of competency:	CPPDSM4057A Monitor a safe workplace in the property industry		
Observers name (if unqualified):			
Assessors name (if qualified):			
Workplace:			
Date of assessment:			
Length of observation:			
<b>Observation</b>			
<b>Confirm if the candidate has consistently, and to a satisfactory standard demonstration skills and knowledge relating to:</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>
Provide information to the workgroup about WHS policies and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Implementing and monitoring participative arrangements for the management of WHS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Implement and monitor procedures for providing WHS training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Implement and monitor procedures for identifying hazards and assessing risks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Implement and monitor procedures for controlling risks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Implement and monitor the procedures for maintaining WHS records for the team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Display knowledge of the legal responsibilities of employers, supervisors and employees in the workplace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Apply procedures for assessing and controlling risks to health and safety associated with those hazards, in accordance with the hierarchy of controls	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing specific, clear and accurate information and advice on workplace hazards to the workgroup	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Display knowledge of organisations policies and procedures relating to hazard management, fire, emergency, evacuation, incident (accident) investigating and reporting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Display awareness of relevance of consultation as a key mechanism for improving workplace culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Display coaching and mentoring skills to provide support to colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Display analytical skills to identify hazards, to assess risks in the work area and to review organisation's data relating to monitoring and evaluating incidents (accidents), environmental issues and the effectiveness of risk control measures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Feedback to candidate:</b>			
The candidate's overall performance was: Satisfactory <input type="checkbox"/> Not Satisfactory <input type="checkbox"/>			
Signature of Assessor/Observer:	Dated: / /20		
Signature of candidate/assessee:	Dated: / /20		

## 4. PORTFOLIO OF EVIDENCE

<b>Name:</b>	<b>Date submitted:</b>
<p>I declare this evidence to have been produced by the undersigned. Candidate's signature:</p>	
<p><b>Portfolio evidence presented for unit of competency:</b> <b>CPPDSM4057A Monitor a safe workplace in the property industry</b></p>	
<p>A list of the type of evidence you <b>MUST</b> collect are listed below. There may be other pieces of evidence that you could collect. You are encouraged to discuss any other options with your assessor.</p> <ul style="list-style-type: none"> <li>• Knowledge of legal and compliance requirements for Occupational Health and Safety</li> <li>• Examples of workplace procedures, regulations, codes of practice and operation manuals</li> <li>• Examples of identifying and addressing WHS training needs of team members</li> <li>• Examples of providing clear and accurate information and advice to team members on workplace hazards and risks.</li> </ul>	
<p><b>Other evidence provided/substituted (List each item):</b></p>	
<p><b>Assessor to complete</b></p> <p>Evidence is:   Valid   Sufficient   Authentic   Current</p> <p style="text-align: center;"> <input type="checkbox"/>   <input type="checkbox"/>                      <input type="checkbox"/>                      <input type="checkbox"/> </p> <p>Assessor signature:</p> <p>Dated: ____/____/20</p>	

## Sample of RPL evidence gathering process for CPPDSM4057A Monitor a safe workplace in the property industry

To assist confusion in the gathering of evidence, please remember that the submission of a couple of good examples, related to specific performance criteria, will answer commonly asked questions and clarify what is required.

### Step 1:

Read the WHOLE unit of competency, making sure you include *the Range Statement and Evidence Guide*.

### Step 2:

Think about what you have done in relation to:

- having participated in relevant workplace/industry/professional development events or activities
- and
- access you have had to appropriate documentation and resources normally used in the workplace including human resources policies and files on performance feedback, disputes and grievances, workers compensation and leave applications.

You must be able to demonstrate:

- analytical skills to assess resources required to apply risk control measures, determine WHS training requirements of the work team, and identify potential or existing risks and hazards in the workplace
- application skills to comply with ergonomic and environmental protection requirements and follow safe operating practices and procedures when using tools and equipment
- coaching and mentoring skills to provide support to colleagues
- communication skills to follow and give written and verbal instructions accurately, explain information on WHS issues clearly, and report details of incidents in the work area
- computing skills to access the internet and web pages, prepare and complete online forms, lodge electronic documents and search online databases
- interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and varying physical and mental abilities
- problem solving skills to determine when intervention to control risks is necessary and identify inadequacies in risk control measures.

In particular, think of **at least two** examples where you may have:

- Planned and implemented safety requirements
- Provide information to the workgroup about WHS policies and procedures
- Trained personnel on WHS legislation, codes and standards
- Established procedures for assessing and controlling safety risks

- Maintained procedures for assessing and controlling safety risks
- Implementing and monitoring participative arrangements for the management of WHS
- Monitored, adjusted and reported safety performance
- Evaluated the occupational health and safety system and related policies, procedures and programs of your workplace
- Apply procedures for assessing and controlling risks to health and safety associated with those hazards, in accordance with the hierarchy of controls
- Been involved in the WHS training needs of team members
- Display analytical skills to identify hazards, to assess risks in the work area and to review data relating to monitoring and evaluating incidents (accidents), environmental issues and the effectiveness of risk control measures
  - Investigated WHS non-conformance
  - Reported on WHS non-conformance
  - Establish and maintain a system for WHS records

in the past 2-3 years

For each example, with the help of the Range Statement, work out how you could demonstrate to an assessor:

- The workplace hazards you have identified and reported
- WHS/WHS training activities have you/been involved with
- How you identified the need for individual training and development facilitation
- Where you been involved in consultative processes. If so, what where they?
- Relevant regulations and legislation have you considered have you considered and for what purpose

In an RPL situation, you need to provide documented evidence of all of the above. Such evidence would be **valid**, since it would be based on the elements and performance criteria and on the requirements of the Evidence Guide.

### Examples of documented evidence

#### 1 A report which evaluates the workplace/occupational health and safety system and related policies, procedures and programs

A valid report, well documented, should:

- Clarify the **occupational health and safety issues** for review and document the scope of review
- Record Consultation with **relevant personnel**
- Identify policies and procedures relevant to the research topic
- Apply relevant regulations and legislation

It should also clearly establish the relationship between you and your organization/workplace.

The documented evidence must include:

- Official identification, such as the organisation's/employer's letterhead, file name/numbers, and a clear statement about you and your role as a human resources officer [to establish **authenticity**]
- Dates and timeframes [to establish **currency**]
- Description of occupational health and safety function, how you identified needs/hazards//risk etc [**validity**]
- Description of your review of occupational health and safety policy and procedure frameworks and the application of legal framework[**validity**]

## **2 A final report form**

Some form of documented evidence such as the above that the research report was completed, reviewed and evaluated

Note that all of the above may appear in one authenticated, dated document.

**3 Evidence to support your analytical skills** to assess resources required to apply risk control measures, determine WHS/WHS training requirements of the work team, and identify potential or existing risks and hazards in the workplace

Such evidence may be in the form of emails between you and your workplace supervisor, written feedback from your workplace supervisor and/or from others involved with the occupational health and safety functions re outcomes achieved and the value of the recommendations for future activity

NB: Written feedback from team members is appropriate evidence in relation to communication skills in this context

## **4 Third party report**

Your facilitation of all aspects of the research that supports work across a range of workplace safety functional areas described above should be verified by a credible third party, usually a manager or senior colleague. Again, such a report must be identified, as above, dated and signed. If in the form of an email, the report would be self-identifying and dated.

## **In conclusion**

**TO ENSURE THAT YOUR EVIDENCE IS SUFFICIENT, YOU SHOULD INCLUDE AT LEAST THREE DIFFERENT FORMS OF EVIDENCE, AS DESCRIBED ABOVE, OF INVOLVEMENT IN WORKPLACE SAFETY / OCCUPATIONAL HEALTH AND SAFETY FUNCTIONS. TOGETHER, THE RESEARCH DOCUMENTS, EMAILS AND THIRD PARTY REPORT SHOULD DEMONSTRATE YOUR COMPETENCY**