



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

# **CPP41419 Certificate IV in Real Estate Practice**

This qualification reflects the role of real estate professionals who apply knowledge of real estate practice legal agency and compliance requirements, ethical standards and consumer preferences to conduct real estate functions.

This qualification applies to people working in both residential and commercial property, including business broking, and stock and station transactions.

### 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.

Note: Occupational licensing outcomes are associated with some of the specialisations packaged in this qualification. The units packaged in the specialisations of this qualification have also been developed as Skill Sets: please note that not all Skill Sets are associated with licensing outcomes.

## **ENTRY REQUIREMENTS**

There are no entry requirements for this qualification.

## **PACKAGING RULES**

To achieve this qualification, competency must be demonstrated in:

- 18 units of competency:
  - 5 core units
  - 13 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:

- all the elective units in any two elective groups from Groups A–L listed must be chosen
- the remaining elective units may be chosen from the general elective units listed or the CPP Property Services Training Package.

**Please refer [training.gov.au](http://training.gov.au) for units of competency and packaging rules.**

## **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 Learner 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 real estate firms 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
<p>Do show reasons why you believe you are competent</p> <p>.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.</p>	<p>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.</p>
<p>Do use examples to show you are competent.</p> <p>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.</p>	<p>Don't just say you are competent without giving examples. e.g. I am very aware of WH&amp;S issues and try to keep the workplace safe at all times.</p>
<p>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.</p>	<p>Don't rely on your own word only to prove your competence. It is the weakest form of evidence.</p>
<p>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</p>	<p>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</p>

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.

## 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 *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 applicants 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 Learner 's own work
  - Qualifications, references, licences etc presented by the Learner are signed off as a full and correct copy of the original by a credible third party
  - Learner '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 applicant 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 AQF Descriptor

This is a training program that leads to the completion of the Australian Government's Transport and Logistics 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 Warehousing Operations at AQF Level IV.

### **What is the Australian Qualifications Framework?**

The Australian Qualifications Framework (AQF) provides a national framework for all education and training qualifications in Australia.

### **Australian Quality Training Framework Level – Level IV**

At Level IV the Characteristics of Learning Outcomes are:

#### **Characteristics of Learning Outcomes**

- **Breadth, depth and complexity of knowledge and competencies** would cover a broad range of varied activities or application in a wider variety of contexts most of which are complex and non-routine.
- **Leadership and guidance** are involved when organising activities of self and others as well as contributing to technical solutions of a non-routine or contingency nature.
- **Performance of a broad range of skilled applications** including the requirement to evaluate and analyse current practices, develop new criteria and procedures for performing current practices and provision of some leadership and guidance to others in the application and planning of the skills.
- **Applications** involve responsibility for, and limited organisation of, others.

#### **Distinguishing Features of Learning Outcomes**

Do the competencies enable an individual with this qualification to:

- demonstrate understanding of a broad knowledge base incorporating some theoretical concepts
- apply solutions to a defined range of unpredictable problems
- identify and apply skill and knowledge areas to a wide variety of contexts, with depth in some areas
- identify, analyse and evaluate information from a variety of sources
- take responsibility for own outputs in relation to specified quality standards
- take limited responsibility for the quantity and quality of the output of others.

## 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 Learner s 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 Learner 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 Learner 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 Learner being assessed should sign off and date the observation report for it to be considered valid.

*NOTE: The Learner 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 Learner .*

<b>OBSERVATION ASSESSMENT for</b>			
<b>Learner name:</b>			
<b>Unit of competency:</b>			
<b>Observers name (if unqualified):</b>			
<b>Assessors name (if qualified):</b>			
<b>Workplace:</b>			
<b>Date of assessment:</b>			
<b>Length of training session:</b>			
<b>Observation</b>			
<b>Using the Unit of Competency evidence and/or performance criteria list and confirm if the Learner has consistently, and to a satisfactory standard, demonstrate performance and knowledge relating to:</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>
	<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 Learner :</b>			
<p><b>The Learner 's overall performance was:</b></p> <p>Satisfactory <input type="checkbox"/> Not Satisfactory <input type="checkbox"/></p>			
<b>Signature of Assessor/Observer:</b>			
	Dated:        /        /201		
<b>Signature of Learner /Assessee:</b>			
	Dated:        /        /201		

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

## **Confidentiality issues**

*It is important that sensitive information is not included as part of your Supporting Documentation (and any other documentation you wish to use as evidence). You may need authorisation from your supervisor to use some of your evidence, so it is always best to check the privacy and confidentiality policies of the organisation. Client names should be deleted and financial figures or other personal details should be blacked out and made unidentifiable.*

## **Certification**

It is essential that copies of documents are certified. A copy has to be clearly authorised as a true copy of the original by an appropriate person.

Persons who may certify documents include Justices of the Peace (JP), legal practitioners, admissions officers of all Australian universities and officers of State and Territory Government Overseas Qualifications Units. A person listed as able to sign a statutory declaration <http://www.ag.gov.au/statdec> is generally acceptable to ASTC to certify a document. To have your copies certified you will need to present both the original and the copy of each document to the person certifying the copies.

Each copy of the document must be certified separately and must show clearly:

- the words “certified true copy of the original”;
- the signature of the certifying officer; and
- the name and address or provider/registration number (where applicable) of the certifying officer legibly printed below the signature. It must be possible, from the details provided to ASTC, to contact the certifying officer if necessary.

## **Statutory Declarations**

It is important that certified copies of documents be provided wherever possible.

A Statutory Declaration may in certain circumstances be accepted in place of some or all of the required documents. Statutory Declaration forms may be purchased at most newsagents (in Australia), or downloaded from State and Commonwealth government websites.

The information on the Statutory Declaration form should duplicate that which would have been available from your educational documents and must include the name and address of your educational institution in your own language and in English; the name of the degree, diploma or other qualifications; the subjects you studied each semester or year and the marks you received (to the best of your recollection); and the reason why certified copies of your original documents were unavailable.

You must forward the original Statutory Declaration duly witnessed by a person listed at the back of the Statutory Declaration form together with your application form.

<b>Name:</b>	<b>Date submitted:</b>
I declare this evidence to have been produced by the undersigned. Learner '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 can be used by the RPL Learner 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. Learner '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 Learner may have that satisfy the unit of competency listed above	<b>Yes</b>	<b>Needs more experience</b>	<b>N/A</b>
	<b>Is the applicant able to reliably meet your organisation's performance standards for the following tasks?</b>		
<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 Learner 's overall performance was:</b> Satisfactory <input type="checkbox"/> Not Satisfactory <input type="checkbox"/>			
<b>Signature of Third Party providing testimony:</b>		Dated: ____ / ____ /201__	
<b>Position:</b>		<b>Contact phone number or email:</b>	
<b>Signature of Learner :</b>		Dated: ____ / ____ /201__	
<b>Position:</b>		<b>Contact phone number or email:</b>	
<b>RPL assessor to complete</b>			
Evidence is: Valid <input type="checkbox"/> Sufficient <input type="checkbox"/> Authentic <input type="checkbox"/> Current <input type="checkbox"/>			
RPL Assessor signature:			
Dated: ____ / ____ /201__			

## RECOGNITION OF PRIOR LEARNING COVER SHEET

**Program: Code:** CPP41419 **Title:** Certificate IV in Real Estate Practice

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 Transport and Logistics 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

#### Nominate relevant statements of attainment for imported units of competence held.

Name of Unit/Module	Training Package or Course Title	Date Awarded

# THE FOLLOWING ARE EXAMPLES OF COMPLETED:

## 1. LEARNING ENVIRONMENT COMPETENCY STANDARD

<b>CPPREP4003</b>	<b>Access and interpret legislation in real estate</b>		
<b>Application of the Unit</b>	<p>This unit specifies the skills and knowledge required to identify, access and interpret legislation relevant to work in real estate.</p> <p>It includes developing an understanding of the legislative framework, its structure and the impact of legislation on work in real estate.</p> <p>This unit applies to people currently working in or seeking to work in real estate.</p> <p>The unit is particularly relevant when people seek to relocate and resume practice in a different state or territory or to offer different real estate industry services.</p>		
<b>Element</b>	<b>Performance Criteria</b>		<b>Tick if evidence provided (✓)</b>
Interpret legislation.	1.1	Identify and explain common problems with interpreting legislation and consequences for misinterpreting legislation.	
	1.2	Identify and interpret guidance material to support interpretation of legislation	
	1.3	Identify and analyse legislation relevant to real estate activities.	
	1.4	Explain the role of regulators in relation to the legislation	
<b>2. Maintain knowledge of current legislation</b>	2.1	Identify own responsibility to access, read, interpret and apply legislation to real estate operations	
	2.2	Identify and apply techniques to access current and point-in-time versions of legislation	
	2.3	Identify and apply techniques for tracking changes and amendments to legislation	
<b>3. Identify processes to resolve concerns</b>	3.1	Examine and record processes to investigate discrepancies in application of legislation.	
	3.2	Examine and record processes to respond to discrepancies between personal or agency practice and current legislation.	
<b>Qualifications Gained</b> (Tick the appropriate box)		<b>Portfolio Evidence Attached</b> (Tick the appropriate box)	
<input type="checkbox"/> RTO credential <input type="checkbox"/> Tertiary institution credential (university) <input type="checkbox"/> Company training course <input type="checkbox"/> Previous employer training course <input type="checkbox"/> Accredited Tertiary/Secondary course <input type="checkbox"/> Other training course (please specify)		<input type="checkbox"/> Sample of work completed <input type="checkbox"/> References and Testimonials <input type="checkbox"/> Letter of Validation <input type="checkbox"/> Certificate <input type="checkbox"/> Statement of results <input type="checkbox"/> Awards <input type="checkbox"/> Other (specify)	
<b>Observation provided by:</b> (Tick the appropriate box)		<b>Written testimonial provided covering:</b> (Tick the appropriate box)	
<input type="checkbox"/> Person holding unit of competency <input type="checkbox"/> Supervisor familiar with work <input type="checkbox"/> Independent expert		<input type="checkbox"/> Knowledge (written report or paper) <input type="checkbox"/> Work experience <input type="checkbox"/> 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

<b>A guide to the collection of evidence for: Develop and maintain a safe workplace</b>	
<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 Transport and Logistics Training Package</p>	
<b>Overview of Assessment</b>	
<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 Performance and Knowledge Evidence</li> </ul>	
<p>Learners 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 the competency to:</p> <ul style="list-style-type: none"> <li>• access and analyse at least two pieces of legislation that apply to real estate in the state or territory of operation and provide a report to include: <ul style="list-style-type: none"> <li>• full titles of legislation</li> <li>• the purpose of each of the pieces of chosen legislation</li> <li>• the key components of the pieces of chosen legislation</li> <li>• two breaches specified within the legislation and the penalties for each breach</li> <li>• how to identify the currency of the chosen legislation</li> </ul> </li> <li>• explain the process for addressing discrepancies in the application of legislation for personal or agency practice.</li> </ul>	
<b>Checklist for provision of evidence for this Unit of Competency</b>	<b>Mark off when satisfied</b>
<ul style="list-style-type: none"> <li>• sources of legislation applying to real estate operations in the state or territory of operation</li> </ul>	
<ul style="list-style-type: none"> <li>• legal framework in Australia and the state or territory of operation: <ul style="list-style-type: none"> <li>• common law</li> <li>• contract law</li> <li>• equity law</li> <li>• statute law</li> </ul> </li> </ul>	
<ul style="list-style-type: none"> <li>• key components of legislation: <ul style="list-style-type: none"> <li>• Acts</li> <li>• regulations</li> <li>• amendments</li> <li>• mandatory codes of practice</li> <li>• schedules</li> <li>• appendices</li> </ul> </li> </ul>	

<ul style="list-style-type: none"> <li>• structure of legislation: <ul style="list-style-type: none"> <li>• long title</li> <li>• short title</li> <li>• commencement</li> <li>• application</li> <li>• contents</li> <li>• definitions</li> <li>• headings</li> <li>• parts</li> <li>• divisions and subdivisions</li> <li>• clauses and subclauses</li> <li>• schedules and appendices</li> </ul> </li> </ul>	
<ul style="list-style-type: none"> <li>• legislation relevant to real estate in the state or territory of operation and roles, including Commonwealth and state or territory legislation: <ul style="list-style-type: none"> <li>• real estate agents, licensing and conduct</li> <li>• property sales and management</li> <li>• privacy</li> <li>• fair trading and consumer protection</li> <li>• anti-discrimination and equal opportunity</li> <li>• work health and safety/occupational health and safety</li> <li>• environmental (sustainability)</li> <li>• employment and industrial relations</li> <li>• planning and zoning</li> <li>• foreign investment</li> <li>• secret commissions</li> </ul> </li> </ul>	
<ul style="list-style-type: none"> <li>• interrelationship between pieces of legislation</li> </ul>	
<ul style="list-style-type: none"> <li>• key principles for reading and interpreting legislation: <ul style="list-style-type: none"> <li>• aids to interpret legislation: <ul style="list-style-type: none"> <li>• external: interpretations of legislation, Acts, Hansard/parliamentary papers, legal dictionaries and previous judicial interpretations</li> <li>• internal: objectives, legislation to be accessed as a whole, definitions and interpretation sections in legislation, headings and margin notes</li> </ul> </li> </ul> </li> </ul>	
<ul style="list-style-type: none"> <li>• language conventions and expressions: <ul style="list-style-type: none"> <li>• and/or</li> <li>• gender</li> <li>• hierarchy</li> <li>• includes</li> <li>• may, should and must</li> </ul> </li> <li>• reading rules: <ul style="list-style-type: none"> <li>• context</li> <li>• golden</li> <li>• literal</li> <li>• mischief</li> <li>• purposive</li> </ul> </li> <li>• express mention of one thing to the exclusion of another</li> <li>• words interpreted through their connection with other words words with the same meaning</li> </ul>	
<ul style="list-style-type: none"> <li>• regulators relevant to real estate in the state or territory of operation and their role</li> </ul>	
<ul style="list-style-type: none"> <li>• breaches of legislation and penalties in the state or territory of operation</li> </ul>	
<ul style="list-style-type: none"> <li>• value of penalty units in the state or territory of operation</li> </ul>	

<ul style="list-style-type: none"> <li>relationship between real estate codes of practice and codes of conduct and legislation applying to real estate operations</li> </ul>	
<ul style="list-style-type: none"> <li>responsibility of persons working in real estate to maintain current knowledge of legislation</li> </ul>	
<ul style="list-style-type: none"> <li>techniques to identify and track changes to legislation, including point-in-time versions and current versions</li> </ul>	
<ul style="list-style-type: none"> <li>sources of advice about legislation applying to real estate in the state or territory of operation</li> </ul>	
<ul style="list-style-type: none"> <li>processes to respond to concerns, conflicts and discrepancies relating to applying legislation to real estate activities in the state or territory of operation</li> </ul>	
<ul style="list-style-type: none"> <li>communication strategies for responding to client complaints.</li> </ul>	

### 3. OBSERVATION

OBSERVATION ASSESSMENT for <b>CPP41419 Certificate IV in Real Estate Practice</b>			
<b>Learner name:</b>			
<b>Unit of competency:</b>	<b>CPPREP4003 Access and interpret legislation in real estate</b>		
<b>Observers name (if unqualified):</b>			
<b>Assessors name (if qualified):</b>			
<b>Workplace:</b>			
<b>Date of assessment:</b>			
<b>Length of observation:</b>			
<b>Observation</b>			
<b>Confirm if the Learner has consistently, and to a satisfactory standard demonstration skills and knowledge relating to:</b>	<b>Yes</b>	<b>No</b>	<b>N/A</b>
Demonstrated ability to identify and apply techniques to access current and point-in-time versions of real estate legislation requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrated an awareness and ability to explain the classifications, or 'types' of acts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrated the ability to identify and explain common problems with interpreting legislation and consequences for misinterpreting legislation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrated ability to locate regulators relevant to real estate in NSW and their role	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrated ability to locate sources of advice about legislation applying to real estate in NSW	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Located and demonstrated an understanding of real estate legislative requirements for real estate agents under the Property and Stock Agents Act 2002	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Located and demonstrated an understanding of the legislative requirements for real estate agents under Property and Stock Agents Act 2002 with regard to trust monies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Located and demonstrated an understanding of the legislative requirements for real estate agents under Property and Stock Agents Act 2002 with regard to offences and proceedings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrated ethical conduct and professional competence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Located and demonstrated an understanding of the legislative requirements for real estate agents under Property and Stock Agents Act 2002 with regard to continuing professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Undertook continuing professional development by looking for and accepting ways to maintain and improve own skills and knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Located and identified AS/NZS ISO 31000:2009 Risk management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clarified who is to be accountable for a decision or action prior to its execution under the Property and Stock Agents Act 2002	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrated an understanding of causes and potential impact of risks on agency, clients and other stakeholders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identified groups, individuals and activities for which a person is responsible for managing under relevant real estate legislation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Complied with legislation and standards in providing risk assessment in the organisation current requirements of the Australian Taxation Office, including GST	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Located and demonstrated an understanding of the legislative requirements for real estate agents under Division 3 Property, Stock and Business Agents Act 2002 with regard to representations as to selling price	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Been involved in developing /implementing your complaint handling policy and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Was involved in determining whether agency staff acted promptly to resolve customer complaints.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has been involved in reviewing agency manual and updated legislation compliance as necessary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Demonstrated ability to locate the Residential Tenancies Act and explain the roles and explain responsibilities of agents in leasing and managing property which may have included:</p> <ul style="list-style-type: none"> <li>• advertising</li> <li>• agreement to let and manage the property</li> <li>• assignment of lease</li> <li>• communicating regularly with the landlord</li> <li>• inspections</li> <li>• listing</li> <li>• property condition report</li> <li>• maintenance of property</li> <li>• preparing the tenancy agreement</li> <li>• processing tenancy applications</li> <li>• property condition report</li> <li>• prospecting for properties</li> <li>• renewal of lease</li> <li>• termination of lease</li> <li>• reviewing the tenancy with the landlord.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Demonstrated the ability to implement strategies to resolve legislation based disputes between property parties, which may have included</p> <ul style="list-style-type: none"> <li>• conciliation</li> <li>• mediation</li> <li>• negotiation</li> <li>• referral to court</li> <li>• referral to tribunal</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrated ability to locate and explain (in general terms) the effect of Sec 43A Real Property act 1900	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Demonstrated ability to satisfactorily locate the relevant legislation and explain statutory sale authority documents:</p> <ul style="list-style-type: none"> <li>• auction authority</li> <li>• exclusive sale authority</li> <li>• general sale authority</li> <li>• sole sale authority.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Located and demonstrated an understanding of the legislative requirements for real estate agents under Property and Stock Agents Act 2002 with regard to conflicts of interest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Demonstrated ability to identify and apply techniques to access current and point-in-time versions of real estate legislation requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrated an awareness and ability to explain the classifications, or 'types' of acts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrated the ability to identify and explain common problems with interpreting legislation and consequences for misinterpreting legislation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrated ability to locate regulators relevant to real estate in NSW and their role	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrated ability to locate sources of advice about legislation applying to real estate in NSW	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Located and demonstrated an understanding of real estate legislative requirements for real estate agents under the Property and Stock Agents Act 2002	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Located and demonstrated an understanding of the legislative requirements for real estate agents Property and Stock Agents Act 2002 with regard to trust monies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Located and demonstrated an understanding of the legislative requirements for real estate agents under Property and Stock Agents Act 2002 with regard to offences and proceedings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrated ethical conduct and professional competence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Feedback to Learner :</b>			
<b>The Learner 's overall performance was:</b> Satisfactory <input type="checkbox"/> Not Satisfactory <input type="checkbox"/>			
<b>Signature of Assessor/Observer:</b>	Dated:        /        /201		
<b>Signature of Learner /assessee:</b>	Dated:        /        /201		

## 4. PORTFOLIO OF EVIDENCE

<b>Name:</b>	<b>Date submitted:</b>
I declare this evidence to have been produced by the undersigned. Learner 's signature:	
<b>Portfolio evidence presented for unit of competency:</b> CPP41419 Cert IV in Real Estate Practice	
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.	
<ul style="list-style-type: none"><li>• access and analyse at least two pieces of legislation that apply to real estate in the state or territory of operation and provide a report to include:<ul style="list-style-type: none"><li>• full titles of legislation</li><li>• the purpose of each of the pieces of chosen legislation</li><li>• the key components of the pieces of chosen legislation</li><li>• two breaches specified within the legislation and the penalties for each breach</li><li>• how to identify the currency of the chosen legislation</li></ul></li><li>• explain the process for addressing discrepancies in the application of legislation for personal or agency practice.</li></ul>	
<b>Other evidence provided/substituted (List each item):</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	