



AUSTRALIAN  
SALESMASTERS  
TRAINING CO

don't blame them...TRAIN THEM!

CPP41419

Certificate IV in Real Estate Practice



# Learner Handbook And Course Information

**...don't blame them...TRAIN THEM!**

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## WELCOME NOTE FROM THE CEO

Thank you for choosing the Australian Salesmasters Training Co (ASTC) to assist you in achieving your personal development goals.

Your decision to participate in a training course is a wise one, whether it will be employment-based or at your own leisure via correspondence or online. We look forward to assisting you in receiving formal recognition that is nationally recognised for the competencies you are studying or those that you already possess.

This Learner Handbook sets out a range of processes, procedures, and information for you on how best to enjoy the learning process with us.

***It is important that you read this Learner Handbook and complete the Declaration at the end of this handbook and return it to us via post, fax, or email.***

On behalf of our team at the Australian Salesmasters Training Co, I wish you an enjoyable and valuable learning experience.

**Ashraf Hanna**  
CEO

# ABOUT AUSTRALIAN SALESMASTERS TRAINING CO

Welcome to the Australian Salesmasters Training Co (ASTC).

ASTC is an innovative Registered Training Organisation (RTO) specialising in providing quality training and assessment in Health Services, Business, Sales, Financial Management, Warehousing, Project Management, Real Estate (Property Services) and a wide range of other qualifications.

ASTC's trainers have a long history in industry and are committed to providing quality training and assessment services. All hold the necessary training and assessment competencies as determined by the National Skills Council or its successor's accreditation.

Our trainers and assessors are highly qualified and have extensive vocational experience. We are here to support our Learners through our training programs and to ensure they have an enjoyable learning experience.

## CONTACT DETAILS

Address:

Level 3 Suit 317  
30-40 Harcourt Parade  
Rosebery NSW 2018

Post Address:

PO Box 638  
Rosebery NSW 1445

Phone:

138 300  
(02) 9700 9333  
National: 1800 180 480 (free call)  
Fax: (02) 9700 8988

Email:

Contact Learner Support  
info@astc.edu.au

IT support:

afifi@astc.edu.au



## Our commitment to you

Australian Salesmasters is committed to bringing to you the most relevant and current training courses and materials available.

We commit to assisting you complete the training and assessments in your enrolled course. We also commit to support you, throughout your learning experience.

Where help or assistance is required, please call our team on 1300 008 880.

# YOUR TRAINING EXPERIENCE

## The Australian Quality Framework Standards (AQF STANDARDS)

You are about to become a Learner in the process that can result in achieving a nationally accredited qualification. These qualifications can only be delivered by a Registered Training Organisation (RTO).

To be an RTO, ASTC must ensure that it complies with the conditions of its registration throughout the period of its registration. These conditions are described within the National Vocational Education and Training Regulator Act 2011.

As an RTO ASTC must comply with the VET Quality Framework, which includes:

- the Standards for Registered Training Organisations 2015
- the Australian Qualifications Framework (AQF)

ASTC is audited by the Australian Skills Quality Authority (ASQA) to ensure compliance to the above.

These standards and the auditing process are intended to provide the basis for a nationally consistent, high quality vocational education and training system.

These standards are described in more detail in the National Vocational Education and Training Regulator Act 2011, which basically confirms the right of ASQA to audit ASTC, apply penalties for non-compliance, define the requirements to retain records and other administration and operational requirements of a functioning RTO, etc.

Australian Salesmasters is RTO #6854.

Please refer to <https://www.asqa.gov.au/> for more information.

## 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 ten qualifications in the AQF. Six of these are relevant to the Vocational Education and Training (VET) sector. The ten 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 Associate Degree Advanced Diploma Diploma

Information on the Characteristics of competencies and the Distinguishing Features of Learning Outcomes for qualifications under the AQF may be obtained at: [www.aqf.edu.au](http://www.aqf.edu.au).

# ENROLMENT

## LEARNER SELECTION REGARDING PRE-REQUISITES

There are pre-requisites to enrolling in some of our training programs.

Specific details of these pre-requisites are contained in individual course information documentation on our website.

If you have any questions, please discuss the course with your trainer or the Student Support Officer.

## FEE PAYING LEARNER

Enrolment will consist of you contacting Australian Salesmasters Training Co Pty Ltd on 138 300.

You will be provided electronically via email, or we will post to you:

- a Learner Handbook
- an Enrolment form
- training Learner Acceptance Agreement
- training Plan
- any available literature on the courses being considered and any other relevant documentation.

If fee paying, please complete the enrolment form.

## TRAINEESHIP

To enrol in one of ASTC's Government Funded courses you will need to obtain the permission of your employer to allow ASTC to enrol you in the training program.

If fee paying, just complete the enrolment form.

Enrolment will consist of you contacting Australian Salesmasters Training Co Pty Ltd on 138 300.

Our Customer Service Officer accompanied by an officer from an Australian Apprenticeship Centre will attend upon you and supply you with:

- a Learner Training Folder
- an Enrolment form
- training Plan
- traineeship documentation (as required by law from time to time refer to <http://www.australianapprenticeships.gov.au>) any available literature on the courses being considered and any other relevant documentation

## NSW – SMART AND SKILLED

Smart and Skilled is a reform of the NSW vocational education and training system. It's helping people get the skills they need to find a job and advance their careers.

Smart and Skilled provides eligible students who are resident in New South Wales with:

- an entitlement to government-subsidised training up to and including Certificate III
- government funding for higher-level courses (Certificate IV and above) in targeted priority areas.

Please refer to our website for detailed information:

[\[https://www.thesalesmasters.com.au/funding/smart-skilled/\]](https://www.thesalesmasters.com.au/funding/smart-skilled/).

### Eligibility

To be eligible for Smart and Skilled fee-free programs, you must, at the time of enrolment, be:

- an Australian citizen, permanent resident, or New Zealand passport holder resident for more than 6 months, or
- an eligible humanitarian visa holder, and
- living or working in NSW, and
- at least 15 years of age, and
- not enrolled in or attending secondary school

Alternatively, please refer to the Smart and Skilled website for up-to-date information [\[https://education.nsw.gov.au/skills-nsw/students-and-job-seekers/low-cost-and-free-training-options/smart-and-skilled-training#Am0\]](https://education.nsw.gov.au/skills-nsw/students-and-job-seekers/low-cost-and-free-training-options/smart-and-skilled-training#Am0)

Before or at the time of enrolment a Smart and Skilled Learner must be given a copy of the current version of the Smart and Skilled Fee Administration Policy (<https://www.training.nsw.gov.au/smartandskilled/index.html>).

Be aware of the ASTC'S policies and processes on:

- evidence required for eligibility for Smart and Skilled programs and fee exemptions and concessions where relevant
- withdrawal without penalty
- repeat attempts to complete a unit of competency
- fee refunds
- recovery of outstanding fees
- levying of participant fees

The current information related to ASTC's obligations under Smart and Skilled is located on ASTC's website: <https://www.thesalesmasters.com.au/funding/smart-skilled/>

For assistance to enrol into a Smart and Skilled program, please contact one of our Smart and Skilled enrolment officers on 138 300.

## Student Rights and Obligations Under Smart and Skilled

As a Learner receiving government-subsidised training under Smart and Skilled, you have certain rights and obligations.

You have the right to:

- expect that the quality of your training meets the standards, regulations and requirements set down by the Australian Skills Quality Authority (ASQA) and Smart and Skilled
- be informed about the collection of your personal information and be able to review and correct that information
- access your training provider's consumer protection complaints process.

Your obligations include:

- providing accurate information to the training provider
- behaving in a responsible and ethical manner.

## MODE OF LEARNING

ASTC offer the following learning mode:

- eLearning

With e-learning, you set the pace for your learning activities. This mode will help you achieve your desired result with good time management and self-motivation. There are scheduled Online Sessions for training and support.

## THE TRAINING PLAN

### What is a Training Plan?

The training plan will outline who will deliver the training, and when and where you need to go to receive the structured component of the training. Treat the training plan as a working document. It should be flexible enough to meet all your needs. Remember that you can talk about this to your ASTC trainer or ASTC Administration at any stage during the training.

### What is the purpose of a Training Plan?

The Training Plan provides detailed information on training and assessment agreed to by you, your trainer, your employer (where applicable) and ASTC. This information ensures that all parties are making informed decisions about the services required and the respective obligations in the delivery of these services. It is an important document that you, your employer (where applicable) and ASTC must sign and provides a record of intent and progress during the learning process.

### What are the requirements for monitoring a Training Plan?

The details of the Training Plan should be monitored and amended where required. For example, changes to time frames or to the person responsible for training or assessment should be amended on the Training Plan. The Training Plan should also provide evidence that training and assessment is progressing satisfactorily, and regular visits have taken place (if applicable).

### What is to be included in the Training Plan

The training plan must specify the following:

- the competencies to be obtained
- the timeframe for achieving the competencies
- the training to be undertaken
- the delivery mode(s) to be employed
- the details (when, how and how much) of the time allocated outside routine work duties is for off-the-job training
- who is responsible for the delivery and/or assessment of each competency
- assessment details and arrangements
- a record of any recognised prior learning (RPL) for qualifications and cross-credit hours granted prior to commencing the training. RPL involves the assessment of any existing relevant skills and/or qualifications. This crediting process can reduce the length or the duration of your training
- the name of the qualification to be issued
- any other specific requirements to be met in accordance with the particular training contract in question

## Who signs the Training Plan?

The following individuals sign the training plan as confirmation that they contributed to the development of the plan and are aware of their responsibility to ensure that it is implemented and monitored.

- ASTC
- Learner/Apprentice/Trainee
- Employer (where applicable)

## INDUCTION

Once all Learners have completed the enrolment session, they must complete an induction program which will cover:

- introduction to the ASTC training team
- confirmation of the course to be delivered
- the training and assessment procedures, including method, format and purpose of assessment
- learner behaviour
- qualifications to be issued
- assistance with RPL process
- assessment guidelines
- payment for course
- assessment completion
- support services
- complaints procedures
- appeals procedures
- feedback
- confirmation that all the above information was provided via face to face, DVD or other methods and handouts distributed are required to be acknowledged by the training learner.

## LANGUAGE, LITERACY AND NUMERACY (LLN) ASSISTANCE

Our course standard material contains written documentation and limited numerical calculations depending on the qualification requirements.

We recognise that not all people are able to read, write and perform calculations to the same standards.

We aim at all times to provide a positive and rewarding learning experience for all of our learners. Our enrolment form asks learners to provide information regarding their LL&N requirements or any other special learning needs. In the event of LL&N becoming an issue, the Student Support Officer will contact the learners to discuss their requirements.

Learners must ensure that they have discussed with the Student Support Officer any concerns they may have about their capacity to participate because of any Language, Literacy or Numeracy difficulties. Based on that, we will offer to any learner at enrolment a reading and comprehension exercise to ascertain suitability for enrolment into a course.

Where language, literacy and numeracy competency is essential for course learners, we will make every effort to ensure that learners are adequately supported to enable them to complete their training. Some examples of the type of support that we are able to offer include:

### Language

- Present information in small chunks
- Speak clearly, concisely and not too quickly
- Give clear instructions in a logical sequence
- Give lots of practical examples
- Encourage learners to ask questions
- Ask all questions to ensure learners understand

### Literacy

- Provide learners only essential writing tasks
- Consider the use of group exercises so that the responsibility for writing rests with more than one person
- Provide examples and models of completed tasks
- Ensure that documents and forms are written and formatted in plain English
- Use clear headings, highlight certain key words or phrases and provide explanations of all technical terms used

### Numeracy

- Ask learners to identify in words, what the exact problem is and how they might solve it
- Show learners how to do the calculations through step by step instructions and through examples of completed calculations
- Help learners to work out what math's/calculations/measurements are required to complete the task
- Encourage the use of calculators and demonstrate how to use them

We will endeavour to help you where we can to accommodate anyone with difficulties with Language, Literacy or Numeracy.

In the event that a Learner's needs exceed our skill, we will refer the Learner to an external support provider.

Australian Council for Adult Literacy

[info@acal.edu.au](mailto:info@acal.edu.au)

Reading and Writing Hotline

P: 1300 655 506

## LEARNER SUPPORT, WELFARE AND GUIDANCE

We will assist all Learners in their efforts to complete the training programmes.

In the event that you are experiencing any difficulties with your studies, we would recommend that you see or contact your trainer, or another member of ASTC's team.

We will ensure that the full resources of our RTO are made available to ensure that you achieve the required level of competency in all nationally recognised qualifications.

Should you be experiencing any personal difficulties you should make contact directly with the ASTC's Student Support Officer who will assist you to the full extent of our capacity.

If your needs exceed ASTC's support capacity, we will refer you onto an appropriate external agency.

You can seek support immediate by contacting:

<b>Police/Fire/Ambulance</b> Ring 000	<b>Interpreting Services (TIS):</b> P: 13 14 50
<b>Poisons Information Centre</b> 24hr advice on all exposures to poisons, medicines, plants, bites/stings P: 13 11 26	<b>National Alcohol and Other Drug</b> (24-hour counselling and information) 1800 250 015
<b>Abortion Grief Counselling</b> 1300 363 550	<b>DV Hotline (Domestic Violence support and referral)</b> P: 1800 737 732
<b>Family Drug Support</b> Information, help and support for families affected by drugs P: 1300 368 186	<b>Literacy and Numeracy Support:</b> P: 1300 363 079
<b>Lifeline</b> Crisis support and suicide prevention services P: 131 114	<b>MensLine Australia</b> for men with family and relationship concerns P: 1300 789 978
<b>Pregnancy Counselling Australia</b> Pregnancy termination alternatives and post termination counselling P: 1300 737 732	<b>Pregnancy Help Line</b> 24-hour counselling and information for pregnant women and their families P: 1300 139 313
<b>Salvation Army Salvos</b> P: 137 258	<b>Sexual Abuse and Redress Support Service</b> P: 1800 211 028

## **FLEXIBLE DELIVERY AND ASSESSMENT PROCEDURES**

ASTC recognises that not all Learners learn in the same manner, and that with an amount of “reasonable adjustments” Learners who may not study best with traditional learning and assessment methods will still achieve good results.

ASTC will make any necessary adjustments to meet the needs of a variety of Learners. The ability to complete a written assessment is not to be interpreted as a barrier to competency, provided that the Learner can verbally demonstrate competency.

These adjustments may include having someone read assessment materials to Learners or they may include having someone record the Learner’s spoken responses to assessment questions.

ASTC undertakes to assist Learners achieve the required competency standards where it is within our ability.

Where we cannot assist a Learner, we will refer them, where possible, to an agency that can assist.

Any further questions can be referred to your trainer or ASTC’s Student Support Officer.

## **DISCIPLINARY ACTIONS AND OBLIGATIONS**

ASTC attempts to provide training and assessment services in a spirit of co-operation and mutual respect.

If a trainer or team member is unhappy or dissatisfied with the behaviour or performance of a Learner, the trainer has the authority to:

- warn the Learner that their behaviour is unsuitable, or
- ask the Learner to leave the class, or
- immediately cancel the class.

If a Learner wishes to express a complaint in relation to the disciplinary action taken, they have the opportunity to follow our complaints procedure.

Examples of when disciplinary action may be required to be taken include when a Learner:

- fails to attend the required minimum number of classes for any course without reasonable explanation
- brings onto, or consumes on our premises, any drug of addiction or dependence (except drugs prescribed by a qualified medical practitioner)
- brings onto or consumes on our premises any alcohol
- exhibits any form of behaviour that is adversely affected by the influence of drugs or alcohol
- damages or removes any property or resource of or any training venue hired by ASTC
- assaults (physically or verbally) any person or persons on the premises of or any training venue hired by ASTC
- fails to comply with any instructions given by a member of team relating to the safety of any person or persons on the premises
- exhibits any form of conduct within our premises that is considered to be aggressive, disorderly, disruptive, harassing or interferes with the comfort, safety or convenience of any person who is acting lawfully and entitled to be present

- colludes, plagiarises or cheats in assignments, assessments or examinations which may be detected from non-referencing of source materials, collusion with other Learners in the submission of assessment materials or by reference to the resources detailed on the ASQA Guideline Frequently asked question document
- breaches assessment guidelines
- enters any part of our premises or any other place to which Learners have access for the purpose of tuition, when not entitled to do so, or having entered, refuses to leave said premises

### **Fee Paying Learner**

When disciplinary action is taken, the Chief Executive Officer will notify the Learner of the reason for the action.

- A verbal warning will be given to the Learner and documented on the Learner's individual file.
- Where the behaviour continues after the verbal warning, the Chief Executive Officer will counsel the Learner and a written warning will be provided to the Learner. A copy of this written warning will be kept on the Learner's file.
- Where disciplinary action is the result of collusion, plagiarism, cheating or a breach of assessment guidelines, in addition to the above, the Learner will be requested to resubmit their work.
- In the event that the behaviour continues beyond the written warning, the Learner will be removed from the training program. Notification of the Learner's removal will be made in writing and a noted copy will be placed on the Learner's individual file.

### **Traineeship**

When disciplinary action is taken, the Chief Executive Officer will notify the Employer and the Learner of the reason for the action.

- A verbal warning will be given to the Learner and documented on the Learner's individual file.
- Where the behaviour continues after the verbal warning, the Chief Executive Officer will counsel the Learner and a written warning will be provided to the Learner and a copy provided to the Employer. A copy of this written warning will be kept on the Learner's file.
- Where disciplinary action is the result of collusion, plagiarism, cheating or a breach of assessment guidelines, in addition to the above, the Learner will be requested to resubmit their work.
- In the event that the behaviour continues beyond the written warning, the Learner will be removed from the training program. Notification of the Learner's removal will be made in writing to the Learner and a copy provided to the Employer and a noted copy will be placed on the Learner's individual file.

If a Learner wishes to express a complaint in relation to the disciplinary action taken, they have the opportunity to follow our complaints procedure.

We expect that our team will maintain a professional and ethical working relationship with all other staff, management, and Learners. Any breach of our disciplinary standards will be discussed with the trainer, ASTC's Student Support Officer and CEO and the appropriate action will be taken.

## RECOGNITION OF OTHER QUALIFICATIONS/ PRIOR LEARNING

### NATIONAL RECOGNITION

We accept and recognise the outcomes of training from any other RTO or body in partnership with an RTO throughout Australia, thereby ensuring acceptance of the qualifications and statements of attainment awarded by all RTOs.

National Recognition requires ASTC to recognise and accept Australian Qualifications Framework (AQF) qualifications conferred by other registered training organisations.

Your previous study will be recognised and automatically credited towards their course where the same or equivalent units of competence have been successfully completed.

#### Procedure:

- Complete a separate application form for National Recognition available upon request
- Submit the application form AND a certified copy of an appropriate statement of attainment from another RTO.

### RECOGNITION OF PRIOR LEARNING (RPL) POLICY

All of our potential or enrolled Learners are provided with full recognition of their current skills and knowledge. We promote acknowledgement of 'non-traditional' forms of learning as valid pathways for recognition of competency achievement during the RPL assessment process.

The recognition of prior learning [RPL] process conducted by us is an assessment process, which provides acknowledgement of all skills and knowledge gained through life experiences, work experience, previous training, and formal education.

Our RPL process examines the evidence within the following key principles:

- Adopting a focus on the competencies held, rather than on how, when or where the learning occurred.
- Demonstrated commitment to recognising the prior learning of adults.
- Providing access to the RPL process for all potential Learners of course.
- Undertaking RPL processes which are fair to all those involved.
- Providing adequate support for all potential RPL applicants.

The RPL assessment process includes the initial provision of information, support and counselling, formal application, assessment, post-assessment guidance and certification for course Learners.

All Learners are offered RPL at time of the pre-enrolment contact and can elect to be considered for RPL by selecting the option available on the enrolment form. The special needs of RPL applicants are recognised by us and we will make all the necessary and reasonable adjustments [taking into account such areas as LL&N] during the RPL assessment process, where appropriate.

A variety of RPL assessment options will be available for potential applicants to identify whether they have achieved standard in the relevant national training program. All assessment mechanisms used are valid, reliable, flexible, and fair and conducted in an ethical manner.

The key objectives of our RPL assessment process are to:

- minimise duplication of learning, training or skill acquisition
- allow the completion of studies in the shortest possible time
- provide clear RPL outcomes and access to further learning/training and career development
- provide quality advice and support to potential and current applicants
- conduct the RPL process only in respect to courses that we are registered to assess
- ensure that only fully qualified consultants are involved in the RPL process
- provide adequate information and support to enable applicants to gather reliable evidence to support their claim for recognition of competencies currently held regardless of how, when or where they were learned
- recognise competencies and modules gained through an RPL process conducted at another registered training organisation via the requirements of recognition of other qualifications
- ensure the RPL applicants of their right of appeal through the formal process
- ensure fees and charges are fair, competitive with the industry standard and are structured to minimise the time and cost to applicants.

***Learners can make an application for Recognition of Prior Learning at any time during the training program.***

**Procedure:**

1. The applicant fills in the application for recognition of prior learning (exemption), as detailed in the RPL application kit.
2. Attached to the application should be:
  - a. Certified copies of the relevant qualifications, transcripts, course outlines and other academic records including the title of the module, duration (hours) of learning, results (marks and grades).
  - b. Evidence of clinical practice, as mentioned above, if exemption is sought.

Applications without presenting the relevant qualifications will not be recognised.

3. ASTC reserves the right to check and identify the original qualifications and academic records. Usually, ASTC’s Student Support Officer will interview the applicant and verify the authenticity of original documents.
4. The module(s) exemption application is finally approved by the CEO and/or the ASTC Board. The following fees apply:

Under a Traineeship:	Nil
Under Smart & Skilled:	Refer to Smart & Skilled Fee Administration Policy
Fee for Service: Payment of administrative application fee charged when unit(s) exemption application is finally approved by the CEO and/or the ASTC Academic Committee and a fee per module approved will apply	\$150
Certificate II, III, IV	\$150
Diploma, Advanced Diploma	\$250

5. The Applicant will be required to “sign off” on the approval of recognition of prior learning or disapproval from the original form will be placed on the applicant’s file and a copy given to the applicant.

An RPL application kit is available upon application and from our website.

## **CREDIT TRANSFER POLICY**

Credit Transfer is available to all Learners enrolling in any of our training programs on our scope of registration.

Credit Transfer – means credit towards a qualification granted to the Learners on the basis of outcomes gained by a Learner through participation in courses or nationally training package qualifications with another Registered Training Provider.

Credit transfer applies when credit can be given for formal learning equivalent to the competency outcomes. This may include credit transfer based on formal learning that is outside the AQF.

We recognise the AQF qualifications and statements of attainment issued by any other RTOs.

Credit Transfer will only be granted for an entire unit of competency, not for individual elements of competency.

The procedure to make a Credit transfer application is as follows:

- Learner completes a separate application form
- Learner submits the application form AND supporting documentary evidence
- the Application and supporting documentation will then be determined by the Training Manager (or delegated assessor)
- the Training Manager (or delegated assessor) compares the evidence against the unit of competency (may ask for interview to clarify some points)
- the Training Manager (or delegated assessor) makes a judgement and records it on the application
- the Training Manager returns application to RTO administration with result
- RTO administration records result against Learner’s name
- RTO administration notifies Learner of result either by email or post to their recorded home address
- Learner may appeal within 30 days of notification. Please refer to Complaints and Appeals Procedure

### **Supporting Documentation**

If your previous study was a program at ASTC, you do not need to submit any supporting documentation. If your previous study was undertaken with another institution, you must submit documentation to support your application. This documentation may include:

- a certified copy of a **Statement of Attainment** for any completed VET studies
- course outlines showing content, learning outcomes and assessment requirements
- an explanation of the grading structure used.

## **Assessment Process**

ASTC will assess all applications for credit transfer for relevance towards the ASTC program and the currency of the learning outcomes:

- **Relevance**

To receive credit for a previously completed course that course must be equivalent in content, learning outcomes and assessment requirements to the course you wish to receive credit for.

- **Currency**

ASTC will assess your previous study for its currency to determine if the body of knowledge and practice has changed significantly. If the course content has changed significantly and the learner has not maintained sustained practice in the field of study, your application may be rejected.

## **The Training Manager**

- compares the evidence against the unit of competency (may ask for interview to clarify some points)
- makes a judgement and records it on the application
- returns application to RTO administration with result

## **RTO Administration**

- records result against your name
- notifies you of the result either by email or post to your recorded home address You may appeal within 30 days of notification.

Please refer to Assessment Appeals a Credit Transfer Application template is available upon request.

## **Fees**

No fees are applied to Credit Transfer



# POLICIES AND PROCEDURES

## PLAGIARISM AND CHEATING POLICY

### How do I ensure my own Academic Integrity?

You can achieve Academic Integrity by honestly submitting work that is your own. Presenting work that fails to acknowledge other people's work within yours can compromise Academic Integrity.

This includes:

- plagiarism
- cheating in an assessment
- copying or submitting whole or parts of computer files as if they are your own (e.g. web pages).

Collusion, plagiarism or cheating in assignments will not be tolerated. Your trainer will advise all Learners of the many different ways to avoid plagiarism.

It is a form of cheating, known as plagiarism, to use another's work without appropriate acknowledgment.

All work produced must acknowledge the sources of ideas presented and cite the original written work which informed it.

Plagiarism may occur in oral, written, or visual presentations. It is the presentation of the work, idea, or creation of another person, without appropriate referencing, as though it is your own.

It is also a disciplinary offence for you to allow your work to be plagiarised by another learner. You are responsible for keeping your work in a secure place.

### Plagiarism covers a variety of inappropriate behaviours, including:

- failure to properly document a source
- copying material from the internet or databases
- collusion between training learners
- purchasing pre-written or on-demand papers from the numerous paper mills and cheat sites

### You must reference the following types of information:

- thoughts, ideas, definitions, or theories
- research and other studies
- statistics
- information from the Internet, including images and media
- designs or works of art
- facts that are not common knowledge

### If you don't reference information in your work, it is assumed that:

- it's your own idea
- it's common knowledge, e.g. you wouldn't need to reference that Bendigo is in Victoria
- it's common knowledge in your field of work, e.g. you must have a forklift licence to drive a forklift.

### **To maintain Academic Integrity:**

- Make sure you understand how to reference your sources.
- Don't leave your assignments around for others to read.
- Make sure you take your discs out of the computers.
- When photocopying or making notes from texts, make sure you record all bibliographic information.
- Make sure your work clearly distinguishes between the ideas of others and your own ideas. If you're not sure how to do this, check with your Trainer about requirements for referencing.

### **Learners must not:**

- submit an assessment completed by another person as their own work
- present as their own work information, text, artwork, graphics or other material taken from any source without referencing
- quote or paraphrase material from a source without referencing

### **Detection of Plagiarism**

The following may be utilised to detect plagiarism:

- Unusual phrasings, noticeable unevenness of style (some very sophisticated sentences followed by some amateurish ones), concepts that seem too sophisticated for the level of the class, unclear or incorrect sources listed in the bibliography, a writing style or diction choice in a particular paper that seems inconsistent with that found in other samples of the Learner's writing
- Enter an unusual phrase or sentence into a standard search engine (e.g., Google, Yahoo) and to locate a match
- Holding a conference with the Learner writer and discuss the paper to determine the Learner's familiarity with his/her own paper and its concepts

### **Disciplinary Action**

Refer Discipline section of this manual.

### **Copyright**

All ASTC team members and learners must observe the following copyright regulations, a copy of which is on display near the photocopier in our Head Office.

A copyright owner is entitled to take legal action against a person who infringes his/her copyright. Unless otherwise permitted by the Copyright Act 1968, unauthorised copying of a work in which copyright subsides may infringe the copyright in that work.

Where making a copy of a work is classed as fair dealing under section 40 of the Copyright Act 1968, making that copy is not an infringement of the copyright in that work.

It is classed as fair dealing to make a copy, for the purpose of research or study, of one or more articles on the same subject matter in a periodical publication or, in the case of any other work, of a reasonable portion of a work.

In the case of a published work that is of not less than 10 pages and is not an artistic work, 10% of the total number of pages, or one chapter, is a reasonable portion.

More extensive copying may constitute fair dealing for the purpose of research or study. To determine whether it does, it is necessary to have regard to the criteria set out in sub-section 40 (2) of the Copyright Act 1968.

A copy of the Copyright Act 1968 is available for viewing upon request to the Student Support Officer.

# COMPLAINTS AND APPEALS POLICY AND PROCEDURES

## Definitions

For the purposes of this document, the following applies:

**Learner(s)** refers to all persons enrolled or seeking to enrol in a course with the Australian Salesmasters Training Co Pty Ltd.

**Complainant** refers to Learners (as defined above) who have lodged a grievance with the Australian Salesmasters Training Co Pty Ltd.

### 1. Overview

Australian Salesmasters Training Co Pty Ltd (ASTC) is committed to providing an effective, efficient, timely, fair and confidential grievance-handling procedure for all Learners. This policy covers both academic and non-academic grievances and appeals.

Academic matters include those matters which relate to learner progress, assessment, course content or awards in a VET course of study.

Non-academic matters include those matters which do not relate to learner progress, assessment, course content or awards in a course and include grievances in relation to personal information that the provider holds in relation to a Learner.

Complainants are entitled to access the grievance procedures regardless of the location of the course at which the grievance has arisen, the Complainant's place of residence or mode of study.

This policy does not replace or modify policies or any other responsibilities that may arise under other policies, statutes, or any other law. Also, the dispute resolution procedures outlined below in this document do not circumscribe an individual's rights to pursue other legal remedies.

The ASTC complaints policy and appeals policy will:

- ensure the principles of natural justice and procedural fairness are adopted at every stage of the complaint and appeal process
- be publicly available
- set out the procedure for making a complaint or requesting an appeal
- ensure complaints and requests for an appeal are acknowledged in writing and finalised as soon as practicable, and
- provide for review by an appropriate party independent of ASTC and the Complainant or Appellant, at the request of the individual making the complaint or appeal, if the processes fail to resolve the complaint or appeal.

### 2. Responsibility

The Compliance Officer is responsible for the implementation of this policy and procedure and ensuring that all staff are fully trained in its operation and Learners and Complainants are made aware of its availability.

### 3. General principles

These principles, which will be adhered to by ASTC, apply to all stages of this grievance procedure:

- The Complainant and any respondent will have the opportunity to present their case at each stage of the procedure.
- The Complainant and any respondent have the option of being accompanied/assisted by a third person (such as a family member, friend or counsellor) if they so desire.
- The Complainant and any respondent will not be discriminated against or victimised.
- At all stages of the process, discussions relating to grievances and appeals will be recorded in writing. Reasons and a full explanation in writing for decisions and actions taken as part of this procedure will be provided to the Complainant and/or any respondent if requested.
- Records of all grievances will be kept for a period of five years to allow parties to the grievance appropriate access to these records. These records will be kept strictly confidential and stored at ASTC, Level 3, 30-40 Harcourt Parade, Rosebery, NSW 2018. Access to these records may be requested by writing to the Office Manager at the aforementioned address.
- A Complainant shall have access to the internal stages of this grievance procedure at no cost. Costs for an external appeal will be shared equally by ASTC and the Complainant.

### 4. Informal Grievance Procedure

Learners are encouraged initially to attempt to resolve a grievance informally by talking directly with the person concerned to resolve the problem. This step is not mandatory, and a Learner may proceed directly to the Formal Grievance Procedure.

### 5. Formal Grievance Procedure

#### 5.1 Stage One

Formal grievances should be submitted in writing on the Formal Grievance Form to the Learner Support Officer at ASTC, PO Box 638, Rosebery, NSW 1445 or by email to [info@astc.edu.au](mailto:info@astc.edu.au). The Complaints Form is located on the ASTC site at <https://www.thesalesmasters.com.au/support/learner-faq/>.

The Complainant is invited to include suggestions about how the grievance might be resolved. The Learner Support Officer will notify the Complainant of receipt of the grievance within 5 working days.

The Learner Support Officer will then investigate the grievance. This may include consultations or a possible meeting with the Complainant and any other relevant party to clarify the issues. After the investigation, the Learner Support Officer will determine the outcome and advise the Complainant in writing of their decision within 10 working days. The Complainant will be advised of their right to access Stage Two of this procedure if they are not satisfied with the outcome of Stage One.

#### 5.2 Stage Two

If the Complainant is not satisfied with the outcome of Stage One, they may lodge an appeal in writing within 20 working days of receiving the written response to the CEO at ASTC, PO Box 638, Rosebery, NSW 1445.

The CEO will notify the Complainant of receipt of the appeal within 5 working days.

The Complainant's appeal will be determined by the CEO, who will conduct all necessary consultations with the Complainant and other relevant persons and make a determination of the appeal. The

Complainant will be advised in writing of the outcome of their appeal, including the reasons for the decision, within 10 working days. The Complainant will be advised of their right to progress to Stage Three of the grievance procedure if they consider the matter unresolved.

### **5.3 Stage Three**

If the Complainant is not satisfied with the outcome of their appeal, then an independent mediator will be sourced by ASTC through the Resolution Institute. Complainants may request that their grievance is referred to the independent mediator by writing to the CEO at ASTC, PO Box 638, Rosebery, NSW 1445.

Costs of such mediation will be shared equally by ASTC and the Complainant. As a guide, the mediator's costs would be \$385 for the first four hours (or part thereof). Subsequent hours would be \$137.50 per hour. It is common for most disputes to be resolved within the initial four-hour allocation.

If the Complainant remains unsatisfied with the outcome of the mediator's decision, then they may contact the Australian Skills Quality Authority (ASQA). For contact details and information, please see <https://www.asqa.gov.au/about/complaints/complaints-about-training-providers>.

ASTC will give due consideration to any recommendations arising from the external review of the grievance within 30 days of receipt of the recommendations.

## **6. Publication**

This Learner Grievance Policy and Procedure (Academic and Non-academic) will be made available to Learners and those seeking to enrol with ASTC through publication on the website (<https://www.thesalesmasters.com.au/>).

## **7. Continuous Improvement**

Any improvement arising from a learner's academic grievance or appeal will be recorded in the Continuous Improvement Register. This register will be revised by the CEO and the Program Co-ordinator (or delegated nominee) at least four times per year and will provide a report to the Board of Directors.

## **8. Record keeping and confidentiality**

Records of all academic grievances handled under this procedure and their outcomes shall be maintained for a period of at least 5 years to allow all parties to the grievance appropriate access to these records upon written request to the Program Co-ordinator (or delegated nominee).

All records relating to complaints will be treated as confidential and will be covered by the Privacy Policy and Procedure.

## **9. Assessment Appeals**

An application for appeal will be considered where a Learner disagrees with an assessment outcome or claims they have been unfairly treated during the assessment process.

Where appropriate, the Learner should first approach the assessor concerned within 30 days of receiving the assessment result, where practicable.

Where the outcome is not satisfactory to the Learner, the Training Learner Support Officer should be contacted in writing (mail/email) by the Learner, setting out:

- the circumstances surrounding the issue
- who was involved
- why an appeal is being lodged

- any evidence, including dates and documentation
- the name of any witnesses who could support the appeal

An Appeal Form is available from ASTC Administration upon request and may be downloaded from our website.

The Training Learner Support Officer will refer the appeal to the Board of Directors, who will further investigate and consider the appeal. This may involve consultations with the appellant, relevant staff and/or subject matter experts. The Learner will be notified in writing of the outcome and the reason for the decision.

If the Learner is not satisfied with the outcome, the appeal will be referred to an independent person, who is agreed to by both parties, and the Learner will have an opportunity to formally present their case.

#### **10. Appeal Third Party Referral**

In the event that the Learner is still unsatisfied with the outcome, they will be informed that they can contact and/or refer the matter to the Australian Skills Quality Authority (ASQA). Please refer to the following website [Complaints about training providers | Australian Skills Quality Authority \(ASQA\)](#) or call ASQA’s enquiry line on 13 38 73.

#### **11. Recording and Documentation of Complaints and Appeals**

Any complaints or appeals, whether formal or informal, and their outcomes must be recorded in the Complaints Register or Appeals Register, respectively. This will allow ASTC to investigate and identify potential primary/root causes of complaints and appeals and take appropriate corrective action to eliminate or mitigate the likelihood of reoccurrence. Information gathered from complaints and appeals will be utilised to review and improve ASTC’s processes and practices to prevent recurrence or mitigate the likelihood of similar issues arising. The outcomes handling process of complaints and Appeals must be documented using the Complaints Form and Appeals Form, respectively.

Any changes made to systems and actions taken as a result of reviewing complaints and appeals to eliminate or mitigate the likelihood of reoccurrence and address the primary/root cause of the complaints or appeals must be recorded and documented in the “For Office Use Only” section of the Complaints or Appeals Register.

Evidence demonstrating how complaints and appeals were dealt with, including any correspondence exchanged and the outcomes (including timeframes), will be retained for reference.

Complaints and appeals will be monitored and reviewed periodically to ensure timeliness, identify systemic issues, and improve ASTC’s operations and services. Feedback from complainants will be actively sought and considered as part of ASTC’s continuous improvement process.

**Reference:** Appeals Form  
 Appeals Register  
 Complaints Form  
 Complaints Register

**Location:** QMS

## **Complaint Smart and Skilled**

A Learner enrolled under a Smart and Skilled funded program may contact the Smart and Skilled customer support centre to seek assistance, ask for advice, make a complaint, or provide feedback.

Learner can lodge the complaint to Smart and Skilled customer support centre or Training Services NSW by calling 1300 772 104, or if you are calling from overseas +61 2 8267 7770. Learner can also lodge a complaint to Smart and Skilled by sending a detail description of the complaint to the following email address [smartandskilled.enquiries@det.nsw.edu.au](mailto:smartandskilled.enquiries@det.nsw.edu.au) or visit one of [Training Services NSW](#) offices.

The Smart and Skilled customer support centre can provide:

- information and advice on your rights
- support with your complaint or dispute, including:
  - a process for progressing any unresolved complaint
  - referrals to other agencies that can help with specific complaints within their scope
  - a mediation service to help you resolve your complaint with the training provider.

### **Who to Contact**

- Issues to do with quality of training, contact the Australian Skills Quality Authority (ASQA)  
Website: <https://www.asqa.gov.au/>
- Smart and Skilled enquiries/complaints  
Phone: 1300 772 104  
Email: [smartandskilled.enquiries@det.nsw.edu.au](mailto:smartandskilled.enquiries@det.nsw.edu.au)
- Consumers specifically asking for a refund or similar should contact NSW Fair Trading  
Phone: 13 32 20, Monday-Friday, 8:30am to 5pm  
Website: <https://www.fairtrading.nsw.gov.au/>

### **Smart and Skilled Complaints and Disputes Handling Process**

Where Training Services NSW receives a complaint, the Learner is asked whether they have raised their concerns with their training provider and whether the provider has responded. If the Learner asks for further assistance, the Training Services NSW officer initially tries to resolve the issue through information and mediation.

The officer contacts the training provider and you to help you to resolve the issue. This is done by mediation – trying to get each party to understand and respect each other's points of view, negotiating over differences and discussing possible solutions.

These discussions may take place through letters, emails, telephone conferences, video conferences or face-to-face meetings. The officer then advises on the most effective solutions to resolve the complaint.

While the officer handling the complaint will do all they can to help resolve the complaint, they cannot guarantee a successful solution for you or the training provider. The officer will inform both you and the training provider when they have done all they can to assist. It's then up to you or the training provider to look for another, more formal process to resolve the dispute. View list of all [Consumer Protection contacts](#).

For more information about complaints procedure please visit [Smart and Skilled - Information for students \(nsw.gov.au\)](https://www.smartandskilled.com.au), [Training Services NSW](https://www.training.nsw.gov.au) website and [Students | Australian Skills Quality Authority \(ASQA\)](https://www.asqa.gov.au).

## LEGISLATIVE REQUIRMENTS

We are subject to a variety of legislation related to training and assessment as well as general business practice.

This legislation governs our obligations as a Registered Training Organisation, our obligations to you as our clients, and relates to the industry that we are conducting training for.

This legislation is continually being updated and all our team are made aware of any changes.

Current legislation is available online at <http://www.austlii.edu.au/> and

Commonwealth	<a href="http://www.comlaw.gov.au">http://www.comlaw.gov.au</a>
Queensland	<a href="http://www.legislation.qld.gov.au/OQPChome.htm">http://www.legislation.qld.gov.au/OQPChome.htm</a>
New South Wales	<a href="http://www.legislation.nsw.gov.au">http://www.legislation.nsw.gov.au</a>
Australian Capital Territory	<a href="http://www.legislation.act.gov.au">http://www.legislation.act.gov.au</a>
South Australia	<a href="http://www.legislation.sa.gov.au">http://www.legislation.sa.gov.au</a>
Western Australia	<a href="https://legislation.wa.gov.au/">https://legislation.wa.gov.au/</a>
Tasmania	<a href="http://www.thelaw.tas.gov.au">http://www.thelaw.tas.gov.au</a>
Northern Territory	<a href="https://legislation.nt.gov.au/">https://legislation.nt.gov.au/</a>

The legislation that particularly effects your participation in Vocational Education and Training includes:

### Commonwealth Legislation:

- Copyright Act 1968
- Human Rights and Equal Opportunity Commission Act 1986
- Disability Standards for Education 2005
- Disability Discrimination Act 1992
- Racial Hatred Act 1995
- Racial Discrimination Act 1975
- Sex Discrimination Act 1984
- Privacy Act 1988
- National Vocational Education and Training Regulator Act 2011

### State Based Legislation:

- Education Act 1990
- Workers' Compensation Act 1987
- Children and Young Persons (Care and Protection) Act 1998 (the Care Act)
- Child Protection (Working with Children) Act 2012

Information on relevant information can also be found on the following websites:

Work Health & Safety	<a href="https://www.nsw.gov.au/nsw-government/projects-and-initiatives/agencies-replaced-workcover-nsw">https://www.nsw.gov.au/nsw-government/projects-and-initiatives/agencies-replaced-workcover-nsw</a>
The Australian Human Rights Commission	<a href="https://humanrights.gov.au/">https://humanrights.gov.au/</a>
NSW Department of Education and Communities	<a href="https://education.nsw.gov.au/">https://education.nsw.gov.au/</a>
Privacy Commissioner	<a href="https://www.ipc.nsw.gov.au/">https://www.ipc.nsw.gov.au/</a>

Legislation that which impacts upon and/ or regulates the Property Services industry include but not limited to:

**Commonwealth Legislation:**

- Competition and Consumer Act 2010
- Corporations Act 2001
- Fair Work Act 2009
- Privacy Act 1988
- Australian Human Rights Commission Act 1986

**State Based Legislation:**

- Anti-Discrimination Act 1977
- Conveyancing Act 1919
- Fair Trading Act 1987
- Property and Stock Agents Acts 2002
- Residential Tenancies Act 2010
- Work Health and Safety Act 2011

**Commonwealth Regulations:**

- Competition and Consumer Regulations 2010
- Corporations Regulations 2001
- Fair Work Regulations 2009
- Privacy Regulation 2013

**State Based Regulations:**

- Anti-Discrimination Regulation 2019
- Conveyancing (General) Regulation 2018
- Conveyancing (Sale of Land) Regulation 2022
- Fair Trading Regulation 2019
- Property and Stock Agents Regulation 2022
- Residential Tenancies Regulation 2019
- Work Health and Safety Regulation 2017



## WORKPLACE HEALTH AND SAFETY POLICY

Work Health and Safety (formerly Occupational Health and Safety) describes ASTC's duty of care to provide a safe and healthy working environment for all employees, and the employee's duty of care to take reasonable care for the health and safety of others within the workplace. This includes the provision of:

- a workplace that is safe to work in, with working procedures that are safe to use,
- adequate team training including topics such as safe work procedures,
- properly maintained facilities and equipment,
- a clean and suitably designed workplace with the safe storage of goods such as chemicals.

The following procedures and standards must be observed to achieve a safe working and learning environment:

- Maintain a safe, clean, and efficient, working environment,
- Implement procedures and practices, in a variety of situation, in accordance with State and Local Government Health regulations,
- Store and dispose of waste according to health regulations,
- Clean walls, floor and working surfaces to meet health and safety standards without causing damage,
- Check all equipment for maintenance requirements,
- Refer equipment for repair as required,
- Store equipment safely,
- Identify fire hazards and take precautions to prevent fire,
- Safe lifting and carrying techniques maintained,
- Ensure Learner safety at all times,
- Ensure procedures for operator safety are followed at all times,
- All unsafe situations recognised and reported,
- Display first aid and safety procedures for all team and Learners to see,
- Promote an environment that is drug and alcohol free,
- Report any identified Work Health and Safety hazard to the appropriate team member as required. Fact sheets may be obtained at: <https://www.safework.nsw.gov.au/>

## HARASSMENT AND ANTI-DISCRIMINATION POLICY

ASTC strictly adheres to the Anti-Discrimination and Equal Employment Opportunity, as set out in the Legislation. Copies of the Legislation are available on the Internet and from the Administration Office.

ASTC has a legal obligation to ensure that no member of its team or a Learner is discriminated upon on the grounds of race (colour, ethnic origin, or nationality), gender, age, disability, marital status or sexual orientation. Harassment on the grounds of race or sex will not be tolerated and may lead to disciplinary action.

At ASTC, everyone, regardless of whether they are a Learner, trainer, administration, or support team, is entitled to expect the same rights. These rights are listed below:

- The right to learn, teach or carry out their duties
- The right to be treated with respect and treated fairly
- The right to be safe in the workplace emotionally and physically
- The right to have all reports of harassment and discrimination to be treated seriously, impartially, and sensitively. Harassment and discrimination, including victimisation and bullying, is unwelcome, uninvited, and unacceptable behaviour that will not be tolerated.
- The right to inform management of any harassment or discrimination. Management has the responsibility to take immediate and appropriate action to address it.
- The right to when dealing with all complaints, the rights of all individuals should be respected, and confidentiality maintained.
- The right to whenever possible, all complaints should be resolved by a process of discussion, cooperation, and conciliation.
- Both the person making the complaint, and the person against whom the complaint has been made, has the right to receive information, support, and assistance in resolving the issue.

### Learners have the responsibility to:

- allow others to learn
- make ASTC safe by not threatening, bullying or hurting others in any way
- make the classroom safe by obeying instructions
- make ASTC safe by not bringing illegal substances or weapons into ASTC
- not steal, damage or destroy the goods of others

### Team and Learners should be aware of the following definitions:

**'Bullying'** - is an unwelcomed and offensive behaviour that intimidates, humiliates and/or undermines a person or group. Bullying involves a persistent pattern of behaviour over a period of time and may include verbal abuse, physical assault, unjustified criticism, sarcasm, insult, spreading false or malicious rumours about someone, isolating or ignoring a person, putting people under unnecessary pressure with overwork or impossible deadlines, and sabotaging someone's work or their ability to do their job by not providing them with vital information and resources.

**'Confidentiality'** - refers to information kept in trust and divulged only to those who need to know.

**'Discrimination'** - is treating someone unfairly or unequally simply because they belong to a group or category of people. Equal opportunity laws prohibit discrimination on the grounds of sex, marital status, pregnancy, family responsibility, family status, race, religious beliefs, political conviction, gender history, impairment, age, or sexual orientation. Victimisation is also treated as another ground of discrimination.

**'Harassment'** - is any unwelcomed and uninvited comment or action that results in a person being intimidated, offended, humiliated, or embarrassed. Equal opportunity laws prohibit harassment on the grounds of sex and race.

**'Personnel'** - refers to all employees of ASTC.

**'Racial Harassment'** - occurs when a person is threatened, abused, insulted, or taunted in relation to their race, descent or nationality, colour, language or ethnic origin, or a racial characteristic. It may include derogatory remarks, innuendo and slur, intolerance, mimicry, or mockery, displays of material prejudicial to a particular race, racial jokes, allocating least favourable jobs or singling out for unfair treatment.

**'Sexual Harassment'** - is any verbal or physical sexual conduct that is unwelcomed and uninvited. It may include kissing, embracing, patting, pinching, touching, leering or gestures, questions about a person's private or sexual life, requests for sexual favours, smutty jokes, phone calls, emails, facsimiles or messages, offensive noises or displays of sexually graphic or suggestive material.

**'Victimisation'** - includes any unfavourable treatment of a person as a result of their involvement in an equal opportunity complaint. Unfavourable treatment could include adverse changes to the work environment, denial of access to resources or work.

### **Specific principles**

- All team members and Learners have a right to work in an environment free of any form of harassment and discrimination,
- All reports of harassment and discrimination will be treated seriously, impartially, and sensitively. Harassment and discrimination, including victimisation and bullying, is unwelcomed, uninvited and unacceptable behaviour that will not be tolerated,
- When management is informed of any harassment or discrimination it has the responsibility to take immediate and appropriate action to address it,
- In dealing with all complaints, the rights of all individuals should be respected, and confidentiality maintained,
- Whenever possible, all complaints should be resolved by a process of discussion, cooperation, and conciliation. The aim is to achieve an acceptable outcome while minimising any potential damage to our organisation,
- Both the person making the complaint, and the person against whom the complaint has been made, will receive information, support, and assistance in resolving the issue,
- Victimisation is unacceptable and will not be tolerated. No person making a complaint, or assisting in the investigation of a complaint, should be victimised,
- Harassment or discrimination should not be confused with legitimate comment and advice (including feedback) given appropriately by management or trainers,
- Team members and Learners should not make any frivolous or malicious complaints. All team and Learners are expected to participate in the complaint resolution process in good faith.

Further information may be gained by accessing the publications located on the Communities and Justice NSW website:

<https://www.justice.nsw.gov.au/publications-research>

## PRIVACY POLICY

ASTC takes the privacy of our Learners very seriously and will comply with all legislative requirements.

These include the Privacy Act 1988 and Australian Privacy Principles.

If your learning is a traineeship your enrolment form provides for Learners to give permission for us to discuss your progress with your employer

In some cases, we will be required by law or required by the AQF standards to make Learner information available to others. In all other cases we ensure that we will seek the written permission of the Learner.

### 13 Australian Privacy Principles

1. open and transparent management of personal information
2. anonymity and pseudonymity
3. collection of solicited personal information
4. dealing with unsolicited personal information
5. notification of the collection of personal information
6. use or disclosure of personal information
7. direct marketing
8. cross-border disclosure of personal information
9. adoption, use or disclosure of government related identifiers
10. quality of personal information
11. security of personal information
12. access to personal information
13. correction of personal information



More information about the Australian Privacy Principles can be found at:

<https://www.oaic.gov.au/privacy/australian-privacy-principles/>

## GOVERNMENT FUNDED TRAINING POLICY

ASTC delivers government funded training programs and we will ensure that we comply with the guidelines and policies issued by the relevant Commonwealth, State or Territory regulator and/or funder responsible for these programs.

These guidelines and policies define our obligations to comply with requirements for funding of the relevant nationally accredited funded programs, including our reporting and other obligations.

## **WORKING WITH CHILDREN POLICY**

As we accept people under the age of 18 in our training programs, we comply with all Federal and State Working with Children legislation such as the NSW Advocate for Children and Young People Act 2014. A list of all relevant legislation is available at <https://aifs.gov.au/>

Further information on the Working with Children's Check is available from our Compliance Manager.

This effectively means, that all staff who come in contact with people under the age of 18, such as trainers, must be cleared as not being a risk to the health and safety of minors.

This is done through a submission to the appropriate government agency such as <https://ocg.nsw.gov.au/>, and until the response is received, we cannot allow the person being reviewed to conduct or interact with the minors unsupervised.

## **FEES AND REFUND POLICY**

### **Fee Paying Learners**

ASTC does not accept payment of no more than \$1000 from each individual student prior to the commencement of the course. Following course commencement, ASTC may require payment of additional fees in advance from the student but only such that at any given time, the total amount required to be paid, which is attributable to tuition or other services yet to be delivered to the student, does not exceed **\$1,500**.

Please refer below for information regarding fees and fee invoicing.

A pro rata refund will be paid if ASTC defaults on the occurrence:

- a course stops being provided after it starts and before it is completed or
- if a course is not provided fully to the Learner because ASTC has had a sanction imposed by either ASQA or DEEWR.

We will provide all Learners with a statement that explains how the refund amount has been calculated if requested.

### **Cancellation and Refund Policy**

Students are advised of all applicable fees prior to enrolling in a course. Students will be issued an official receipt upon payment of fees. Students should retain this receipt.

Students should always check their enrolment and ensure they have enrolled in the correct course. If you are unsure of the course to enrol in, you should check this immediately with the Australian Salesmasters Training Co (ASTC). If you participate in and/or complete an incorrect course without checking with ASTC, no refund will be applicable. Exemptions from this will be at the sole discretion of ASTC Management.

### **Face-to-face training programs**

1. There are no refunds for cancellations less than 24 hours\* prior to commencement of the training. If you would like to transfer to another course with less than 24 hours\* notice, you will be required to pay an administration fee of 50% of the course fee.
2. For cancellations less than fourteen (14) days but more than 24 hours\* prior to the commencement of the training, there will be no refunds. The student is entitled to:
  - Transfer the course fee to another course.

3. For cancellations more than fourteen (14) days prior to the commencement of the training, the student is entitled to:
  - Transfer the course fee to another course. If the student then cancels this transferred course, no refund will apply; or
  - Request a refund. If a refund is requested, ASTC will retain a 20% administration fee of the course price.
4. If a course is cancelled by ASTC, the student is entitled to:
  - Transfer the course fee to another course; or
  - Receive a full refund of the course fee.

\* If your courses commence on a Monday, you will be required to notify ASTC on the Friday prior to the course due to ASTC's operational times.

### **Distance Education/Correspondence training programs**

- No refunds will apply after the course materials have been dispatched.

### **Online courses**

- Once you have received access to your online learning portal, no refund will apply.

ASTC reserves the right to cancel or postpone courses due to unforeseen circumstances and/or if minimum numbers of enrolments are not reached. Students will be offered a full refund for any course fee paid for the cancelled course or have their course fee credited towards another ASTC course.

### **Traineeship... New Entrants**

ASTC does not charge any fees in advance of the commencement of training. A training employer will receive an invoice in the sixth month of commencement of training with regard to traineeship delivery.

If a Learner withdraws from a course at any time after the commencement date of the course, **No Refund** will be made.

### **Traineeship... Existing Workers**

A training employer will receive an invoice on completion of the course.

A refund will be paid if ASTC defaults on the occurrence:

- a course stops being provided after it starts and before it is completed, or
- if a course is not provided fully to the Learner because ASTC has had a sanction imposed by either ASQA or DEEWR under either and/or the AQF.

We will provide all training employers with a statement that explains how the refund amount has been calculated.

## **Smart and Skilled**

Smart and Skilled student fees are set for the whole qualification, rather than year-by-year, regardless of how long it takes to complete your qualification. Your student fee covers the cost of all training and assessment.

Under Smart and Skilled, students contribute towards the cost of their training through the payment of a student fee and the balance is paid as a subsidy from the government.

The Schedule of Fees for each qualification on the NSW Skills List can be accessed at [http://www.training.nsw.gov.au/smartandskilled/prices\\_fees.html](http://www.training.nsw.gov.au/smartandskilled/prices_fees.html)

ASTC must charge the student the relevant fee set by the NSW Government.

ASTC will confirm what the Student Fee is once we have entered your data into the Smart and Skilled Provider Calculator.

Should a Smart and Skilled learner wish to withdraw prior to course commencement (the 'cut-off date') they will receive a full refund for any payment they have already made.

Should a Smart and Skilled learner withdraw after the course has commenced the fees paid will be calculated pro rata and any refund owing will be refunded.

Further information may be accessed on our website:

<https://www.thesalesmasters.com.au/funding/smart-skilled/>

**OR**

From the NSW Smart and Skilled website: <https://smartandskilled.nsw.gov.au/for-students/how-much-will-your-course-cost>

## **Fee Base**

Training and assessment fees for both fee paying and government funded are calculated in accordance with the Commonwealth and/ or State Government incentives which may vary and change from time to time depending on government policy. Additional information can be found on:

- <https://www.training.com.au/>
- <https://www.aapathways.com.au/>
- <https://www.studyassist.gov.au/>
- [http://www.training.nsw.gov.au/smartandskilled/prices\\_fees.html](http://www.training.nsw.gov.au/smartandskilled/prices_fees.html)

Further information may be obtained by contacting the ASTC Administration team on 138 300 or the "CONTACT US" located in the top right tab on our web-homepage.

<https://www.thesalesmasters.com.au>

### **Issue of Testamur (Qualification)**

- a. Testamurs are system generated protected documents, produced to an authorised template including AQF certification documentation and is issued to a learner. Amendments or the addition or deletion of details from a testamur is not allowed except where demonstrably incorrect information is presented on the document.
- b. Testamurs will be produced and issued within **30 days** of the learner being assessed as meeting the requirements of the training product if the training program in which the learner is enrolled is complete, and providing all agreed fees the learner owes to the RTO have been paid.
- c. Multiple copies will not be provided. Replacements will only be made available where the original has been permanently lost, damaged, or destroyed. Any replacement testamur will be issued in the format current at the time of replacement or reissue and will state the current date of printing as well as the original date of conferral. As a consequence, signatories to the replacement testamur may be different from those on the original testamur.

If ASTC has closed, or you have lost your original copy, ASQA may be able to provide a replacement.

Before you apply for a copy of your student records, please be aware that:

- Since July 2011, all registered training organisations (RTOs) that close are required to provide ASQA with a record of all qualifications and statements of attainment issued to students
- Some state and territory regulators opening before July 2011 did not collect records from closed providers, so ASQA may not have these records
- If ASQA holds your provider's records-but not a record of your qualification or statement of attainment-ASQA can provide you with a letter, which includes a verified record of your assessment results. You may then use this record to apply to an RTO for an assessment of your eligibility to receive a statement of attainment or a qualification
- There is a **\$60** fee for the return of your records

### **ASQA-Issued Certificates and Statements of Attainment**

In exceptional circumstances, ASQA may issue a vocational education and training (VET) qualification or statement of attainment to a current or former VET student.

Exceptional circumstances may include when a former student has changed their identity because of witness protection or fleeing domestic violence. A statutory declaration regarding exceptional circumstances will be required.

ASQA will only issue a certificate or statement of attainment if satisfied you have successfully completed the qualification's requirements or units of competency. For more information, please visit: <https://www.asqa.gov.au/>

The following fees may be applied:

Training and assessment	Under a traineeship - up to \$4,000 (incl. GST)
	Fee for service – up to \$4,000 (incl. GST)
	#Fee per unit (traineeship/fee for service) \$165 (incl. GST)

# refer fee invoicing below

Cancelled Visit Fee	Under a traineeship	Nil
	Fee for service: Charged when a learner cancels or is not present at a scheduled visit and has not provided more than 24 hours notice of cancellation.	\$75.00
Learning Material Replacement Fee	Under a traineeship	Nil
	Fee for service: Charged when training learner requests replacement of learning material which has already been issued or provided.	Not Ascertainable*
Recognition of Prior Learning	Under a traineeship Smart & Skilled	Nil
	Fee for service: Payment of administrative application fee	\$100
	Charged when unit(s) exemption application is finally approved by the CEO and/or the ASTC Validation Panel and a fee per module approved will apply: - Certificate II, III, IV - Diploma, Advanced Diploma	\$150 \$250
Reassessment of a unit of competency	Under a traineeship	Nil
	Fee for service: Charged when a training learner submits a unit of competency for reassessment which has previously been assessed as Not yet Competent on 2 prior occasions.	\$125.00
Re-Issue of Qualification	Under a traineeship	Nil
	Fee for service: Charged when a training learner requests the reissue of a qualification which has already been issued or provided.  Charged for urgent (within 24 hours of request) reissue of a Statement of Attainment which has already been issued or provided	\$35.00 \$50.00
Re-Issue of Statement of Attainment	Under a traineeship	Nil
	Fee for service: Charged when a training learner requests the reissue of a Statement of Attainment which has already been issued or provided.  Charged for urgent (within 24 hours of request) reissue of a Statement of Attainment which has already been issued or provided.	\$35.00 \$50.00

\* Items marked as “Not Ascertainable” are regarded as such due to the significant variations in place for individual training learners and individual enrolments. For those items marked as “Not Ascertainable” the training learner may request a written quote prior to the provision of the services and will not be held liable for these services until they receive a written quote.

### **Fee Invoicing**

Fees will be invoiced at:

- i. the expiration of three (3) months from the date the training plan has been finalised for those units completed, and
- ii. the balance of fees upon the expiration of fourteen days from the date of completion or
- iii. fees for units completed prior to withdrawal, cancellation or transfer excluding (i) above

## LEARNER TRAINING RECORDS POLICY

We are committed to maintaining and safeguarding the accuracy, integrity, and currency of our records without jeopardising the confidentiality of the records or our Learner's privacy. Individual Learner training records will be stored in a locked secure office area. Our electronic records are stored in "VETtrak" and are protected by password access. We further protect our records by maintaining up to date virus, firewall and spyware protection software.

The Compliance Officer will undertake a validation of the training records of approximately 10% of registered trainees and report the accuracy to the CEO.

The ASTC Compliance Officer is responsible to conducting a weekly back up of our computer systems to a password protected external hard drive. This backup is then taken offsite.

Our software and hardcopy systems will retain Learner results for a period of not less than 30 years.

In the event that we cease to operate as an RTO we will transfer all records to ASQA in appropriate format and detail as specified by ASQA at the time of ceasing RTO operations.

All other records including, training records, taxation records, business and commercial records will be retained for a period of at least seven years.

Should we be required to submit statistical data on our Learners in the future (AVETMISS), we will use the features inside our VETtrak software program.

We will ensure that any confidential information acquired by us, individuals or committees or organisations acting upon our behalf is safeguarded.

Access to individual Learner training records will be limited to those required by the AQF such as:

- trainers and assessors to access and update the records of the Learners whom they are working with,
- management team as required to ensure the smooth and efficient operation of the business,
- Officers from a Commonwealth, State or Territory body responsible for regulating and/or funding of traineeships, ASQA, or their representatives for activities required under the Standards for Registered Training Organisations,
- Employer if the Learner is a trainee

Or those required by law such as:

- People as are permitted by law to access these records (e.g. subpoena/ search warrants/ social service benefits / evidence act). Or
- Learners authorising releases of specific information to third parties in writing,
- The Learner themselves, after making application in writing. For example, Learners seeking a replacement Qualification or Statement of Attainment.

*Reference:* Participants Record Request Form

At any time, you may access your records of participation and progress. This can be ascertained in the following ways:

- You are able to ring ASTC on Ph: 138 300 and receive a copy of completed competencies which will be emailed to you within 2 working days.
- Written request to ASTC
- Refer to your Training Plan

*Reference:* Testamur Reissue Application Form

## ACCESS AND EQUITY POLICY

We are committed to ensuring that we offer training opportunities to all people on an equal and fair basis, including women where under-represented, people with disabilities, people from non-English speaking backgrounds, Indigenous Australians, and rural and remote Learners.

All Learners have equal access to our training programs irrespective of their gender, culture, linguistic background, race, socioeconomic background, disability, age, marital status, pregnancy, sexual orientation or carer's responsibilities.

All Learners who met the entry requirements [if applicable] as prescribed by the appropriate National Training Package will be accepted into any program within our scope of registration.

Some examples of our support include:

- We are able to offer Language and Literacy support to Learners who have difficulty with written or spoken English
- Equally so, we are able to support Learners with numeracy issues.
- As the qualifications are largely self-paced, we are able to accommodate the unique needs of expectant or new parents or Learners with other carer's responsibilities
- The ability to modify learning and assessment tasks to accommodate the unique cultural or personal needs of Learners

The principles of Access and Equity are covered at our Learner induction and regularly reviewed to ensure the correct interpretation and application.

Where our training programs have a limited number of available places, these will be filled in order of completed enrolment applications.

Any issues or questions regarding access and equity can be directed to ASTC's Student Support Officer.

## TRAINING AND ASSESSMENT STANDARDS

All training and assessments conducted by us will be by trainers and assessors who:

- a. have the necessary training and assessment competencies as determined by the National Skills Council or its successors, and
- b. have the relevant vocational competencies at least to the level being delivered or assessed, and
- c. can demonstrate current industry skills directly relevant to the training/assessment being undertaken and
- d. continue to develop their VET knowledge and skills as well as their industry currency and trainer/assessor competence

Assessment will meet all of the National Assessment Principles (including Recognition for Prior Learning and Credit Transfer). Adequate facilities, equipment and training materials will be utilised to ensure the training environment is conducive to the success of Learners.

All of our assessments within our RTO will lead to the issuing of a statement of attainment or to the issuing of a qualification under the AQF where a person is assessed as competent against the National Endorsed units of competency in the applicable training package.

All of our Assessments will be:

- **Valid** - Assessment methods will be valid, that is, they will assess what they claim to assess,
- **Reliable** - Assessment procedures must be reliable, that is, they must result in consistent interpretation of evidence from the Learner and from context to context,
- **Fair** - Assessment procedures will be fair, so as not disadvantage any Learners. Assessment procedures will:
  - be equitable, culturally, and linguistically appropriate,
  - involve procedures in which criteria for judging performance are made clear to all Learners,
  - employ a participatory approach,
  - provide for Learners to undertake assessments at appropriate times and where required in appropriate locations.
- **Flexible** - Assessment procedures will be flexible, that is, they should involve a variety of methods that depend on the circumstances surrounding the assessment,

We will achieve this through:

- careful design of the assessments,
- validation and moderation of the assessment materials conducted in our annual review,
- an understanding of the definition and practical application of the above definitions.

Assessments for qualifications are competency based, meaning you are assessed against the unit of competency & requirements.

## TRAINING PACKAGES

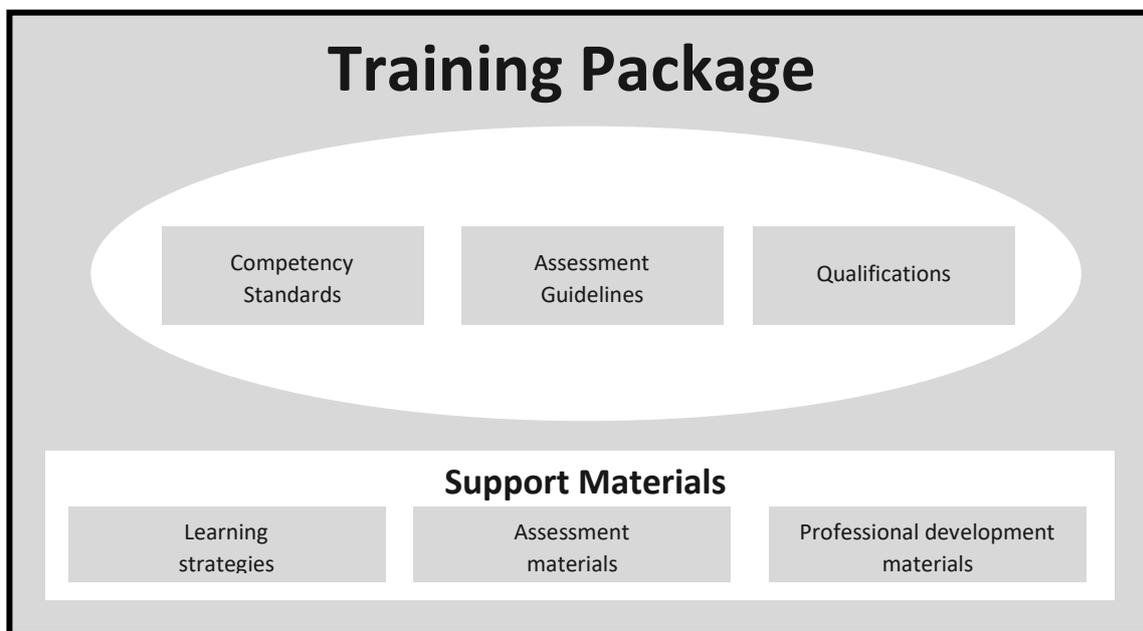
The term 'Training Package' may be confusing. Most people think of a Training Package as something they pick off a shelf and use in their training. It is not!

Under the Australian National Training System, a Training Package is something different and quite specific. The Property Services Training Package is one of many industries Training Packages to be nationally endorsed by the Australian National Training Authority (ANTA).

Standards for Training Packages ensure Training Packages are of high quality and meet the workforce development needs of industry, enterprises, and individuals. The Standards apply to the design and development of Training Packages by Industry Skills Councils (ISCs), which are then endorsed by the National Skills Standards Council (NSSC). The Standards are developed by the NSSC, for endorsement by Commonwealth and State/Territory Ministers.

A Training Packages consists of:

- endorsed components and
- support materials



### Endorsed Components

These are competency standards, assessment guidelines and packaging rules for national industry qualifications.

### **Competency Standards**

Competency standards are statements describing the skills or knowledge required to undertake the work involved in being a competent employee within your chosen industry. They are organised according to industry functions which are performed by, for example a salesperson selling products/ services.

Not only do they describe the skills and knowledge, but also the standard of performance required to be competent.

Industry practitioners, within input from industry relevant Institutes and regulators, decided what went into the competency standards.

## **Assessment guidelines**

Assessment Guidelines provide the endorsed framework for assessment of the units of competency for programs delivered pursuant to a Training Package. The Guidelines are designed to ensure that assessment activities are consistent with the Australian Quality Framework Standards for Registered Training Organisations and that the assessment processes and outcomes are valid, reliable, flexible, and fair. Assessments against the competency standards in the Training Package must be carried out in accordance with these endorsed guidelines.

## **Qualifications**

Qualifications on the NSW skills list are eligible for government subsidy under NSW Smart and Skilled.

The NSW Skills List includes a range of vocational qualifications to support the diverse skills needs of NSW employers.

Training Services NSW develops the NSW Skills list in consultation with industry, training providers and the community.

The Skills List covers all industry sectors in NSW and includes qualifications up to Advanced Diploma.

The Skills List enables people to make more informed choices about their training, so they can get the skills they need to get a job, advance their career, or continue onto further study.

## **Support Materials**

### **DELIVERY STRATEGY**

Trainings will be provided for delivery in a variety of modes, including:

- Self-paced delivery
- Classroom delivery
- Workplace experience
- Simulated workplace delivery

Delivery strategies should be selected to reflect the nature of the learning outcomes and to meet the needs of the Learner. The learning environment, activities, case studies, learning materials and assessment should simulate workplace situations.

The length of time required for delivery may vary depending on factors such as the knowledge and skills of the Learner on entry and whether the delivery of the unit has been integrated with other units.

Integration of learning outcomes for delivery may occur within units and between units. Learning outcomes may be integrated for the whole unit and / or for several units.

### **RESOURCE REQUIREMENTS**

ASTC will ensure the following is available where applicable:

- Learner's workbook
- Facilitator's Guide
- PowerPoint
- Whiteboard
- Whiteboard markers
- Computer/ projector
- Handouts

The Learner should have access to:

- An environment appropriate to the assessment task, that is either on job or simulated environment
- Relevant documentation, such as:
  - work policy and procedures manual
  - legislation and statutory requirements (if any)
  - a range of projects with different requirements
- Access to a range of projects with different requirements
- Access to a project management team

In order to be valid and reliable, a simulated work environment must closely resemble what occurs in a real work environment. The simulated work environment should involve a range of activities that reflect real work experience. For an outline of factors that would indicate an appropriate simulated work environment, refer to the Assessment Guideline within the relevant Training Package.

### **PATHWAY TO COMPETENCE**

The most important thing to remember about a Training Package is that the competency standards act as the benchmarks.

In order to receive a qualification, you must demonstrate that they can do the things described in the competency standards and apply the knowledge listed in the competency standards.

Training may not always play a part. For example, if you can already do something competently, why be trained to do it again? If you can prove that you can do it, you can receive credit for that unit of competency.

Somebody else, however, might need to undergo training or practice in the workplace before they are able to demonstrate that they can do the same thing.



# ASSESSMENT PROCESSES

## OVERVIEW OF THE ASSESSMENT PROCESS

The competency-based assessment approach focuses on the development of competencies through workplace-based activities in addition to structured or unstructured training and learning. The assessment recognises the application of skills, knowledge, and attitudes under workplace conditions to achieve the outcome specified in the competency standards. This means that individuals can have their competencies assessed and recognised regardless of whether or not the competencies were achieved through recognised formal training or education.

Credentials can be granted on the basis of an assessment of the individual's competency against the endorsed Training Package industry competency standards.

## COMPETENCY-BASED ASSESSMENT

Competency-based assessment is the process of judging evidence of competence submitted by you to determine your current competency against the Training Package industry standards. Assessment decisions are judgments of whether or not the evidence presented is sufficient to demonstrate that you have met these standards.

The assessment process will focus upon how you apply skills, knowledge and attitudes in the workplace (or conditions as close as possible to workplace requirements) to achieve the outcomes described in the standards.

Effective competency standards and assessment provide many benefits to both employers and employees. These benefits include:

- clearer understanding of job roles and responsibilities
- greater consistency in work output
- increased productivity and quality of service
- improved team motivation
- information on current skill base and training needs to assist in developing individual and company training plans

## QUALITY ASSURANCE IN THE ASSESSMENT PROCESS

### Assessor's qualifications

To maintain quality of the assessment process, individual assessors, teams or panels of assessors must:

- have the necessary training and assessment competencies as determined by the National Skills Council or its successors, and
- have the relevant vocational competencies at least to the level being delivered or assessed, and
- can demonstrate current industry skills directly relevant to the training/assessment being undertaken and
- continue to develop their VET knowledge and skills as well as their industry currency and trainer/assessor competence
- be deemed competent in the program (Training Package) units they are assessing

In addition, the individual assessor, team or panel will be directly responsible to ASTC, which has employed them as an assessor. ASTC will itself have quality assurance mechanisms built into our registration processes with the ASQA to ensure the quality of the assessment services we provide.

**Assessment appeal – refer COMPLAINTS AND APPEALS POLICY AND PROCEDURES – Assessment appeals section of this manual.**

### **Evaluation and Audit of Assessment Process**

As part of the registered training provider process, ASTC will evaluate the assessment process to ensure validity, reliability, flexibility, and fairness. The process will be monitored, reviewed, and evaluated to ensure consistency in the interpretation of the evidence, that national competency standards are current, and that the assessment instruments keep pace with the relevant industry trends and requirements.

Feedback from the evaluation sheets of the Learner, assessor, and employer (where applicable) on the assessment process will be used in the evaluation process. It is expected that a full system audit will be conducted at least annually.

### **LEARNER'S GUIDELINES FOR ASSESSMENT PROCESS**

For the assessment to be satisfactory, it is essential that it is a collaborative process between the assessor, employer/supervisor (where applicable) and you.

### **EVIDENCE OF COMPETENCE GATHERED**

Evidence is proof provided by you that you can satisfy the requirements of the performance criteria to the level stipulated by the competency standard. Based on the proof you have provided, which satisfies the standard, the assessor is able to determine competence.

The evidence you provide to the assessor must cover the broad range of skills and knowledge required to satisfy the unit of competency. If you are a Learner, your employer/supervisor may assist you in gathering evidence of your performance to present to the assessor.

Providing evidence is not simply a matter of gathering as much evidence as possible and leaving it to the assessor to sort out. You must provide explanations to demonstrate how the evidence is relevant to the competency and why the specific examples have been included.

Evidence may be:

- direct
- indirect
- supplementary

### **Direct evidence**

Examples of direct evidence might include:

- an assessor attends a workplace and observes a learner interacting with a client
- an assessor attends a workplace and asks a case management learner why they chose particular resources and tools for assessing a client's needs and to evaluate its effectiveness
- an assessor asks a learner how and why they referred a client to a specific organisation
- an assessor asks a learner to explain and show how they have documented observations and reported them to supervisors

## Indirect evidence

Examples of indirect evidence might include:

- a written assessment piece where the learner is responding to specific knowledge questions related to tasks.
- a portfolio of evidence collected during a work placement in which the learner was asked to keep notes of their own work activities, notes of observations, and a project relevant to the workplace.

## Supplementary evidence

Also referred to as third party evidence, supplementary evidence, provides another important means for assessors to make a judgment about the learner's competence. The 'third party' is someone who is not an assessor, but can comment on, or observe the learner's performance. Most commonly it is someone within the workplace.

## **EVIDENCE GATHERING**

Assessors will employ a range of assessment techniques and be wary of over reliance on documentation. Different forms of evidence will enable assessors to build a more complete picture of the learner's skills and knowledge. Forms of evidence that will typically be most suitable for assessment include:

**Direct Observation:** for example, watching how the learner communicates with clients, attends to their needs and deals with problems.

**Competency Conversation:** for example, asking the learner to explain their understanding of person-centred service delivery model and how this is evidenced in their work.

**Workplace Projects:** for example, reviewing examples of products that the learner has generated to assist with the implementation of a policy or procedure.

**Third Party Reports:** for example, reports from supervisors about how the learner has worked as part of a team, undertaken a particular task or project or handled a particular problem.

**Workplace Documents:** for example, rosters and timesheets, minutes of staff meetings, position descriptions.

**Video and Photos:** for example, live video streaming during facilitation of a team meeting or a video of a learner undertaking specific work.

## **ASSESSMENT CRITERIA**

All our assessments will provide for learners to be informed of the context and purpose of the assessment and the assessment process.

This will include information regarding assessment methods, alternative assessment methods if required to accommodate special needs or circumstances, information will also be included at the start of each unit or course as to the assessment processes, number of assessments, and types of assessment of each assessment.

## ASSESSMENT GUIDELINES

These Assessment Guidelines provide the endorsed framework for assessment of the units of competency for programs delivered pursuant to a Training Package. The Guidelines are designed to ensure that assessment activities are consistent with *the Australian Quality Framework Standards for Registered Training Organisations* and that the assessment processes and outcomes are valid, reliable, flexible, and fair. Assessments against the competency standards in the Training Package must be carried out in accordance with these endorsed guidelines.

## ASSESSMENT METHODS

The following process describes ASTC's process for conducting assessments for training programs and can be customised based on the qualification's requirements and learners' needs.

### Assessment tools

The assessment tools are:

- Assessment activities in the workbook (AT1)
- Knowledge test: written/oral questions (AT2)
- Role Play/ Observation(s)/ Workplace projects (AT3)
- Supervisor/ third party or assessor demonstration report (AT4)

### **Assessment tool 1 (AT1): Assessment activities**

Assessment activities are designed to enable assessment against the performance criteria or a group of performance criteria within each element of a unit.

In general, the assessment activities might consist of:

- questions assessing knowledge
- demonstration of skills
- case studies
- practical activities - role plays
- workbook activities

Responses to the assessment activities might be drawn from:

- the theory/information contained in this resource
- additional reading and research
- supplementary materials provided by the trainer/assessor
- practical experience

The Learner should complete the assessment activities as directed by the assessor. This may involve recording responses in the workbook or providing responses in a different format, e.g. in a word-processed document.

## **Assessment tool 2 (AT2): Written/oral questions**

Written/ oral questions are designed to enable assessment of the required knowledge. Where appropriate they may also enable assessment of elements and performance criteria.

As with assessment activities responses might be drawn from:

- the theory/ information contained in this resource
- additional reading and research
- supplementary materials provided by the trainer/assessor
- practical experience

As with assessment activities, the Learner should present responses as directed by the assessor.

The trainer/ assessor will consider each activity in the context of the specific industry sector and/or organisation and make adjustments or contextualise as necessary. Access and equity issues are also to be considered.

## **Assessment tool 3 (AT3):**

### **Role Play(s)**

Role play is a form of experiential learning. Learners take on different roles, assuming a profile of a character or personality, and interact and participate in diverse and complex learning settings.

Role plays function as learning tools for teams and groups or individuals as they "play" online or face to face. They alter the power ratios in teaching and learning relationships between students and educators, as students learn through their explorations and the viewpoints of the character or personality they are articulating in the environment. This student-centred space can enable learner-oriented assessment, where the design of the task is created for active student learning. Students are actively involved in both self and peer assessment and obtain sustainable formative feedback.

### **Workplace Observation(s)**

A workplace observation may be conducted by an assessor at the Learner's workplace or another suitable venue. Appropriate permission must be sought before entering workplaces. This is a further opportunity for candidate to demonstrate competence. It is expected the practical assessment will comprise only those competencies the candidate is still unable to demonstrate knowledge/experience in after documentary review and questioning have been applied.

Where the Learner is not in employment and where this resource is used in face-to-face delivery or distance mode, assessors may use this tool to record any simulated demonstrations they have observed that provide evidence the Learner can perform the tasks associated with the elements, performance criteria, critical aspects for assessment and required skills in an efficient manner.

### **Workplace Project(s)**

Workplace projects require the demonstration of knowledge, critical aspects for assessment and, in some cases, require skills – projects will be theoretical or practical.

Evidence collected in response to the project questions and activities will support the judgement of competence.

#### **Assessment tool 4 (AT4): Supervisor/ third party or assessor demonstration report**

Where the Learner is in employment this report should be completed by the Learner's supervisor, an appropriate third party or the assessor.

The trainer/ assessor will ensure that the supervisor/ third party/ assessor understands that they must confirm they have observed the Learner performing the tasks associated with the elements, performance criteria, critical aspects for assessment and required skills in an efficient manner consistently and over a period of time. The supervisor/ third party/ assessor also needs to record the context in which the Learner was observed and detailed any evidence that has been provided.

#### **Other assessment activities:**

Other assessment activities determined by an assessor could include any of the range of assessment activities listed as examples appropriate for the unit under method of assessment in the unit information section of this Learner guide eg provision of portfolio of evidence.

Staff are available, to discuss and provide limited professional advice as to the outcomes of the assessment process and guidance on future options.

All assessment tasks must consider any language and literacy issues, cultural issues or any other individual needs related to the assessment.

Re-assessment is available on appeal see further details in the appeal process section.

#### **FEEDBACK**

The assessment activities become part of a formative assessment. ASTC and its trainers/assessors have processes in place to provide feedback and reinforcement to Learners as they progress through the activities and assessment processes.

#### **RESULTS**

A Learner is deemed either SATISFACTORY OR NOT YET SATISFACTORY for a unit assessment:

##### **Satisfactory (s)**

After each assessment your Competency Record Book should be completed and signed by you and the assessor. In the case where the assessment occurs over time and on different occasions, you should receive constructive feedback after each occasion from the assessor and your Competency Record Book should be updated.

##### **Not Yet Satisfactory (NYS)**

If you have provided insufficient evidence for the unit of competency, the assessor should explain why the evidence provided does not show that you fully possess the competency against the standards and provide advice on further evidence to be provided. It is up to you to provide further evidence. Further evidence can be in the form of:

- providing additional documents or information
- attending further training or education programs
- further work experience

When you feel you are ready, you can be reassessed. You will not have to do the whole assessment again. You will only be re-assessed in those areas where the assessor requires more evidence. If, after the reassessment, you are deemed 'Satisfactory', the process already outlined above for deemed competent should be followed.

### **How Many Times Can I Apply for Assessment?**

There are no restrictions on the number of times you may seek reassessment. However, if competency is not indicated after the second attempt, you should seek advice from your assessor and employer/supervisor (where applicable) about how to improve your performance.

### **What If I Do Not Agree with The Result?**

There is a process available that allows for a review of your evidence. If you do not agree with the result, you should discuss this first with your assessor and contact should be made with ASTC. ASTC has appeal procedures instituted that you should follow. Please refer to Appeals & Complaints section on our website.

### **How Do I Turn My Assessed Competencies into A Credential?**

When you have been deemed competent in the prescribed set of units for a credential, your assessor will provide ASTC with your assessment results. ASTC will issue all AQF qualifications and statements of attainment within 14 days of the training program completion. The details of the prescribed units for a credential can be obtained from the assessor, ASTC, your training plan or the relevant Training Package (refer training.gov.au)

### **How Do I Know What Training I Have Completed or Have Yet to Complete?**

This can be ascertained in the following ways:

You are able to ring ASTC on Ph: 138 300 or the “Contact Us” located in the top right tab on our web home page ([www.thesalesmasters.com](http://www.thesalesmasters.com)) and receive a copy of completed competencies which will be emailed to you within 2 working days.

- Written request to ASTC
- Refer to your Training Plan

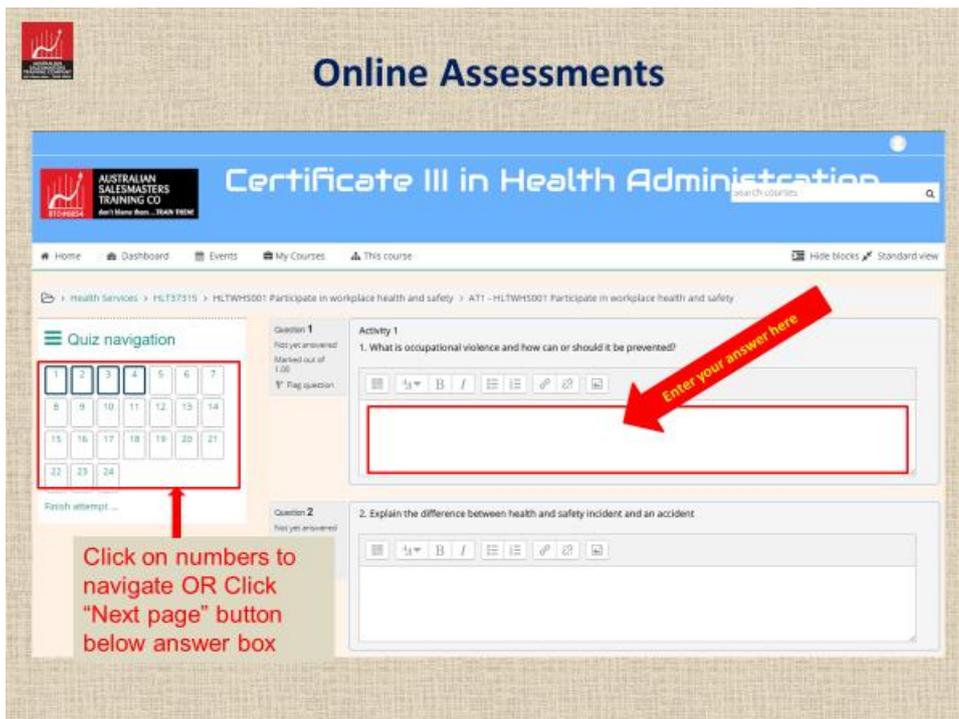
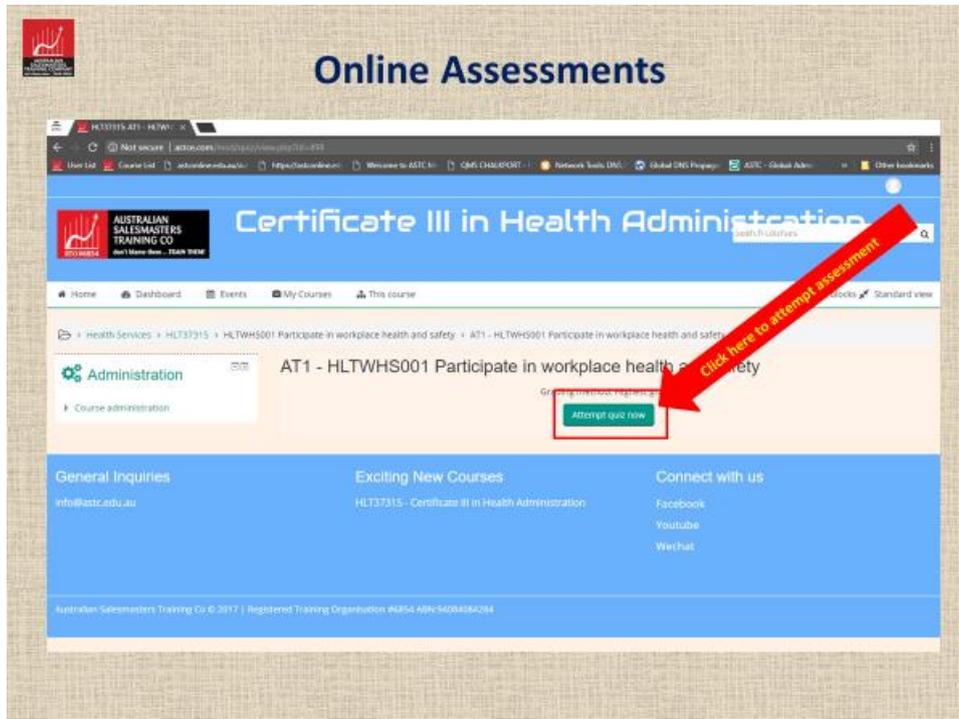
## **HANDING IN ASSESSMENTS**

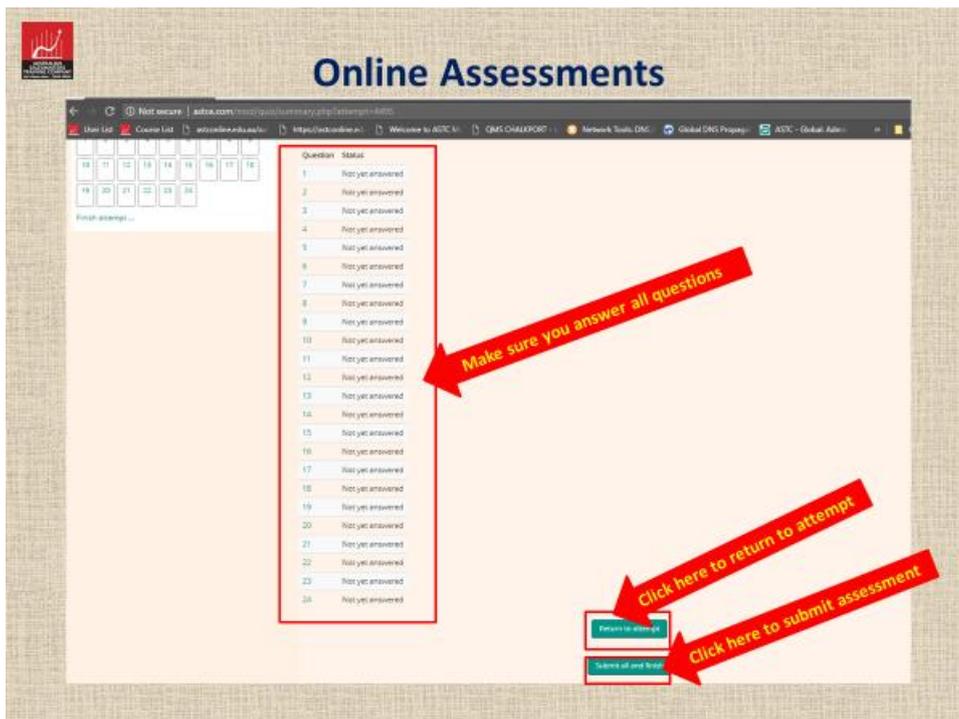
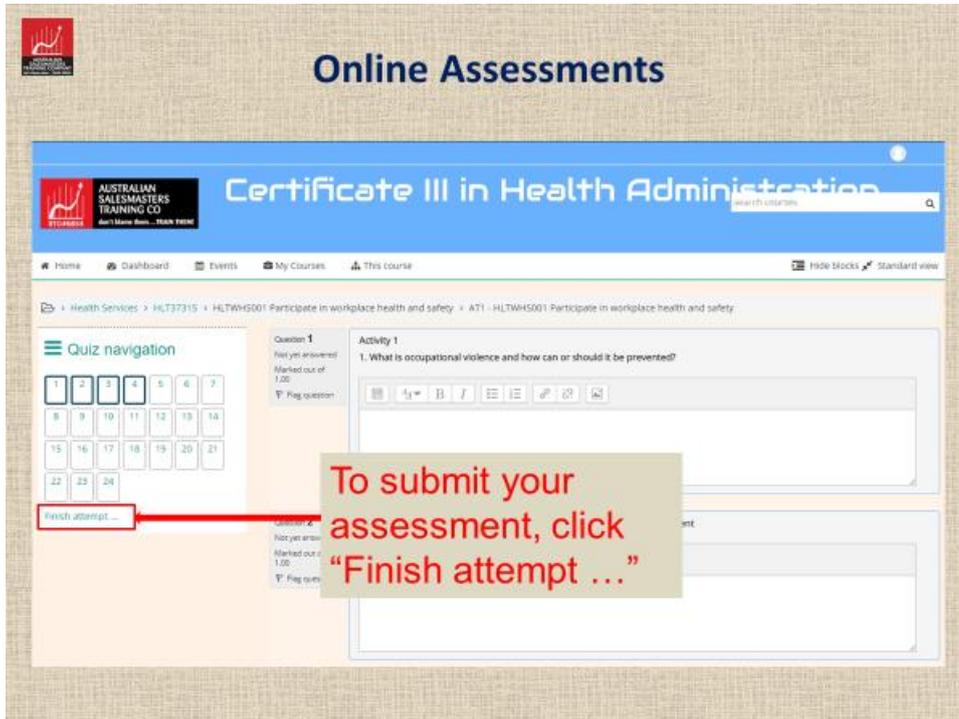
At ASTC we appreciate and respect the amount of time and effort that goes into assessments. These documents are a critical part of gaining a qualification and as such we take extra care of all assessment materials. Be aware however that besides the best of intentions, accidents can and do happen and so Learners should always take extra care to keep copies of all assessments.

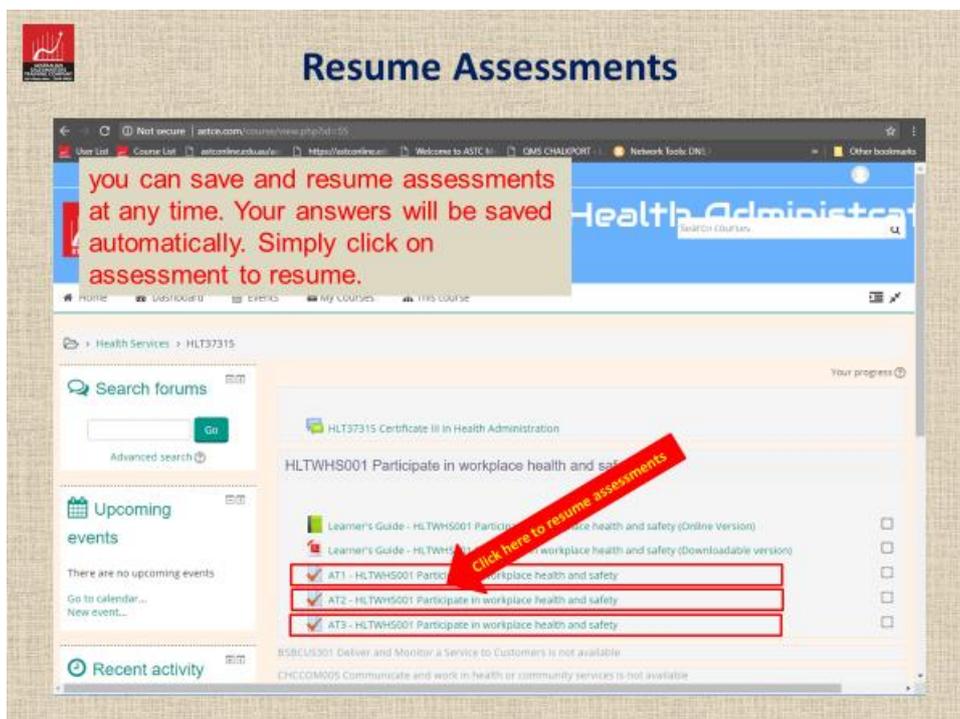
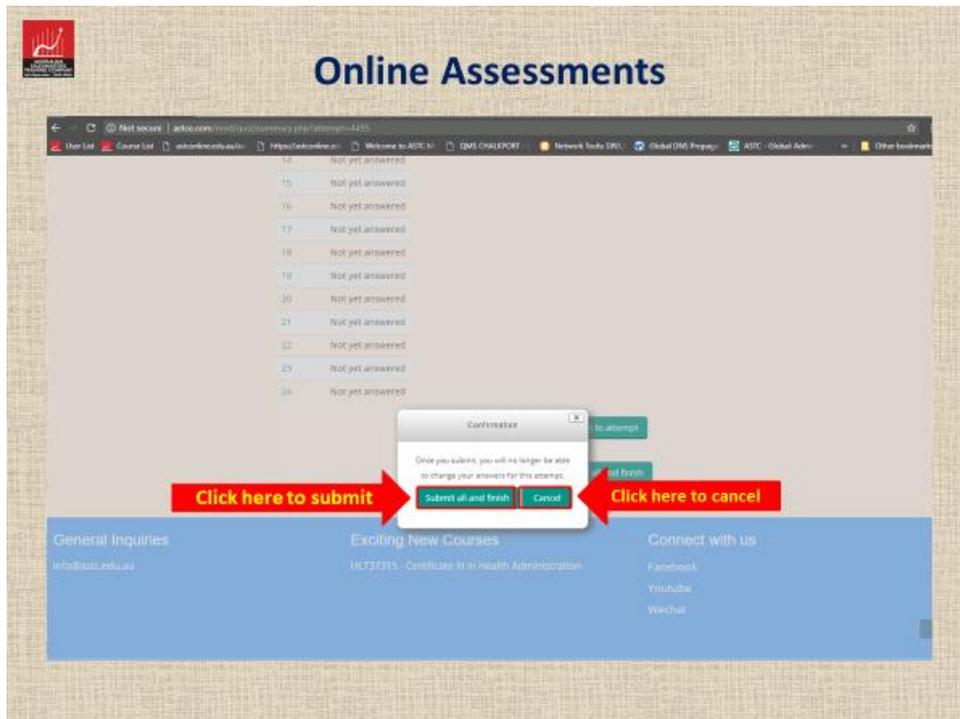
### **Elearning**

Elearning is undertaken via an Online learning portal using Moodle platform, where logging is recorded for every Participant including date of activity and IP Address.

Assessment submission vis our secure Online portal website (<https>) is as follows:









# Assessment Progress



## Certificate III in Health Adminis

Home Dashboard Events

Health Services > HLT37315 (SCH

### Assessment Progress

- 0 Completed
- 1 In progress
- 1 Not Attempted
- 1 Waiting for

Click the link to see the detail

Completed = the number of completed assessment

In progress = the number of assessment in progress

Not Attempted = the number of not yet attempted assessment

Waiting for grade = the number of waiting to be graded assessment

### Search forums

Go

Advanced search

### Upcoming events

- Learner's Guide - HLTWH5001 Participate in workplace health and safety (Online version)
- Learner's Guide - HLTWH5001 Participate in workplace health and safety (PDF version)
- AT1 - HLTWH5001 Participate in workplace health and safety
- AT2 - HLTWH5001 Participate in workplace health and safety
- AT3 - HLTWH5001 Participate in workplace health and safety

## CONTACTS

List of contacts, training package/ assessment resources and national state bodies and sites

<b>Australian Qualifications Framework (AQF)</b>	<a href="https://www.aqf.edu.au/">https://www.aqf.edu.au/</a>
<b>Australian Training Products</b>	<a href="https://australiantrainingproducts.com.au/next/">https://australiantrainingproducts.com.au/next/</a>
<b>Education Services Australia</b>	<a href="https://www.esa.edu.au/">https://www.esa.edu.au/</a>
<b>Innovation &amp; Business Skills Australia</b>	<a href="https://www.ibsa.org.au/">https://www.ibsa.org.au/</a>
<b>Office of Fair Trading NSW</b>	<a href="https://www.fairtrading.nsw.gov.au/">https://www.fairtrading.nsw.gov.au/</a>
<b>Consumer Affairs Victoria</b>	<a href="https://www.consumer.vic.gov.au/">https://www.consumer.vic.gov.au/</a>
<b>Office of Fair Trading Qld</b>	<a href="https://www.qld.gov.au/law/fair-trading">https://www.qld.gov.au/law/fair-trading</a>
<b>Department of Mines, Industry Regulation and Safety WA</b>	<a href="https://www.commerce.wa.gov.au/consumer-protection">https://www.commerce.wa.gov.au/consumer-protection</a>
<b>Consumer and Business Services SA</b>	<a href="https://www.cbs.sa.gov.au/">https://www.cbs.sa.gov.au/</a>
<b>Australian Apprenticeships</b>	<a href="https://www.australianapprenticeships.gov.au/">https://www.australianapprenticeships.gov.au/</a>
<b>Training.gov.au (TGA)</b>	<a href="https://training.gov.au/">https://training.gov.au/</a>
<b>Access Canberra</b>	<a href="https://www.accesscanberra.act.gov.au/s/">https://www.accesscanberra.act.gov.au/s/</a>
<b>The Australian Skills Quality Authority (ASQA)</b>	<a href="https://www.asqa.gov.au/">https://www.asqa.gov.au/</a>



## DEFINITIONS

AAC	Australian apprenticeship centre
AQF	Australian Framework Qualification
ASQA	The national regulator for Australia's vocational education and training sector.
Assessment	A process to determine a student's level of acquired skill and knowledge against set criteria.
ASTC (Australian Salesmasters Training Co)	A registered training organisation (RTO) trading as Australian Salesmasters Training Co
Certificate	The award recognising the qualification you have successfully completed.
Commencement	The dispatch of course materials the start date of the course.
Competent	Satisfactory achievement in a unit of competency.
Correspondence	A course of study in which student and tutors communicate by post or electronic means.
Course Materials	Training and assessment materials provided by ASTC specific for the course you have enrolled in.
Credit Transfer	The application of a previously completed unit of competency to your course.
Deferral	The postponement of a course to a later date.
Distance learning	The undertaking of a course at a location other than ASTC by having downloaded or posted by mail
eLearning	Learning conducted via electronic media, typically on the Internet
Enrolment	The submission of enrolment forms to ASTC
Not yet satisfactory	Unsatisfactory achievement in an assessment.
Not yet competent	Unsatisfactory achievement in a unit of competency.
Online learning	The undertaking of a course via an eLearning online learning portal provided on behalf of ASTC.
Learner	You, the person whose name appears on the enrolment form
Reasonable adjustment	Adjustments made to training and assessment that does not compromise the quality or integrity of training and assessment.
Record of result	A transcript of the units of competency undertaken in a qualification.
Registered Training Organisation (RTO)	A training organisation that is registered with a state or national regulator and whose details appear on <a href="http://www.training.gov.au">www.training.gov.au</a>
Statement of Attainment	A certificate of the successfully completed units within a qualification.
Unit of competency	A component of training package which identifies a specific workplace requirement and includes the knowledge and skills that underpin competency
VET Fee Help	A government loan scheme program that provides training funds for a training course to the RTO. It is repaid conditionally via tax avenues.

## COURSE INFORMATION

### What is the Australian Qualifications Framework?

The Australian Qualifications Framework (AQF) establishes the quality of Australian qualifications. It is the national policy for regulated qualifications in the Australian education and training system and incorporates the quality assured qualifications from each education and training sector into a single comprehensive national qualifications framework.

AQF levels and the AQF levels criteria are an indication of the relative complexity and/or depth of achievement and the autonomy required to demonstrate that achievement. AQF level 1 has the lowest complexity and AQF level 10 has the highest complexity.

The AQF level summaries are statements of the typical achievement of graduates who have been awarded a qualification at a certain level in the AQF.

- Level 1 – Certificate I
- Level 2 – Certificate II
- Level 3 – Certificate III
- **Level 4 – Certificate IV**
- Level 5 – Diploma
- Level 6 – Advanced Diploma, Associate Degree
- Level 7 – Bachelor Degree
- Level 8 – Bachelor Honours Degree, Graduate Certificate, Graduate Diploma
- Level 9 – Masters Degree
- Level 10 – Doctoral Degree

### Australian Qualifications Framework Level 4: Certificate IV

<b>Summary</b>	Graduates at this level will have theoretical and practical knowledge and skills for specialised and/or skilled work and/or further learning.
<b>Knowledge</b>	Graduates at this level will have broad factual, technical and some theoretical knowledge of a specific area or a broad field of work and learning.
<b>Skills</b>	Graduates at this level will have a broad range of cognitive, technical and communication skills to select and apply a range of methods, tools, materials and information to: <ul style="list-style-type: none"><li>▪ complete routine and non-routine activities</li><li>▪ provide and transmit solutions to a variety of predictable and sometimes unpredictable problem</li></ul>
<b>Application of Knowledge and skills</b>	Graduates at this level will apply knowledge and skills to demonstrate autonomy, judgement and limited responsibility in known or changing contexts and within established parameters.

# CPP41419 - Certificate IV in Real Estate Practice

## **DESCRIPTION**

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.

Occupational titles may include:

- Auctioneer
- Stock and Station Agent
- Business Broker, Business Agent, Franchise Broker
- Property Manager, Body Corporate Manager
- Real Estate Agent
- Real Estate Representative, Real Estate Salesperson, Real Estate Sub-agent, Property Portfolio Officer, Buyer's Agent.

Staff who hold this qualification are commonly engaged with:

- analysing data, industry intelligence and leads to identify prospects
- developing, building and maintaining relationships with lessors, tenants, vendors and buyers
- providing advice to lessors, tenants, vendors and buyers on the sale, purchase or lease of commercial, residential, stock and station, and property real estate
- implementing systems, forms and documents to ensure real estate agency transactions are compliant with regulatory requirements; managing risk to agency and agent, and demonstrating high standards of ethical practice
- transacting, accessing, and preserving the integrity of trust accounts to minimise customer and agency risk
- establishing, maintaining, executing and concluding contracts with lessors, tenants, vendors and buyers, including by auction
- building and promoting the agency and individual brands.

## **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**

**Total number of units = 18**

**5 Core Units**

**13 Elective Units**, of which

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 below must be chosen
- the remaining elective units may be chosen from the general elective units listed below or the CPP Property Services Training Package

The following course sequence has been developed by ASTC in consultation with industry:

**Duration:** Face-to-Face: 9 months (generally)

Mixed (blended): 9 months (generally)

Distance: 18 months (generally)

**Delivery Modes:** eLearning, Face to Face, Correspondence and Blended

<b>Unit Type</b>	<b>Unit of Competency</b>	<b>Unit Description</b>
Core	CPPREP4001	Prepare for professional practice in real estate
Core	CPPREP4002	Access and interpret ethical practice in real estate
Core	CPPREP4003	Access and interpret legislation in real estate
Core	CPPREP4004	Establish marketing and communication profiles in real estate
Core	CPPREP4005	Prepare to work with real estate trust accounts

<b>Unit Type</b>	<b>Unit of Competency</b>	<b>Unit Description</b>
Elective	BSBTWK301	Use inclusive work practices
Elective	CPPREP4101	Appraise property for sale or lease
Elective	CPPREP4102	Market property
Elective	CPPREP4103	Establish vendor relationships
Elective	CPPREP4104	Establish buyer relationships
Elective	CPPREP4105	Sell property
Elective	CPPREP4121	Establish landlord relationships
Elective	CPPREP4122	Manage tenant relationships
Elective	CPPREP4123	Manage tenancy
Elective	CPPREP4124	End tenancy
Elective	CPPREP4125	Transact in trust accounts
Elective	CPPREP4142	Promote property management products and services
Elective	CPPREP4501	Prepare to complete the sales process - off the plan properties

## **UNITS OF COMPETENCY**

Below is detailed each of the individual Units of Competency in this qualification.

### **CPPREP4001 - Prepare for professional practice in real estate**

#### **Application of the Unit**

This unit specifies the skills and knowledge required to understand the personal and legislative requirements of professional practice in real estate.

It includes expressing a thorough understanding of the business structures, regulatory framework, codes of practice and professional development pathways within real estate.

This unit applies to people currently working in or seeking to work in real estate.

State or territory licensing requirements may apply to this unit.

#### **Performance Evidence**

To demonstrate competency in this unit, a person must produce a report that covers:

- the real estate agency functions and business structure
- the regulatory framework, regulator and industry bodies in the state or territory of operation
- the licensing requirements and responsibilities of:
  - the real estate licensee in charge or person who has effective control of the office
  - two other agency roles (at least one is to be a regulated role)
- the terms and conditions of employment in real estate.
- details of at least 3 different employment opportunities in the real estate industry.
- details of at least 3 different communication strategies that can be used with clients.
- at least 2 professional development pathways within real estate.

In doing this, the person must meet the performance criteria for this unit.

#### **Knowledge Evidence**

To be competent in this unit, a person must demonstrate knowledge of:

- clients of real estate services
  - vendors/sellers
  - purchasers/buyers
  - landlords/rental provider/lessee
  - tenants/renter
  - other parties to the real estate transaction
- services provided as apart of real estate activities
  - residential sales
  - residential property management
  - property management business development
  - commercial/industrial/retail property management
  - commercial/industrial/retail sales
  - auctioneering
  - buyer's agent
  - stock and station agent

- business broker
- legislation applying to real estate activities in the state or territory of operation
  - real estate licensing and regulation in the state or territory of operation
  - role and function of the regulator in the state or territory of operation
  - ethical and conduct standards in the state or territory of operation
  - key principles and provisions of equal opportunity and anti-discrimination
- role and function of real estate professional and industry bodies
- real estate agency structure
  - forms of ownership
  - roles and responsibilities of agency personnel
- licensing and continuing professional development requirements for real estate agents in the state or territory of operation
  - residential sales
  - residential property management
  - property management business development
  - commercial/industrial/retail property management
  - commercial/industrial/retail sales
  - auctioneering
  - buyer's agent
  - stock and station agent
  - business broking
- licensing limitations
  - licensing lending
  - unlicensed trading
- arrangements for employment in real estate
  - terms and conditions
  - rights and responsibilities of employer
  - rights and responsibilities of employees
- communication skills required for professional practice in real estate
- communication strategies for responding to client complaints.

### **Assessment Conditions**

Assessors must satisfy the requirements for assessors listed in the Standards for Registered Training Organisations.

Assessment must be conducted in the workplace or in a simulated workplace environment.

Assessors are responsible for ensuring that the person demonstrating competency has access to:

- regulator and licensing requirements for the state or territory of operation
- qualification and professional development requirements for real estate roles
- real estate employment terms and conditions
- real estate professional practice codes of conduct.

More details about this Unit of Competency can be found on [training.gov.au - CPPREP4001 - Prepare for professional practice in real estate](https://training.gov.au/CPPREP4001)

## CPPREP4002 - Access and interpret ethical practice in real estate

### Application of the Unit

This unit specifies the skills and knowledge required to work ethically in real estate.

It includes expressing a thorough understanding of ethical standards in real estate

This unit supports real estate professionals in reducing financial and reputational risks, in meeting consumer protection standards, and in dealing responsibly with ethical breaches and challenges.

This unit applies to people currently working in or seeking to work in real estate.

State or territory licensing requirements may apply to this unit.

### Performance Evidence

To demonstrate competency in this unit, a person must access a published real estate industry prosecution where consumer protection requirements were breached and develop a report that includes:

- a description of the unethical practice
- an explanation of how the unethical practice relates to consumer protection requirements
- an explanation of real estate ethical standards and codes of conduct or codes of practice related to the prosecution, including those that could have been applied and would demonstrate ethical practice
- options available to respond to a discrepancy between unethical practice and ethical practice standards including sources of specialist advice.

In doing this, the person must meet the performance criteria for this unit.

### Knowledge Evidence

To be competent in this unit, a person must demonstrate knowledge of:

- principles of ethical practice and their application in real estate:
  - client protection
  - client focus
  - fairness
  - honesty
  - respect
  - clear communication
  - professional courtesy
  - confidentiality, security of information and privacy
- risks to clients, agency, industry, community and self, arising from real estate transactions and fraudulent activities
- legislation relevant to real estate agent practices and consumer protection in the state or territory:
  - real estate agents and licensing
  - property sales and management
  - privacy
  - fair trading and consumer protection
  - discrimination

- work health and safety/occupational health and safety
- environmental (sustainability)
- employment and industrial relations
- foreign investment
- secret commissions
- codes and standards for ethical practice in real estate
- penalties for breaches of codes and standards for ethical practice in real estate
- ethical practice in real estate:
  - maintaining and developing industry qualifications, licences, competency and currency
  - maintaining knowledge of relevant legislation and truly demonstrating this knowledge in real estate activities and transactions
  - complying with fiduciary duty and obligations
  - acting with honesty, fairness and professionalism
  - exercising skill, care and diligence
  - acting in the best interest of clients
  - following principal's instructions unless unlawful
  - maintaining confidentiality and security of information
  - obtaining and acting according to client authority and instructions
  - maintaining independence and disclosing and managing potential conflicts of interest
  - disclosing real and potential conflicts of interest, including disclosing material particulars or material facts, beneficial interests, commission, rebates
  - making sure advertising and communications are not false or misleading
  - using clear communication in all dealings with all parties to the real estate transaction, including providing written documents and signed documents
- behaviours considered unethical
- strategies to respond to concerns and discrepancies between personal or agency practice and real estate standards for ethical practice
- role of procedures, forms and documents in managing risk of unethical practice
- sources of advice about ethical practices:
  - industry bodies
  - regulators
  - technical experts
- communication strategies for responding to client complaints.

## Assessment Conditions

Assessors must satisfy the requirements for assessors listed in the Standards for Registered Training Organisations.

Assessment must be conducted in the workplace or in a simulated workplace environment.

Assessors are responsible for ensuring that the person demonstrating competency has access to:

- case notes and details of prosecutions within real estate relating to unethical practices and breaches of consumer protection standards
- real estate, fair trading and consumer protection legislation in the state or territory of operation, including offences and penalties
- statutory and industry standards for ethical practice in real estate, including codes of conduct or codes of practice
- sample industry standard forms and documents that support ethical practice in real estate transactions.

More details about this Unit of Competency can be found on [training.gov.au - CPPREP4002 - Access and interpret ethical practice in real estate](https://training.gov.au/CPPREP4002)

## CPPREP4003 - Access and interpret legislation in real estate

### Application of the Unit

This unit specifies the skills and knowledge required to identify, access and interpret legislation relevant to work in real estate.

It includes developing an understanding of the legislative framework, its structure and the impact of legislation on work in real estate.

This unit applies to people currently working in or seeking to work in real estate.

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.

State or territory licensing requirements may apply to this unit.

### Performance Evidence

To demonstrate competency in this unit, a person must:

- 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:
  - full titles of legislation
  - the purpose of each of the pieces of chosen legislation
  - the key components of the pieces of chosen legislation
  - two breaches specified within the legislation and the penalties for each breach
  - how to identify the currency of the chosen legislation
- explain the process for addressing discrepancies in the application of legislation for personal or agency practice.

In doing this, the person must meet the performance criteria for this unit.

### Knowledge Evidence

To be competent in this unit, a person must demonstrate knowledge of:

- sources of legislation applying to real estate operations in the state or territory of operation
- legal framework in Australia and the state or territory of operation:
  - common law
  - contract law
  - equity law
  - statute law
- key components of legislation:
  - Acts
  - regulations
  - amendments
  - mandatory codes of practice
  - schedules
  - appendices

- structure of legislation:
  - long title
  - short title
  - commencement
  - application
  - contents
  - definitions
  - headings
  - parts
  - divisions and subdivisions
  - clauses and subclauses
  - schedules and appendices
- legislation relevant to real estate in the state or territory of operation and roles, including Commonwealth and state or territory legislation:
  - real estate agents, licensing and conduct
  - property sales and management
  - privacy
  - fair trading and consumer protection
  - anti-discrimination and equal opportunity
  - work health and safety/occupational health and safety
  - environmental (sustainability)
  - employment and industrial relations
  - planning and zoning
  - foreign investment
  - secret commissions
- interrelationship between pieces of legislation
- key principles for reading and interpreting legislation:
  - aids to interpret legislation:
    - external: interpretations of legislation, Acts, Hansard/parliamentary papers, legal dictionaries and previous judicial interpretations
    - internal: objectives, legislation to be accessed as a whole, definitions and interpretation sections in legislation, headings and margin notes
  - language conventions and expressions:
    - and/or
    - gender
    - hierarchy
    - includes
    - may, should and must

- reading rules:
    - context
    - golden
    - literal
    - mischief
    - purposive
  - express mention of one thing to the exclusion of another
  - words interpreted through their connection with other words
  - words with the same meaning
- regulators relevant to real estate in the state or territory of operation and their role
  - breaches of legislation and penalties in the state or territory of operation
  - value of penalty units in the state or territory of operation
  - relationship between real estate codes of practice and codes of conduct and legislation applying to real estate operations
  - responsibility of persons working in real estate to maintain current knowledge of legislation
  - techniques to identify and track changes to legislation, including point-in-time versions and current versions
  - sources of advice about legislation applying to real estate in the state or territory of operation
  - processes to respond to concerns, conflicts and discrepancies relating to applying legislation to real estate activities in the state or territory of operation
  - communication strategies for responding to client complaints.

### **Assessment Conditions**

Assessors must satisfy the requirements for assessors listed in the Standards for Registered Training Organisations.

Assessment must be conducted in the workplace or in a simulated workplace environment.

Assessors are responsible for ensuring that the person demonstrating competency has access to:

- online databases for legislation relevant to real estate in the state or territory of operation
- websites and online databases for regulators relevant to real estate activities in the state or territory of operation

current legislation and legislation guidance material relevant to real estate in the state or territory of operation, including legislation for consumer protection.

More details about this Unit of Competency can be found on [training.gov.au - CPPREP4003 - Access and interpret legislation in real estate](https://training.gov.au/CPPREP4003)

# CPPREP4004 - Establish marketing and communication profiles in real estate

## Application of the Unit

This unit specifies the skills and knowledge required to develop marketing and communication profiles in real estate.

It includes understanding methods for marketing and communicating, clarifying type, value and purpose of different communication activities, and developing a personal profile for marketing and communication in real estate.

This unit applies to people currently working in or seeking to work in real estate.

State or territory licensing requirements may apply to this unit.

## Performance Evidence

To demonstrate competency in this unit, a person must develop 3 marketing and communication profiles. These profiles must include:

- 1 designed to engage the community for an agency
- 1 individual personal profile designed to attract potential clients
- 1 marketing profile for a property designed to engage clients.

In doing this, the person must meet the performance criteria for this unit.

## Knowledge Evidence

To be competent in this unit, a person must demonstrate knowledge of:

- real estate services:
  - sales
  - property management
  - lease
  - auction
  - buyers' agent
  - stock and station agent
  - business broking
- general expectations of clients and community
- types of marketing and communication in real estate
- methods for marketing and communicating:
  - the agent to the client
  - the property to the client
  - the agency to the community
- ethical practice in marketing and communication in real estate
- legal obligations in marketing and communication in real estate
- marketing and communication techniques:
  - profiling of people and environment
  - target market analysis
  - analysis of factors, including location, competition, opportunities
- purposes of personal, property and agency profiles
- communication strategies for responding to client complaints.

## Assessment Conditions

Assessors must satisfy the requirements for assessors listed in the Standards for Registered Training Organisations.

Assessment must be conducted in the workplace or in a simulated workplace environment.

Assessors are responsible for ensuring that the person demonstrating competency has access to:

- at least one example of a marketing and communication profile for a property
- at least one example of an agency marketing and communication document.

More details about this Unit of Competency can be found on [training.gov.au - CPPREP4004 - Establish marketing and communication profiles in real estate](https://training.gov.au/units/CPPREP4004)

## CPPREP4005 - Prepare to work with real estate trust accounts

### Application of the Unit

This unit specifies the skills and knowledge required to work with real estate trust accounts within established agency controls.

This unit applies to people currently working in or seeking to work in the real estate industry.

State or territory licensing requirements may apply to this unit.

### Performance Evidence

To demonstrate competency in this unit, a person must:

- explain the purpose of trust accounts in real estate
- review at least 5 trust transactions, and for each transaction determine who, within established agency processes, has the scope of responsibility for executing the transaction
- review documents relating to end of month processing and identify key components that are required by legislation in the state or territory of operation.

In doing this, the person must meet the performance criteria for this unit.

### Knowledge Evidence

To be competent in this unit, a person must demonstrate knowledge of:

- difference between trust money and general business trading money
- different types of trust money
- purpose of trust accounts in real estate
- types of real estate trust accounts in the state or territory of operation
- legal and regulatory framework for real estate trust accounts
- impact on client confidence and agency brand resulting from breaches to trust account transaction processes and fraudulent activities
- standard transactions made with trust accounts:
  - deposits, including cash, cheque, electronic funds transfer and direct deposits
  - withdrawals, including cheque and electronic funds transfer
  - entries to journals and ledgers
  - balances and reconciliations
  - reports and statements
- receiving, receipting and banking trust moneys
- actions required where a trust account is overdrawn or compromised, or discrepancies are identified
- established industry processes to maintain trust account integrity, security, confidentiality and privacy
- role and functions of trust accounting software packages
- purpose of internal and external audits
- scope and limitations of own role in working with real estate trust accounts.

## Assessment Conditions

Assessors must satisfy the requirements for assessors listed in the Standards for Registered Training Organisations.

Assessment must be conducted in the workplace or in a simulated workplace environment.

Assessors are responsible for ensuring that the person demonstrating competency has access to:

- receipts
- banking processes and procedures
- client disbursements
- office expenses
- established industry procedures for trust account transactions
- regulator and licensing requirements for trust account transactions
- summary of offences and penalties for breaches of trust account requirements
- sources of further information about real estate trust accounts.

More details about this Unit of Competency can be found on [training.gov.au - CPPREP4005 - Prepare to work with real estate trust accounts](https://training.gov.au/CPPREP4005)

## CPPREP4101 - Appraise property for sale or lease

### Application of the Unit

This unit specifies the skills and knowledge required to appraise residential property for sale or lease.

It includes selecting appraisal method/s and recommending appraisal price of property for sale or lease.

This unit does not include establishing a formal property valuation.

This unit applies to people currently working in or seeking to work in real estate who apply a knowledge of legislative and compliance requirements, ethical standards, and consumer preferences to manage real estate operations.

State or territory licensing requirements may apply to this unit.

### Performance Evidence

To demonstrate competency in this unit, a person must appraise two different types of properties in the same geographical area for two different appraisal purposes.

At least one property must be chosen from the type of property list below:

- rural
- residential
- commercial
- industrial
- retail.

At least one appraisal purpose must be chosen from the list below:

- sale
- lease
- development site
- transfer of title
- agistment
- investment.

In doing this, the person must meet the performance criteria for this unit.

### Knowledge Evidence

To be competent in this unit, a person must demonstrate knowledge of:

- role of the agent and real estate personnel in providing property appraisal, price range and rental value recommendation
- professional and ethical practices associated with property appraisals
- property appraisal:
  - purpose of appraisal
  - appraisal methods
  - difference between appraisal and valuation
  - factors influencing comparison of properties
  - market value, including forces that impact on value
- risks and risk management strategies associated with property appraisal

- agency forms and documentation associated with property appraisal and reasons for maintaining documentation
- process to determine price range or rental value:
  - local market factors
  - return on property investment
  - economic, political and social factors
  - leasing or sales market conditions
  - supply and demand
  - future development
- property attributes:
  - building construction
  - aesthetic and design features
  - faults and hazards
  - building improvements and modifications
  - property condition and presentation
  - heating, cooling and ventilation systems
  - energy efficiency and building sustainability ratings
  - compliance with regulatory requirements
- sources of information:
  - specialist advice
  - market conditions
  - land and environmental protection plans
  - local and state regulations
  - property portals
- communication strategies for responding to client complaints.

### **Assessment Conditions**

Assessors must satisfy the requirements for assessors listed in the Standards for Registered Training Organisations.

Assessment must be conducted in the workplace or in a simulated workplace environment.

Assessors are responsible for ensuring that the person demonstrating competency has access to:

- property records and portals
- market indicator information
- procedures and documents for property appraisals
- details of two properties for appraisal.

More details about this Unit of Competency can be found on [training.gov.au - CPPREP4101 - Appraise property for sale or lease](https://training.gov.au - CPPREP4101 - Appraise property for sale or lease)

## CPPREP4102 - Market property

### Application of the Unit

This unit specifies the skills and knowledge required to market property for sale or lease.

It includes interpreting a property appraisal report, negotiating an agreed marketing plan for a property with clients, preparing marketing materials, securing marketing resources, implementing marketing activities, accessing and using agency data on target markets, reviewing effectiveness of the marketing plan and activities and reporting on the effectiveness of marketing activities.

This unit applies to people currently working in or seeking to work in real estate.

State or territory licensing requirements may apply to this unit.

### Performance Evidence

To demonstrate competency in this unit, a person must prepare and implement marketing plans for two different properties. Each marketing plan must include:

- details of the property
- property and locality features
- details of the target market
- marketing budget
- performance indicators for success
- nominated points when the marketing plan will be reviewed
- marketing resources for one of these two properties that include:
  - how the property is to be described for the market
  - performance indicators.

In doing this, the person must meet the performance criteria for this unit.

### Knowledge Evidence

To be competent in this unit, a person must demonstrate knowledge of:

- role of the agent in providing property marketing advice and plans
- marketing strategies for at least one of the following:
  - residential property
  - rural property
  - commercial property
- factors affecting choice of marketing strategy
- relationship between marketing and communication, and agency brand
- ethical and regulatory standards associated with marketing property, including misleading and deceptive conduct, false representation, price advertising, and advice and disclosure of material facts
- agency, ethical and regulatory practices relating to marketing, including documentation
- agency and statutory marketing documentation and forms
- marketing budgets, agency fees and charges, and conditions
- strategies for building agency–client relationships
- techniques for identifying needs and motivation of vendors and buyers, landlords and tenants
- methods of sale or lease



## CPPREP4103 - Establish vendor relationships

### Application of the Unit

This unit specifies the skills and knowledge required to establish vendor relationships to support property sales.

It includes planning activities to achieve property listings, confirming vendor needs and expectations, preparing and conducting a listing presentation, completing a listing agreement, and planning for ongoing communication and records management associated with the vendor relationship.

This unit applies to people currently working in or seeking to work in real estate who apply a knowledge of legislative and compliance requirements, ethical standards, and consumer preferences to manage real estate operations.

State or territory licensing requirements may apply to this unit.

### Performance Evidence

To demonstrate competency in this unit, a person must:

- develop one prospecting plan for vendors and establish a set of criteria for evaluating the effectiveness of this plan
- prepare and deliver one listing presentation that:
  - refers to a property appraisal report
  - reflects the scope of vendor expectations
  - includes proposed method of presentation
  - includes a summary report on proposed method of presentation and proposed communication plan, and resources to support listing presentation
- complete a listing agreement that complies with legislative requirements.

In doing this, the person must meet the performance criteria for this unit.

### Knowledge Evidence

To be competent in this unit, a person must demonstrate knowledge of:

- purpose of prospecting activities
- strategies and methods for attracting property listings, and their impact on agency and personal brand
- processes and methods of sale
- communication techniques for establishing and maintaining agency–client relationships including responding to client complaints
- vendor expectations and preferences:
  - method of sale
  - timeframe for sale
  - property marketing
  - conditions to of sale
  - communication
- role of agent and agency in listing, marketing and selling property, including agency fees, charges and conditions, documents and record keeping

- ethical and regulatory standards associated with property sales:
  - disclosures
  - privacy and confidentiality
  - conflict of interest
- agency practices in relation to marketing and communication
- content and purpose of different types of listing agreements
- legislative requirements applying to listing agreements
- format and content of a listing kit
- techniques for listing presentations
- real estate agency fees, charges and conditions
- legislation relating to sale of property in the state or territory of operation.

### **Assessment Conditions**

Assessors must satisfy the requirements for assessors listed in the Standards for Registered Training Organisations.

Assessment must be conducted in the workplace or in a simulated workplace environment.

Assessors are responsible for ensuring that the person demonstrating competency has access to:

- real estate procedures, forms and documents, including agreements
- legislation relating to sale of property in the state or territory of operation.

More details about this Unit of Competency can be found on [training.gov.au - CPPREP4103 - Establish vendor relationships](https://training.gov.au/CPPREP4103)

## CPPREP4104 - Establish buyer relationships

### Application of the Unit

This unit specifies the skills and knowledge required to establish, develop, and manage positive relationships with buyers.

It includes establishing an understanding of buyer needs and expectations, matching these to property, and maintaining relationships and records of engagement with buyers throughout the buying process.

This unit applies to people currently working in or seeking to work in real estate who apply a knowledge of legislative and compliance requirements, ethical standards, and consumer preferences to manage real estate operations.

State or territory licensing requirements may apply to this unit.

### Performance Evidence

To demonstrate competency in this unit, a person must:

- document the process and actions to respond to two different methods of buyer enquiry
- demonstrate how the needs and expectations of two buyers are matched to properties from a selection of at least six different property profiles
- develop a communication strategy, including record keeping processes, to address buyer expectations.

In doing this, the person must meet the performance criteria for this unit.

### Knowledge Evidence

To be competent in this unit, a person must demonstrate knowledge of:

- role of agent, agency and personal brand in establishing and managing buyer relationships including fees, charges and conditions
- methods of buyer enquiry, including two of the following:
  - open home
  - email
  - phone
  - website
  - walk-in
  - referral
- communication styles and techniques to:
  - identify and clarify preferences, expectations, needs and motivation of buyers
  - qualify buyers
  - present properties to buyers
- strategies to match properties to buyers
- methods of sale of property
- techniques for establishing and maintaining relationships
- techniques to identify and manage disputes and conflict:
  - conciliation and mediation
  - third-party managed processes

- legislation and ethical practice in buyer relationships:
  - disclosures
  - privacy
  - conflict of interest
  - complaint-handling
- record keeping relating to buyer relationship and interactions.

### **Assessment Conditions**

Assessors must satisfy the requirements for assessors listed in the Standards for Registered Training Organisations.

Assessment must be conducted in the workplace or in a simulated workplace environment.

Assessors are responsible for ensuring that the person demonstrating competency has access to:

- records and databases for properties available for sale
- property profiles for at least six properties
- buyer profiles for two buyers
- procedures and forms for taking buyer enquiries and qualifying buyers
- legislation and standards applying to real estate transactions in the state or territory of operation.

More details about this Unit of Competency can be found on [training.gov.au - CPPREP4104 - Establish buyer relationships](https://training.gov.au/units/CPPREP4104)

# CPPREP4105 - Sell property

## Application of the Unit

This unit specifies the skills and knowledge required to sell property by methods including private treaty, auction, and other negotiations.

It includes presenting property for sale, negotiating sales between vendors and buyers, and facilitating completion of contracts.

This unit applies to people currently working in or seeking to work in real estate who apply a knowledge of legislative and compliance requirements, ethical standards, and consumer preferences to manage real estate operations.

State or territory licensing requirements may apply to this unit.

## Performance Evidence

To demonstrate competency in this unit, a person must complete the sale process for two different properties: one sale by negotiation and one sale by auction.

The person must complete the documentation required to meet legislative requirements.

In doing this, the person must meet the performance criteria for this unit.

## Knowledge Evidence

To be competent in this unit, a person must demonstrate knowledge of:

- methods of sale:
  - negotiation
  - auction
  - set sale/tender
- factors affecting the selection of the method of sale
- property presentation and role of property inspections in selling property
- property inspection plans
- risks and risk management strategies associated with property inspections including risk to vendor, to prospective buyer/s, to agency and self
- role of agent in presenting property to potential buyer/s
- methods of communicating feedback to vendor from property inspections
- personal and agency brand
- ethical practices in selling property, including full disclosure and material facts
- strategies to respond where buyer and vendor expectations are not aligned
- legislation affecting sale of property in the state or territory of operation
- general legal principles that impact on property law relating to the sale of the property:
  - definitions of property
  - easements
  - covenants
  - mortgages
- statutory and agency documentation relating to property sales
- pre-settlement and settlement processes required in the state or territory of operation
- contingency plans for matters that may affect the completion of sale

- agency fees and charges, and conditions
- agency records:
  - key features of a records management system
  - reasons for maintaining property records
  - types of agency records
- communication strategies for responding to client complaints.

### **Assessment Conditions**

Assessors must satisfy the requirements for assessors listed in the Standards for Registered Training Organisations.

Assessment must be conducted in the workplace or in a simulated workplace environment.

Assessors are responsible for ensuring that the person demonstrating competency has access to:

- agency records and databases
- agency procedures, forms and documents for taking buyer enquiries and qualifying buyers
- legislation and standards applying to real estate transactions in the state or territory of operation.

More details about this Unit of Competency can be found on [training.gov.au](https://training.gov.au) - [CPPREP4105 - Sell property](#)

## CPPREP4121 - Establish landlord relationships

### Application of the Unit

This unit specifies the skills and knowledge required to establish landlord relationships to support property management.

It includes establishing an agreement with a landlord to provide residential property management services and maintaining the relationship including keeping records of interactions with landlords.

This unit applies to people currently working in or seeking to work in real estate.

State or territory licensing requirements may apply to this unit.

### Performance Evidence

To demonstrate competency in this unit, a person must establish and maintain a relationship with at least 2 landlords.

The person must:

- develop a schedule for communication with one landlord, including:
  - frequency of communication and details to be provided in the communication
  - communication protocols for repairs and maintenance
  - expectations for tenant selection and ongoing tenancy management
  - timeframe for conducting and reporting on routine inspections
- prepare an agreement for property management for at least one property according to legislative requirements
- analyse a circumstance where landlord expectations were not met and provide a report with recommended action to prevent this from reoccurring.

In doing this, the person must meet the performance criteria for this unit.

### Knowledge Evidence

To be competent in this unit, a person must demonstrate knowledge of:

- scope of property management services:
  - marketing activities
  - services provided
  - landlord expectations of tenant
- agreements for property management services:
  - terms and conditions
  - fees and charges
  - repairs and maintenance
  - outgoings applicable to the property (such as rates, strata fees)
- terms and conditions relating to property inspections and repairs
- strategies for building agency-client relationships
- role of agent in providing property management
- risks and risk management strategies associated with property management
- ethical and regulatory standards associated with property management services
- privacy standards and confidentiality relating to landlord and tenant

- property management documentation and forms
- agency property records:
  - key features of a records management system
  - reasons for maintaining property records
  - types of property records
- key indicators of market conditions for property management
- sources of information about market conditions
- market conditions:
  - leasing market conditions
  - sales market conditions
- legislative requirements applying to listing agreements and documentation
- legislation relating to property management in the state or territory of operation:
  - real estate licensing and conduct
  - anti-discrimination and equal employment opportunity
  - consumer protection, fair trading and trade practices
  - financial services
  - work health and safety/occupational health and safety
  - privacy
  - property sales and management
  - residential tenancies
- communication strategies for responding to client complaints.

### **Assessment Conditions**

Assessors must satisfy the requirements for assessors listed in the Standards for Registered Training Organisations.

Assessment must be conducted in the workplace or in a simulated workplace environment.

Tasks are to be performed to the level of proficiency and within the time limits expected in a workplace.

Assessors are responsible for ensuring that the person demonstrating competency has access to:

- agency procedures, forms and documents for property management
- legislation relating to lease and property management in the state or territory of operation
- case study where landlord expectations about property management were not met.

More details about this Unit of Competency can be found on [training.gov.au - CPPREP4121 - Establish landlord relationships](https://training.gov.au/CPPREP4121)

## CPPREP4122 - Manage tenant relationships

### Application of the Unit

This unit specifies the skills and knowledge required to establish tenant relationships in property management.

It includes responding to enquiries from tenants, establishing details and profile of potential tenants, matching tenants with properties, aligning landlord and tenant expectations, managing relationships, and maintaining records of interactions.

This unit applies to people currently working in or seeking to work in real estate.

State or territory licensing requirements may apply to this unit.

### Performance Evidence

To demonstrate competency in this unit, a person must select and place tenants in two different properties, and for each property:

- prepare tenancy documentation
- provide information to tenants about rights and responsibilities.

In doing this, the person must meet the performance criteria for this unit.

### Knowledge Evidence

To be competent in this unit, a person must demonstrate knowledge of:

- contact people in property management team
- tenant selection criteria:
  - legislation
  - suitability for property
  - tenant renting history
  - capacity to meet rental terms
- conditions of rental agreement:
  - format – written, oral, standard form
  - payment of rent
  - term of agreement
  - conditions of use
  - special conditions/additional terms
  - tenant entitlements
- entry costs:
  - bond
  - rent in advance
  - any other fees – allowable, not allowable and penalties
- disclosure and documentation requirements provided to tenants prior to entering tenancy agreement as required in state or territory of operation
- bond payment, lodgement legal requirements and agency procedures
- terms and conditions, and documentation relating to property inspections, maintenance and repairs
- roles and responsibilities of landlord and of agent to tenant during tenancy

- privacy standards and confidentiality in relation to landlord and tenant
- property management documentation and forms
- rights and responsibilities of tenants
- relevant legislation relating to property management in the state or territory of operation:
  - anti-discrimination and equal employment opportunity
  - consumer protection, fair trading and trade practices
  - work health and safety/occupational health and safety
  - privacy
  - property sales and management
  - ethical practice associated with tenancy agreements including disclosure
- rent:
  - payment
  - receipting and recording
  - rent arrears
- components of tenancy documentation:
  - condition report
  - disclosure requirements
  - fixed and periodic term
  - legal obligations of tenant, landlord and agent
  - rent, bonds or security deposits
- processes for tenant requests:
  - repairs
  - urgent repairs
  - issues affecting tenancy terms and conditions
- communication strategies for responding to client complaints.

### **Assessment Conditions**

Assessors must satisfy the requirements for assessors listed in the Standards for Registered Training Organisations.

Assessment must be conducted in the workplace or in a simulated workplace environment.

Tasks are to be performed to the level of proficiency and within the time limits expected in a workplace.

Assessors are responsible for ensuring that the person demonstrating competency has access to:

- range of tenant profiles
- range of property profiles
- sample tenancy agreement for the state or territory of operation
- sample property condition report used in the state or territory of operation
- agency procedures, forms and documents.

More details about this Unit of Competency can be found on [training.gov.au - CPPREP4122 - Manage tenant relationships](https://training.gov.au/CPPREP4122)

## CPPREP4123 - Manage tenancy

### Application of the Unit

This unit specifies the skills and knowledge required to manage a tenancy.

It includes timely and effective communication with tenant, landlord and other stakeholders and the management of rent payments, arrears, routine inspections, repairs, maintenance, tenancy renewals, rent increases and tenancy agreement breaches.

This unit applies to people currently working in or seeking to work in real estate.

State or territory licensing requirements may apply to this unit.

### Performance Evidence

To demonstrate competency in this unit, a person must manage tenancy for two different properties and for each property:

- respond to one issue that may affect tenancy terms and conditions
- outline and complete processes for managing the ongoing tenancy agreement
- manage property inspections for routine maintenance.

In doing this, the person must meet the performance criteria for this unit.

### Knowledge Evidence

To be competent in this unit, a person must demonstrate knowledge of:

- legislation relating to property management in the state or territory of operation
- role and responsibilities of landlord and agent in managing tenancy
- ethical practice associated with tenancy agreements, including disclosure
- inspection of tenanted premises:
  - notice periods
  - inspection reports
  - communication to landlord and tenant
  - authority of agent
- rent:
  - arrears
  - increases
  - reviews
- assigning or subletting and legislative requirements
- renewal of leases and tenancy agreements:
  - renewal strategies for different types of property
  - scheduling tenancy renewals
  - strategies for gaining tenancy renewals
  - tenancy lease and renewal patterns
- re-letting procedures and legislative requirements
- processes for receiving and responding to tenant requests
- criteria and processes for urgent and non-urgent repairs according to legislative requirements in the state or territory of operation

- purpose of cyclical or scheduled maintenance plans and asset life cycles
- budgets and financial reporting
- scope of authority and imitations of work role, responsibility and professional abilities
- relevant building service, trades and operation for maintenance requirements
- sources of advice about standards and specifications for repairs and maintenance
- advice that must be given to tenants in the state or territory of operation
- tenancy record keeping policies and procedures
- privacy standards and confidentiality in relation to tenant and landlord
- agency property records:
  - key features of a records management system
  - reasons for maintaining property records
  - types of property records.

### **Assessment Conditions**

Assessors must satisfy the requirements for assessors listed in the Standards for Registered Training Organisations.

Assessment must be conducted in the workplace or in a simulated workplace environment.

Assessors are responsible for ensuring that the person demonstrating competency has access to:

- agency procedures, forms, documents and portfolios for rental properties
- legislation relating to property management, rights and obligations of tenants and landlords in the state or territory of operation.

More details about this Unit of Competency can be found on [training.gov.au - CPPREP4123 - Manage tenancy](https://training.gov.au/CPPREP4123)

## CPPREP4124 - End tenancy

### Application of the Unit

This unit specifies the skills and knowledge required to finalise a tenancy.

It includes determining circumstances in which tenancy agreements may be ended, processes and documentation to end tenancy agreements, processes to re-let property and issues that may arise from termination of tenancy agreements.

This unit applies to people currently working in or seeking to work in real estate.

State or territory licensing requirements may apply to this unit.

### Performance Evidence

To demonstrate competency in this unit, a person must:

- prepare written advice for at least one tenant detailing requirements to successfully end tenancy
- document a process to negotiate with at least one tenant for rectification of any issues with property condition for release of bond
- prepare written advice to landlord in circumstances of breach of lease that includes actions to be taken
- prepare statutory notices to end at least one tenancy that complies with legislative requirements for each of the following circumstances:
  - breach of tenancy agreement
  - landlord personal reasons
  - possession of property.

In doing this, the person must meet the performance criteria for this unit.

### Knowledge Evidence

To be competent in this unit, a person must demonstrate knowledge of:

- real estate tenancy management services
- legislation relating to property management in the state or territory of operation
- role of agent in managing tenancy
- rights and obligations of agent, landlord and tenant during tenancy
- ethical practice associated with tenancy agreements, including disclosure
- inspecting tenanted premises:
  - notice to tenant
  - reports
  - communication to landlord
- rent:
  - payment
  - receipting, banking and recording
  - rent arrears
  - rent increases
  - rent reviews

- components of tenancy agreements:
  - condition report and disclosure statements
  - fixed and periodic terms
  - format of agreements
  - legal obligations of agent, landlord and tenant
  - rents, security deposits and bond moneys
- processes for receiving and responding to tenant requests to end tenancy
- processes for receiving and responding to landlord requests to end tenancy
- breaches of tenancy agreement or conditions
- termination of leases and tenancy agreements:
  - relevant documentation
  - rents, security deposits and bond moneys
  - rights of landlords and tenants
- bond claims and repayments, legal requirements and agency procedures
- tribunal orders and possession
- legislation relating to ending tenancies in the state or territory of operation
- scope of authority and imitations of work role, responsibility and professional abilities
- sources of advice about ending tenancy arrangements
- advice that must be given to tenants according to the state or territory of operation
- tenancy record keeping policies and procedures
- privacy standards and confidentiality in relation to tenant and landlord
- agency property records:
  - key features of a records management system
  - reasons for maintaining property records
  - types of property records
- communication strategies for responding to client complaints.

### **Assessment Conditions**

Assessors must satisfy the requirements for assessors listed in the Standards for Registered Training Organisations.

Assessment must be conducted in the workplace or in a simulated workplace environment.

Assessors are responsible for ensuring that the person demonstrating competency has access to:

- agency procedures and forms/documents relating to property management
- legislation relating to property management, rights and obligations of tenants and landlords in the state or territory of operation.

More details about this Unit of Competency can be found on [training.gov.au - CPPREP4124 - End tenancy](https://training.gov.au/CPPREP4124-End-tenancy)

## CPPREP4125 - Transact in trust accounts

### Application of the Unit

This unit specifies the skills and knowledge required to conduct transactions in real estate trust accounts.

It includes identifying the purpose and types of property trust accounts, applying agency controls to transactions in property trust accounts for specific purposes, balancing, reconciling and reporting on trust account transactions, and maintaining records of trust account transactions.

The unit applies to people currently working in or seeking to work in real estate in a capacity that requires them to transact in trust accounts.

State or territory licensing requirements may apply to this unit.

### Performance Evidence

To demonstrate competency in this unit, a person must:

- conduct transactions in at least one trust account and:
  - receive, receipt and prepare deposits for trust money on three separate occasions
  - prepare payments from the trust account for authorisation on three separate occasions
- complete at least one entry in a cash receipt journal, cash payments journal and transfer journal
- complete three reconciliations for trust accounts and:
  - apply standard contingency procedures to resolve a discrepancy in the trust account.

In doing this, the person must meet the performance criteria for this unit.

### Knowledge Evidence

To be competent in this unit, a person must demonstrate knowledge of:

- purpose and types of real estate trust accounts
- legal and regulatory framework for real estate trust accounts in the state or territory of operation
- consequences for agency brand and legal penalties for breaches of trust account practices or fraudulent activities in the state or territory of operation
- impact on consumer confidence and agency brand resulting from breaches to trust account practices and fraudulent activities
- agency forms and documentation to transact in trust accounts for integrity, security, confidentiality and privacy:
  - transaction documents and receipts
  - procedures to authorise payments and withdrawals from the account
  - account reconciliations and balances
  - journals and ledgers
  - internal and external audit schedules
  - password security and electronic tracking of transactions
- documents and records according to requirements in the state or territory of operation

- forms of payment made to authorised person/s or trust account:
  - cash
  - cheque
  - EFT
  - direct deposit
- processes to validate and authorise processing of payments of expenses, deductions, fees and commissions from trust accounts
- actions required when a trust account is overdrawn, compromised, has unclaimed money or a discrepancy is identified
- maintenance and retention of records for trust accounts.

### **Assessment Conditions**

Assessors must satisfy the requirements for assessors listed in the Standards for Registered Training Organisations.

Assessment must be conducted in the workplace or in a simulated workplace environment.

Assessors are responsible for ensuring that the person demonstrating competency has access to:

- real estate trust account systems
- procedures, forms and documents for trust accounts transactions, including contingency procedures
- regulator and licensing requirements for trust account transactions in the state or territory of operation
- summary of offences and penalties for breaches of trust account requirements in the state or territory of operation
- sources of further information about real estate trust accounts.

More details about this Unit of Competency can be found on [training.gov.au - CPPREP4125 - Transact in trust accounts](https://training.gov.au/CPPREP4125-Transact-in-trust-accounts)

## CPPREP4142 - Promote property management products and services

### Application of the Unit

This unit specifies the skills and knowledge required to promote property management products and services.

It includes identifying opportunities for greater relationships within the agency and opportunities for improvement in current property management services, monitoring client satisfaction and the provision of client care to build loyalty with existing clients, developing, and implementing strategies, and communication and promotional services, to develop the agency's property management services.

This unit applies to people currently working in or seeking to work in real estate.

State or territory licensing requirements may apply to this unit.

### Performance Evidence

To demonstrate competency in this unit, a person must:

- develop a profile of the property management services offered by the agency
- develop, document and implement a strategy to attract new and maintain existing clients, including:
  - target market
  - demographics
  - channels to be used
  - performance indicators and measures for success, including techniques to adjust the strategy based on contingencies and the outcome of reviews
  - promotional materials and media to be used.

In doing this, the person must meet the performance criteria for this unit.

### Knowledge Evidence

To be competent in this unit, a person must demonstrate knowledge of:

- real estate agency services, including sales, auction and property management services
- relationships between services offered by agency
- property management portfolio of the agency
- role of the business development manager in representing and promoting agency services to potential clients
- clients for property management services
- property management client care and service standards
- methods used to monitor client satisfaction
- potential landlord profile
- personal and agency brand
- ethical practices in promoting real estate property management services, including full disclosure, confidentiality, privacy
- communication and promotional plans and materials
- media for communication and promotion
- listing presentation documentation
- legislation affecting property management services of residential property in the state or territory of operation.

## Assessment Conditions

Assessors must satisfy the requirements for assessors listed in the Standards for Registered Training Organisations.

Assessment must be conducted in the workplace or in a simulated workplace environment.

Assessors are responsible for ensuring that the person demonstrating competency has access to:

- procedures for property management including listing presentations
- legislation and standards applying to real estate activities in the state or territory of operation.

More details about this Unit of Competency can be found on [training.gov.au - CPPREP4142 - Promote property management products and services](https://training.gov.au/units/CPPREP4142)

## CPPREP4501 - Prepare to complete the sales process - off the plan properties

### Application of the Unit

This unit specifies the skills and knowledge required to collate information to support sales of off the plan properties in real estate.

The unit applies to industry professionals acting on behalf of principals in real estate.

State or territory licensing requirements may apply to this unit.

### Performance Evidence

To demonstrate competency in this unit, a person must prepare information packs for two off the plan properties in different developments for use by an agency to facilitate sale of the properties.

In doing this, the person must meet the performance criteria for this unit.

### Knowledge Evidence

To be competent in this unit, a person must demonstrate knowledge of:

- Commonwealth and state or territory legislation and local government regulations relevant to the sales process for off the plan properties in real estate
- disclosure requirements relevant to off the plan properties, including material facts
- ethical standards and regulatory requirements relating to off the plan properties
- unit entitlements and by-laws for strata property
- protocols to follow when preparing information for off the plan properties
- buyer expectations:
  - comprehensive information about proposed building
  - method of sale and payments
  - sales timeframe
  - contract conditions, including penalty clauses and input to finishes and appliances.

### Assessment Conditions

Assessors must satisfy the requirements for assessors listed in the Standards for Registered Training Organisations.

Assessment must be conducted in the workplace or in a simulated workplace environment.

Assessors are responsible for ensuring that the person demonstrating competency has access to:

- full documentation for two off the plan properties in different developments to allow for creation of comprehensive information packs
- role descriptions and information for people participating in role-play exercises
- equipment and information required to prepare documentation in a real estate agency.

More details about this Unit of Competency can be found on [training.gov.au - CPPREP4501 - Prepare to complete the sales process - off the plan properties](https://training.gov.au/CPPREP4501-Prepare-to-complete-the-sales-process-off-the-plan-properties)

## **BSBTWK301 - Use inclusive work practices**

### **Application of the Unit**

This unit describes the skills and knowledge required to recognise and interact productively with diverse groups of individuals in the workplace. It covers responding to and working effectively with individual differences that might be encountered during the course of work.

The unit applies to individuals who work in a variety of contexts where they will be expected to interact with diverse groups of individuals. They may also provide some leadership and guidance to others and have some limited responsibility for the output of others.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

### **Performance Evidence**

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- use at least two different inclusive work practices
- work with a diverse group of individuals to achieve work outcomes on at least two occasions.

In the course of the above, the candidate must:

- contribute to developing a plan for incorporating inclusive practices in work tasks, according to legislative requirements and organisational policies and procedures
- adjust language and behaviour in interactions with diversity according to legislative and organisational requirements
- comply with workplace inclusivity regulations, standards, and codes of practice.

### **Knowledge Evidence**

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- workplace anti-discrimination legislation and standards
- organisational policies and procedures relating to inclusive work practices
- major groups in the workplace and community, as defined by cultural, religious and other traditions and practices
- reasonable adjustments that facilitate participation by people with a disability
- the value of workplace diversity and inclusion in terms of:
  - the ability of an organisation to attract talent
  - employee satisfaction
  - creativity and innovation in the workplace
  - an organisation's financial performance.

## Assessment Conditions

Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

This includes access to:

- legislation, standards and codes of practice for working with diversity
- organisational diversity policies and procedures.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

More details about this Unit of Competency can be found on [training.gov.au - BSBTWK301 - Use inclusive work practices](https://training.gov.au/units/BSBTWK301)

## **RESOURCES**

Training Learners will be supplied with all applicable training resources apart from any personal writing and note-taking materials they may need. eLearning Learners will be provided with all of their materials via soft-copy over the internet. Correspondence (distance) learning Learners will be mailed parcels containing their appropriate Unit workbook, all associated assessment materials, and clear guidelines on how to complete their work and return it for assessment.

## **ASSESSMENT GUIDELINES**

### **Introduction**

These Assessment Guidelines provide the endorsed framework for assessment of the units of competency in the Property Services Training Package. The Guidelines are designed to ensure that assessment activities are consistent with the Australian Qualifications Framework Standards for Registered Training Organisations and that the assessment processes and outcomes are valid, reliable, flexible, and fair. Assessments against the competency standards in this Training Package must be carried out in accordance with these endorsed guidelines.

### **ASSESSMENT IN THE PROPERTY SERVICES INDUSTRY**

Assessment in the Real Estate Industry is distinctive in the following:

- Development and assessment of the fundamental skills is essential for business employers. This means that careful attention must be paid to the language, literacy and numeracy requirements of the Units of Competency, the knowledge and skill requirements and the Key Competencies as they are expressed in the unit. The Key Competencies are required assessable components of units in the Property Services Training Package.
- In order for people to develop lifelong learning attributes, and to support effective assessment strategies, individuals need to be given opportunities for self-assessment and for the gathering of evidence to contribute to the overall assessment of their competency.
- Up-front assessment for the purposes of recognition, personal feedback and further learning, and efficient program planning is a feature of this Training Package. This is facilitated by the presence in the Property Services Training Package of units of competency designed expressly to assess skills against competency, plan learning programs and career development.

### **ASSESSMENT IN A SIMULATED ENVIRONMENT**

Units of Competency in the Property Services Training Package may be assessed in the workplace or in a simulated environment. Simulated environments are required for competency assessments in business because:

- suitable employment and/or work experience is not always available
- some workplaces or work situations do not use or allow the expression of the competency required
- conducting assessments may be disruptive to work requirements
- it is sometimes appropriate to practice skills in live settings prior to the acquisition of competency, particularly in potentially dangerous situations or where valuable equipment may be at risk.

Given that simulations may be used and are often indicated, the Assessment Guidelines for the Property Services Training Package indicate the characteristics of a successful simulation.

## **ASSESSMENT TOOLS FOR CPP41419 - CERTIFICATE IV IN REAL ESTATE PRACTICE**

The assessment tools developed by ASTC for the eighteen (18) units of competency are as follows:

<b>Unit Type</b>	<b>Unit of Competency</b>	<b>Unit Description</b>	<b>AT1 Workbook Activities</b>	<b>AT2 Oral/Written Questions</b>	<b>AT3 Scenarios, Case Studies, Portfolio, Project/ AT4 Third Party Report</b>	<b>AT3 Role Play</b>
Core	CPPREP4001	Prepare for professional practice in real estate	✓	✓	✓	
Core	CPPREP4002	Access and interpret ethical practice in real estate	✓	✓	✓	
Core	CPPREP4003	Access and interpret legislation in real estate	✓	✓	✓	
Core	CPPREP4004	Establish marketing and communication profiles in real estate	✓	✓	✓	
Core	CPPREP4005	Prepare to work with real estate trust accounts	✓	✓	✓	
Elective	CPPREP4101	Appraise property for sale or lease	✓	✓	✓	
Elective	CPPREP4102	Market property	✓	✓	✓	✓
Elective	CPPREP4103	Establish vendor relationships	✓	✓	✓	
Elective	CPPREP4104	Establish buyer relationships	✓	✓	✓	✓
Elective	CPPREP4105	Sell property	✓	✓	✓	✓
Elective	CPPREP4121	Establish landlord relationships	✓	✓	✓	✓
Elective	CPPREP4122	Manage tenant relationships	✓	✓	✓	✓
Elective	CPPREP4123	Manage tenancy	✓	✓	✓	✓
Elective	CPPREP4124	End tenancy	✓	✓	✓	✓
Elective	CPPREP4125	Transact in trust accounts	✓	✓	✓	
Elective	CPPREP4142	Promote property management products and services	✓	✓	✓	
Elective	CPPREP4501	Prepare to complete the sales process - off the plan properties	✓	✓	✓	✓
Elective	BSBTWK301	Use inclusive work practices	✓	✓	✓	✓

Assessment Tool:	Type of assessment:	What is assessed:
Activities AT1	<b>Formative assessment</b>	<p>The <b>underpinning knowledge</b> required to undertake the tasks, as outlined in the elements and performance criteria.</p> <p>Formative assessments will be completed progressively as participants work through their training.</p> <p>Trainer / assessors will determine how and when these activities should be completed.</p>
Questions AT2	<b>Summative assessment</b>	<p><b>Required knowledge</b> – evidence collected in response to the theory questions will support participants’ competence with regard to the required knowledge.</p>
Case studies, portfolio, scenarios, workplace projects AT3	<b>Summative assessment 2</b>	<p><b>Required knowledge, critical aspects for assessment</b> and, in some cases, <b>required skills</b> – projects will be theoretical or practical.</p> <p>Evidence collected in response to the project questions and activities will support the judgement of competence.</p>
Role Play AT3	<b>Summative Assessment</b>	<p>A simulation of workplace tasks involving the learner demonstrating workplace tasks, conducted by an assessor during online tutorials or scheduled online meeting (via Zoom or Microsoft Teams) or submitting video evidence presenting the required criteria.</p>

<p>Third party report (in workplace) AT4</p>	<p><b>Supplementary evidence</b></p>	<p><b>Required skills</b> to undertake the tasks outlined in the elements and performance criteria.</p> <p>The third-party report allows trainer / assessors to evaluate evidence which is collected in work situations or contexts when it is not practical for them to collect the evidence themselves.</p> <p>It is an optional, practical tool for collecting performance evidence over a period of time and in different contexts.</p> <p>Trainer / assessors should refer to the AT3 Instructions for specific information about third party evidence collection.</p> <p>A third party should be someone who can interact with and observe the participant on a regular basis. Preference should be given to the participant's manager or direct supervisor; however if this is not viable, a suitably experienced / qualified work colleague might act as a third party.</p>
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<p><b>Resources required to undertake this assessment</b></p>
<p>Learners must have access to these resources:</p> <ul style="list-style-type: none"> <li>▪ Copies of the activities, questions, projects nominated by the trainer / assessor (Learner Guide and Learner Workbook and Assessments)</li> <li>▪ Relevant organisational policies, protocols, and procedural documents to draw from</li> <li>▪ An appropriate workplace, simulated workplace, or prior experience in the workplace</li> <li>▪ Resources normally used in the workplace</li> </ul>
<p><b>Assessment instructions</b></p>
<p>Learners should respond to the AT1 and AT2 assessments either verbally or in writing, as agreed with the facilitator/assessor. All written responses should be recorded in the spaces provided (if more space is required attach additional pages) or alternatively submitted in a word document. If learners answer verbally, the facilitator/assessor is to record their answers in detail.</p> <p>Learners should also undertake observable tasks that provide evidence of performance AT3 &amp; AT4. If workplace observation is to take place under the AT3 then the Assessor must provide instruction to learners on what is expected during observation and arrange a suitable time and location for demonstration of these skills.</p> <p>Learners must fully understand what they are required to do to for assessment, including being advised of the assessment criteria for each of the agreed assessment tasks to be completed then sign the declaration. A learner <b><u>is not to sign the declaration unless they have a clear understanding of what is expected from them.</u></b></p>

# ACKNOWLEDGEMENT DECLARATION

(Please Sign and Return this page to Australian Salesmasters Training Co)

I acknowledge that I,

\_\_\_\_\_ have  
read and fully understand the contents of this Learner Handbook, which outlines the conditions of  
my rights  
and responsibilities as a Learner of Australian Salesmasters Training Co Pty Ltd.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Name of Witness

\_\_\_\_\_  
Signature of Witness

\_\_\_\_\_  
Date

Please send to any of the following:

Email: [admin@thesalesmasters.com.au](mailto:admin@thesalesmasters.com.au)

Post: Attn to Administrative Team  
Australian Salesmasters Training Co.

PO Box 638, Rosebery NSW 1445

Fax: 02 9700 8988 Attn to Administrative Team

What type of funding:

Smart and Skilled

Skilled Capital

Fee Paying