



Student Assessment Information

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STUDENT INFORMATION

This guide provides information on the assessment process. The purpose of the guide is to outline the requirements and the assessment procedures for those interested in being assessed as competent against the real estate competency standards for qualifications in real estate from the CPP07 *Property Services Training Package*.

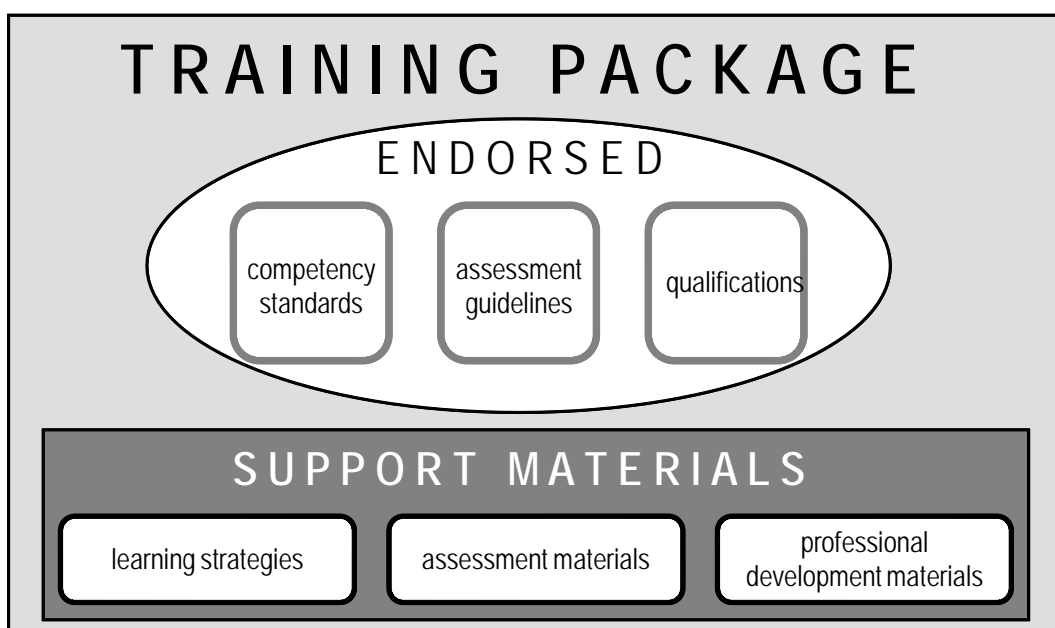
TRAINING PACKAGES

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!

A Training Package is something different and quite specific. CPP07 Property Services Training Package is one of many industry Training Packages.

A Training Package consists of:

- endorsed components and
- support materials.



PATHWAYS 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 a candidate must demonstrate that they can do the things described in the competency standards and apply the knowledge and skills 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.

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 real estate industry competency standards.

Competency-based assessment

Competency-based assessment is the process of judging evidence of competence collected by a candidate to determine the candidate's current competency against the real estate industry standards. Assessment decisions are judgements of whether or not the evidence presented is sufficient to demonstrate that the candidate has met these standards.

The assessment process will focus upon how the candidate applies 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 staff motivation
- information on current skill base and training needs to assist in developing individual and company training plans

Principles of competency-based assessment

The workplace-based assessment provided for in this assessment process has been designed to meet the principles of competency-based assessment.

PRINCIPLE 1

Validity (techniques used assess what they claim to assess)

The assessment process has validity, as the assessment instruments assess the practical application of a range of knowledge and skills in the workplace against competency standards. Judgements on the candidate's competency are based on evidence from a variety of sources. Each unit of competency is assessed using the assessment instrument (s) provided. The methods used in the unit-specific assessment instruments ensure that adequate and appropriate evidence of competency is collected.

The assessment method for each unit of competency is described in each unit-specific assessment. The point at which the competency is demonstrated will be recorded for each unit assessed. The assessor may choose one or more assessment methods to verify the candidate's competencies.

PRINCIPLE 2

Reliability (assessment instruments achieve the same results each time)

The provision of standardised procedures, clear definitions of the evidence required, verification procedures for credentialing and the use of only qualified workplace assessors competent to ensure consistency of decisions, ensures reliability. The test for reliability of an assessment is that the same assessment method can be used no matter who the candidate is or in what context the assessment takes place.

PRINCIPLE 3

Flexibility (variety of provisions for assessment)

The assessment process is flexible as it provides the candidate with different ways to demonstrate competency. The assessment process allows recognition of competency regardless of how the competency was acquired. The assessment outcome is not dependent on a training course, curriculum, or the length of time taken to acquire the competency. This does not involve adapting or adjusting the standards.

PRINCIPLE 4

Fairness (process equitable to all candidates)

The assessment process is fair as it does not disadvantage any candidate. The process provides for procedures that inform individuals of what is expected of them, the form the assessment will take and what evidence they will have to provide for each unit of competency. The assessor should ensure that, prior to the commencement of the assessment process, they consider any special needs of candidates and negotiate how the assessment should proceed. The assessment outcomes can be achieved through a range of training delivery strategies and/or experience.

QUALITY ASSURANCE IN THE ASSESSMENT PROCESS

Assessors' qualifications

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

- be assessed as competent against TAE40110 Certificate IV in Training and Assessment and be deemed competent in the real estate units they are assessing

In addition, the individual assessor will be directly responsible to Real Estate Training Solutions P/L (RTO) which has employed them as an assessor.

Evaluation and audit of assessment process

As part of the registered training provider process, RETS evaluates the assessment process to ensure validity, reliability, flexibility and fairness. The process is 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 real estate industry trends and requirements. This validation is carried out as per the validation schedule. At this point assessors will meet together to discuss their assessment methods and review and compare their assessment processes.

Feedback from the evaluation sheets of the candidate, assessor and employer (where applicable) on the assessment process will be used in the evaluation process.

KEY PLAYERS IN THE ASSESSMENT PROCESS

To ensure the most effective and efficient use of the workplace assessment process, there are a number of individuals who play important roles.

The **student** is the individual undertaking the assessment and responsible for compiling and providing the evidence of competency for assessment against the standards.

The **assessor** is skilled in assessment processes and competent in using the assessment instruments provided in the Learners Guides. They are responsible for making sure the evidence the candidate brings forward is sufficient and reliable and meets the criteria for an assessment to be made. They will decide from the evidence provided by the candidate if it is sufficient to demonstrate competency.

Where applicable the **employer/ supervisor/ mentor/ coach** has an important role. In a traineeship relationship their role is to work with you to identify the units of competency you need to demonstrate on the job and off the job as part of a traineeship.

They may also be responsible for assisting you in some of the following areas:

- observing you on the job
- assisting you in attaining knowledge and skills on the job
- providing opportunities for different types of work
- ensuring you are paid the appropriate rate
- discussing your training plan
- arranging for assessment of existing competency levels and maintaining records relating to the recognition of your competence
- co-ordinating workplace training and assessment with tasks performed in the workplace
- ensuring structured training is provided at the workplace (where necessary)

The **Registered Training Organisation (RTO) – Real Estate Training Solutions** is the organisation or body responsible for the verification of the assessment outcomes and issuing of the credentials. For the assessment to be successful, it is essential that it is a collaborative process between the assessor, employer/supervisor (where applicable) and you.

STUDENTS GUIDELINES

The assessment process

Individuals wishing to be assessed may enrol in the process through traineeships, as part of a formal training course or by being assessed against the real estate competency standards.

The assessment process encourages everyone to gain recognition of their competencies

Conduct of the assessment

You will need to discuss and clarify with your assessor any issues you may have about the assessment process such as the:

- purpose of the assessment
- performance outcomes and criteria for the assessment
- assessment modes
- pre-assessment reading or background information

You will also find this information outlined in the front of all the Assessment Books.

EVIDENCE OF COMPETENCE GATHERED

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

The evidence you provide to the assessor must cover the broad range of skills and knowledge required to address the unit of competency. If you are a trainee, 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 annotations to demonstrate how the evidence is relevant to the competency and why the specific examples have been included.

Your assessor will check whether the evidence you have collected will be suitable by comparing it against the checklist below.

Rules of evidence checklist

-
- Relevance** Do the experiences/documents apply to the performance criteria stated in the standard?
 - Authenticity** Is the evidence presented your own work?
 - Currency** Is the skill/knowledge still current and can you perform the task?
 - Quality** Is the skill/knowledge demonstrated at a level required by the standard?
 - Transferability** Can you apply the skill/knowledge to other contexts?
 - Validity** Does a logical sequence exist between the evidence cited and the performance criteria?
 - Sufficiency** Does the evidence demonstrate the complete competency against the performance criteria and variables as detailed in the standards?
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As part of the assessment process you will be provided with an opportunity to present all the evidence you have to support your claim of competence against the competency standards.

Confidentiality of evidence

Evidence gathered is strictly confidential. All records are stored in a safe and secure location, as the records need to be kept in accordance with the requirements of the National Vocational Regulator (NVR) – Australian Quality Skills Authority (ASQA). Access to the records is restricted to the assessor, RETS, employer/supervisor (in the case of trainees) relevant State Governments and ASQA unless written authorisation from you is obtained to release information to a third party.

Who Will Conduct The Assessments?

Assessment will be conducted by an individual qualified assessor who is highly skilled in the assessment process. They have undertaken training in conducting valid, reliable and fair assessments and are nationally accredited. They also hold real estate qualifications and have extensive experience in the real estate sector.

How are assessments conducted?

The assessments are a process of gathering evidence to establish if you meet the minimum standards as defined by the national real estate competency standards. The evidence will be gathered using the selected assessment methods (see your Assessments) in order to determine competence.

Because RETS can't be observing you all the time in some instances you may also need to undertake assessments over the phone or via alternative modes of technology (eg skype) with the assessor. Alternatively you may need to make a recording of a role play and email or send it to your assessor. You can discuss this further with your assessor.

Method of assessment

Your assessments may include:

- questions
- workplace projects
- role plays
- case studies
- skills observation checklists
- documents you have completed or created
- combination of all or any of the above

What is assessed?

The assessments are conducted against the national real estate competency standards. This information can be found at the start of all of your Learners Guides/Assessment Kits or at the beginning of your online course, for each unit of competency.

The assessor will review the evidence you have provided using the rules of evidence outlined previously. For each assessment completed the assessor will make a judgement as to whether it **CLEARLY** shows that the evidence provided is satisfactory or unsatisfactory. By looking at all the evidence the assessor can conclude if you are 'competent' (can **consistently** perform the function to the required standard over a period of time), or have not yet provided sufficient evidence to show that you can **consistently** perform to the required standard and, as such, are not yet competent. Where the evidence is insufficient the assessor will advise you of the gaps and what can be done to fill them.

How will I know the result?

A competency record sheet will be sent to you indicating whether you are competent or not yet competent. If you are not-yet-competent you will be provide with some feedback. You can contact your assessor to discuss further any questions you may have regarding this.

Further evidence required

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 'competent', 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?

See the Appeals Process located in the Student Handbook

GLOSSARY OF TERMS

Assessment and training terms

Assessment

The process of collecting evidence to judge whether a trainee has demonstrated the skills and knowledge to be applied to a unit of competency.

Assessment guidelines

An endorsed component of a Training Package which sets out the industry approach for valid, reliable and fair assessment. T

Assessment instrument

Tools that can be used by a candidate to gather their evidence of assessment and submit to a workplace assessor for assessment.

Assessment method

The method used to gather evidence of competency, such as case study, role play, workplace project, observation checklist, documentary evidence or questions.

Competency-based assessment

A system of assessment that enables a person to directly demonstrate their skill and knowledge applied to a unit of competency.

Competency standard

The specification of knowledge and skill and the application of that knowledge to the standards of performance required in the workplace. Competency standards define the outcomes for training delivery, assessment, and issuing qualifications and Statements of Attainment.

Element of competency

The outcomes contributing to a unit of competency.

Endorsed components

The endorsed components of a Training Package, being competency standards, assessment guidelines and qualifications packaging.

Evidence

The information provided by the candidate which an assessor uses to assess competency.

Evidence guide

Part of a unit of competency designed to guide assessment in the workplace or institution.

Key competencies

Underpinning competencies that are integrated into all units of competency.

Performance criteria

A part of the competency standards which specify the required level of performance.

Qualifications

Qualifications awarded under the Australian Qualifications Framework.

Range statement

The range of context and conditions to which the performance criteria apply.

Registered Training Organisation (RTO)

An organisation registered by ASQA or equivalent to deliver training and assessment and issue nationally recognised qualifications.

Self assessment

The process of a student determining their own level of performance, both in terms of the level achieved and the rate at which progress is being made.

Support materials

Materials used to support the endorsed components of a Training Package, which may include learning strategies, assessment resources and professional development materials.

Training Package

The list of competency standards for an industry, assessment guidelines, qualifications packaging and any support materials.

Workplace assessor

A person qualified to assess competency.

Unit descriptor

Information, additional to the title of the unit of competency, which clarifies the purpose of the unit and notes any relationship with other industry units.

Unit title

A title for the general area of competency.

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