

MARKING GUIDE

CPP40307

CERTIFICATE IV IN PROPERTY SERVICES (REAL ESTATE)

AUCTIONS

CPPDSM4004A Conduct auction

CPPDSM4019A Prepare for auction and complete sale



Introduction

This document is to be used as a guide to marking the assessment tasks required for this cluster. Inside this document, the tasks as well as sample/benchmark answers are provided. This document also includes a guide to the assessment process. Trainers/assessors should also refer to the following documents:

- Mapping documentation for this unit
- Assessment Record Tool for this cluster.

This cluster is assessed in the following ways:

- Task 1: Short answer questions
- Task 2: Project – pre-auction activities (1)
- Task 3: Project – Simulated auction (1)
- Task 4: Project – pre-auction activities (2)
- Task 5: Project – Simulated auction (2)

Students must complete all assessment tasks satisfactorily in order to achieve competency in the units in this cluster.

Guide to assessment

Assessment tools

We have developed a range of comprehensive assessment tools that assessors are required to use to guide their assessment decisions as well as document the decision process and outcomes. These tools include the following:

- Marking Guide – includes a guide to assessors about acceptable answers to the assessment tasks as well as a guide to assessors on the process of assessment.
- Mapping of assessment tasks to the unit requirements.
- Assessment Task booklet – a booklet for the student that contains their assessment tasks.
- Assessment Record Tool – used by the assessor to record the decision making process.

Training and assessment strategies

Each course has a training and assessment strategy which outlines the assessment tools that are to be used in the assessment of each course. All assessors are given a copy of the Training & Assessment Strategies related to the courses which they assess. Assessors must ensure they work within the parameters and guidelines of the Training & Assessment Strategy and identify any areas that may need improvement or updating as they become aware of them.

Assessment process

Students must complete the tasks provided and submit each one on the due date prescribed by the assessor (if applicable).

The assessor should use the Assessment Record Tool to record the assessment decision for each task. The Record of Assessment Outcomes on the final page of the Assessment Record Tool should be completed by the assessor and then signed and dated by both the assessor and the student.

Assessment Task 1: Short answer questions

What you need to do:

- Answer the questions below by writing in the space provided. If you require more space, use a blank sheet of paper. Alternatively, you may like to use Microsoft Word and print out your answers to each question.
- You are required to answer all questions correctly. If incorrect answers are provided, your assessor will identify the gaps in your knowledge and understanding and make arrangements for reassessment.

What you will need:

- Research materials such as books, internet, magazines, workplace documentation etc.
- Access to legislative and regulatory documentation.

When:

Adjust below to suit your delivery context

- During your own time (workplace based)
- During class time (classroom based).

What you need to submit:

- Your answers to these questions.

Question 1

- a) List three methods you would use to communicate with and relate to a range of people from diverse social, economic and cultural backgrounds and with varying physical and mental abilities.

Student lists three communication methods, which may include:

- active listening
- providing an opportunity for clients to clarify their understanding of the process
- soft questioning and seeking feedback from clients to confirm own understanding of their needs and expectations
- summarising and paraphrasing to check understanding of client message
- using appropriate body language.

- b) For each of the below provide examples of appropriate communication and presentation skills that you would use when conducting an auction.

- Body language

Open body language ensuring arms are not crossed and auctioneer remains approachable.

- Group communication, including:
 - authority
 - engagement
 - presence
 - self confidence

Speak clearly and with confidence about the property. Keep voice as steady as possible speak calmly and show interest and emotion. Stand confidently and ensure you demonstrate control of the situation.

- Details of the property being sold with 'vacant possession' or 'subject to tenancy'
- The agents selling fee
- The agent's estimate of selling price
- The agreed marketing expenses
- Notification if the agent will be sharing commission
- Date and time of the auction
- The vendor's reserve price.

Question 7

List two things that may be included in the auction documentation.

Student lists two items, which may include:

- Authorities
- Contract
- Rules and conditions of auction
- Statutory and agency documentation.

Question 8

What is a finance statement to purchaser and what is its purpose?

If the agent is arranging finance, a 'Section 51 finance statement' must be completed and signed prior to contract. This statement covers a situation where the agent promises to obtain finance for the property. The aim of this requirement is to ensure that an agent has not influenced a purchaser to make an offer by promising to obtain finance for them.

Question 9

When would an estate agent sign a 'declaration of selling agent'?

When they have a financial interest in the property.

Question 10

List the Commonwealth legislation and/or legislation in your state or territory (as applicable) for each area below and provide a brief explanation of each. Find out if your local government has any regulations in each area and list as applicable.

Commonwealth legislation listed below; sample responses for a range of state/territories also provided.

- Anti-money laundering (Commonwealth)

Anti-Money Laundering and Counter-Terrorism Financing Act 2006. This covers such things as reporting of suspicious matters, ensuring electronic funds transfer instructions include certain information about the transferred money, not producing false or misleading information or documentation, or accepting forged documents and so on.
- Equal opportunity

Commonwealth: Age Discrimination Act 2004; Australian Human Rights Commission Act 1986; Disability Discrimination Act 1992; Racial Discrimination Act 1975; Sex Discrimination Act 1984

State/territory: Discrimination Act 1991 (ACT); Anti-Discrimination Act 1977 (NSW); Anti-discrimination Act 1996 (NT); Anti-discrimination Act 1991 (Qld); Equal Opportunity Act 1984 (SA); Anti-discrimination Act 1998 (Tas); Equal Opportunity Act 1995 (Vic); Equal Opportunity Act 1984 (WA).

Equal opportunity law aims to promote everyone's right to equal opportunities; eliminate, as far as possible, discrimination and sexual harassment; and provide redress for people whose rights have been breached.

Assessment Task 2: Project – pre-auction activities (1)

What you need to do:

- Develop a marketing plan for the property that you will need to auction in Assessment Task 3
- Meet with the vendor to discuss the property and completed required documentation (role play with your assessor).

Note: you will do this project twice (see Assessment Task 5) for two different properties.

What you will need:

- A computer with Internet access
- Access to a printer
- An email account
- Your assessor (for the role play)
- The following documentation (to be provided by your assessor):
 - Vendor's statement
 - Exclusive auction authority
 - Auction reserve letter
 - Contract for sale of real estate.

When:

Adjust below to suit your delivery context

- During your own time (workplace based during your assessor's workplace visit)
- During class time (classroom based).

What you need to submit:

- Advertising material of similar properties in the area
- Notes of research of the surrounding area
- List of local area attractions
- Marketing plan
- Completed documentation (Vendor's statement; Exclusive auction authority; Contract of sale for real estate).

Notes to the assessor about this task:

In this task the student is required to go through the process of preparing a property for auction. This includes undertaking a marketing plan, meeting with the client and completing a range of standard documentation.

As part of this task you will need to send the student an email from the client (Mr Smith) that provides information about the features of the property.

A basic outline of a property has been provided below; however, you are free to adjust the property features as you like.

You will also need to provide the student with a street address that is within your local area.

If students are classroom based, you may prefer to give each student different property information, as they will be required to conduct a simulated auction of the property. This will help to keep each role play fresh.

The information regarding the client's availability must remain in the email.

Our house is 25 years old, 204m² and comprises four bedrooms. The main bedroom has an ensuite and it also has direct access to a large covered outdoor entertaining deck, which spans the rear of the house.

We have a large open plan living/meals area, a gourmet kitchen with walk-in fitted pantry. The house also has cathedral ceilings and a wine cellar. We have a double garage and a large swimming pool with a private outdoor entertaining area.

We have beautiful views to the west and the sunsets are glorious. The house was designed by an architect and is in good condition structurally. My wife spends lots of time in the garden and it is beautifully landscaped.

We are proud of our house and would prefer not to sell, but we are on almost one acre of land and it is becoming too much for us – we are in our 70s and both suffer from health issues. Regrettably it is time for us to downsize to something smaller.

We are available during the week on most days except for Mondays between 10am–3pm, Thursdays between 4–7pm and Sundays between 10am–2pm.

As part of this task you are required to provide the student with copies of the vendor's statement, exclusive auction authority, auction reserve letter and contract of sale relevant to your state or territory legislative/regulatory requirements. Please send a copy of these documents to the student via email (if you have hard copies, you will need to scan an image).

You are also required to undertake a role play with the student. Organise a suitable time with the student to do this.

Instructions:

Complete the activities below.

Scenario

Mr and Mrs Robert Smith have lived in their home from when it was built. Now they need to downsize as they both have health issues – it is too large for them to look after.

You are the real estate agent/auctioneer who will handle this property.

Mr Smith has contacted you via email as you have come highly recommended by one of their friends.

1. Your assessor will send you an email that you are to assume has been sent by Mr Smith. This email will contain information about the property. You are to read this email before moving on to the next part of this project.

You are required to send the student an email that provides information about the property. You can use the information provided above or create your own property. Make sure that an address is provided that is relevant to your area.
 Make sure that the email also includes the client's unavailable times.
2. Access a property database of your choice (such as realestate.com.au or domain.com.au) and research similar properties that have been sold within the past three months and that are also currently up for sale in the area. Look at the features and listed prices.

Make some notes about what you learn about the properties for sale in this area, and print out three copies of similar properties in the area – you will need to submit your notes and printouts as part of your assessment. Your notes should cover things such as:

- architectural styles of homes in the area (are many properties renovated or still in original condition?)
- approximate age of properties in the area
- land sizes in the area
- properties that have been subdivided
- how many properties in the area have sold in the past three months
- average price of sold properties in the area
- number of properties are currently up for sale in the area (are they private sales or auctions?).

Assessment Task 3: Project – Simulated auction (1)

What you need to do:

- Set up and run the auction for Mr Smith's property.

What you will need:

- Access to your assessor
- Access to classmates to play the role of bidders and agency staff (or colleagues if in the workplace)
- Copies of relevant auction documentation, including contract of sale, bidders guide, bidding authority, auction rules and any other documentation required by state or territory legislation/regulations (to be provided by your assessor where not already provided in Assessment Task 2)
- Relevant auction equipment (to be provided by your assessor)
- Bidder numbers (to be provided by your assessor)
- Deposit cheque (to be provided by your assessor)
- Access to a simulated environment in which the auction can take place.

When:

Adjust below to suit your delivery context

- During your own time (workplace based during your assessor's workplace visit)
- During class time (classroom based).

What you need to submit:

- Copies of all completed documentation from the auction.

Instructions:

In this task you are required to conduct a simulated auction of Mr Smith's property.

The auction was originally to take place outside the property in the gardens; however, unpredictable weather has led to the auction being conducted on the large covered outdoor decking. You are to assume that a 30-minute open house has already been held and you are now getting ready to set up for the auction.

Your assessor will act out the roles of a bidder and also the vendor.

Your classmates/colleagues (as applicable) will play the roles of bidders. One person will play the role of agency staff member, who will help you to set up and prepare the area.

Ensure your personal presentation is professional and appropriate for the day.

Note: If you are in the workplace and conduct auctions regularly as part of your current role, please discuss with your assessor opportunities to submit video evidence as an alternative to completing this role play.

Notes to the assessor:

If the student is workplace-based and has conducted auctions in the past, you can request them to submit video evidence if available. If the student has an auction coming up in the near future, you may prefer to attend this and assess their performance. Alternatively, you could choose to interview their supervisor or other agency staff who have seen the student's conduct at auctions and who can verify their ability to complete the requirements of this unit (refer to the mapping of this task). Evidence must be provided for two different auctions to demonstrate consistency of performance over time.

Assessment Tasks 4 and 5 are both simulated auctions that the student will be required to run. Each auction should be undertaken at a different time, and feedback must be provided at the end of this assessment task for the student to consider and apply at their next auction. This gives the student the opportunity to demonstrate consistency of performance over time. Assessment Task 5 relates to the property covered in Assessment Task 3.

CPPDSM4004A Conduct auction

Unit Descriptor	This unit of competency specifies the outcomes required to conduct an auction. It includes conducting the auction in line with agency practice, ethical standards and legislative requirements. The outcomes required to prepare for the auction and complete follow-up procedures after the auction sale are addressed in CPPDSM4019A Prepare for auction and complete sale. The unit may form part of the licensing requirements for persons engaged in real estate activities in those States and Territories where these are regulated activities.
Application of the unit	This unit of competency supports the work of licensed real estate agents, real estate representatives and auctioneers engaged in conducting auctions. It addresses the work associated with conducting the auction and completing the auction sale in line with agency practice and legislative requirements.
Licensing requirements	Refer to Unit Descriptor
Pre-requisites	Nil

Elements	Performance Criteria	Assessment Tasks & Assessment Method				
		AT1	AT2	AT3	AT4	AT5
		Short answer	Pre-auction activities (1)	Simulated auction (1)	Pre-auction activities (2)	Simulated auction (2)
1 Conduct auction	1.1 Implementation of auction day procedures is confirmed to ensure that auction is conducted in a manner that is consistent with agency practice, ethical standards and legislative requirements.			✓		✓
	1.2 Auction arrangements are confirmed in briefing with selling agent in line with agency practice.	16				
	1.3 Auction process is professionally conducted to establish the optimum price possible for the property from the buyers in attendance.			✓		✓
	1.4 Appropriate communication and presentation skills are used in conducting the auction.	1		✓		✓
	1.5 Price movements are monitored during the auction process.	18		✓		✓
	1.6 Questions from bidders and others engaged in the auction are answered honestly in line with agency practice, ethical standards and legislative requirements.	20		✓		✓
	1.7 Auction is conducted in a manner consistent with agency practice, ethical standards and legislative requirements.			✓		✓

Required skills	Assessment Tasks & Method				
	AT1	AT2	AT3	AT4	AT5
	Short answer	Pre-auction activities (1)	Simulated auction (1)	Pre-auction activities (2)	Simulated auction (2)
<ul style="list-style-type: none"> ability to communicate with and relate to a range of people from diverse social, economic and cultural backgrounds and with varying physical and mental abilities 		✓	✓	✓	✓
<ul style="list-style-type: none"> analytical skills to interpret documents such as legislation, regulations, contracts of sale and auction rules 			✓		✓
<ul style="list-style-type: none"> application of risk management strategies associated with the conduct of an auction 	2		✓		✓
<ul style="list-style-type: none"> computing skills to access agency databases, send and receive emails and complete standard forms online 		✓			✓
<ul style="list-style-type: none"> decision making and problem solving skills to analyse situations and make decisions that are consistent with legislative and ethical requirements 		✓	✓	✓	✓
<ul style="list-style-type: none"> group communication and presentation skills to conduct an auction 			✓		✓
<ul style="list-style-type: none"> literacy skills to access and interpret a variety of texts, including legislation and regulations; prepare general information and papers; prepare formal and informal letters, reports and applications; and complete standard forms 	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> negotiation skills to conduct an auction 			✓		✓
<ul style="list-style-type: none"> numeracy skills to monitor price movements in the auction process 			✓		✓
<ul style="list-style-type: none"> planning, organising and scheduling skills to conduct an auction 			✓		✓
<ul style="list-style-type: none"> research skills to identify and locate documents and information relating to the sale of property by auction. 	✓	✓	✓	✓	✓

Required knowledge	Assessment Tasks & Method				
	AT1	AT2	AT3	AT4	AT5
	Short answer	Pre-auction activities (1)	Simulated auction (1)	Pre-auction activities (2)	Simulated auction (2)
▪ auction day procedures	2, 12, 15, 16, 18		✓		✓
▪ auction documentation, including:					
▪ authorities' documentation	6		✓		✓
▪ contracts			✓		✓
▪ display			✓		✓
▪ statutory and agency documentation			✓		✓
▪ auction equipment, including:					
▪ audiovisual equipment	5		✓		✓
▪ bell	5		✓		✓
▪ display boards	5		✓		✓
▪ flags	5		✓		✓
▪ gavel	5		✓		✓
▪ lectern	5		✓		✓
▪ signs	5		✓		✓
▪ stickers	5		✓		✓
▪ auction marketing plan		✓	✓	✓	✓
▪ auction process, including:					
▪ describing property benefits			✓		✓
▪ identifying salient features of contract			✓		✓
▪ audibly stating the rules and conditions of auction, including vendor bidding			✓		✓
▪ calling for bids			✓		✓

Required knowledge	Assessment Tasks & Method				
	AT1	AT2	AT3	AT4	AT5
	Short answer	Pre-auction activities (1)	Simulated auction (1)	Pre-auction activities (2)	Simulated auction (2)
<ul style="list-style-type: none"> using vendor bidding as appropriate in line with relevant legislation 			✓		✓
<ul style="list-style-type: none"> confirming or renegotiating reserve with seller as appropriate 			✓		✓
<ul style="list-style-type: none"> knocking down or passing in property as appropriate 			✓		✓
<ul style="list-style-type: none"> auction rules, including: <ul style="list-style-type: none"> advertising auction results 	25				
<ul style="list-style-type: none"> <ul style="list-style-type: none"> auctioneer requirement to identify bidders 	19				
<ul style="list-style-type: none"> <ul style="list-style-type: none"> bidders 			✓		✓
<ul style="list-style-type: none"> <ul style="list-style-type: none"> cooling off 			✓		✓
<ul style="list-style-type: none"> <ul style="list-style-type: none"> disruption of an auction 					✓
<ul style="list-style-type: none"> <ul style="list-style-type: none"> dummy bids 			✓		✓
<ul style="list-style-type: none"> <ul style="list-style-type: none"> estimated selling price 		✓	✓	✓	✓
<ul style="list-style-type: none"> <ul style="list-style-type: none"> follow-up procedures if property is sold or passed in 			✓		✓
<ul style="list-style-type: none"> <ul style="list-style-type: none"> oral information to be provided by auctioneer 			✓		✓
<ul style="list-style-type: none"> <ul style="list-style-type: none"> post-auction information 			✓		✓
<ul style="list-style-type: none"> <ul style="list-style-type: none"> public inspection of auction rules and conditions 			✓		✓
<ul style="list-style-type: none"> <ul style="list-style-type: none"> questioning of auctioneer 	20		✓		✓
<ul style="list-style-type: none"> <ul style="list-style-type: none"> rebates 			✓		✓
<ul style="list-style-type: none"> <ul style="list-style-type: none"> rules and conditions of auctions 			✓		✓
<ul style="list-style-type: none"> <ul style="list-style-type: none"> vendor bids 			✓		✓
<ul style="list-style-type: none"> communication and presentation skills 	1	✓	✓	✓	✓
<ul style="list-style-type: none"> ethical standards for auctioneers, including: 					

Required knowledge	Assessment Tasks & Method				
	AT1	AT2	AT3	AT4	AT5
	Short answer	Pre-auction activities (1)	Simulated auction (1)	Pre-auction activities (2)	Simulated auction (2)
<ul style="list-style-type: none"> ▪ legislative requirements 	10, 19, 20	✓	✓	✓	✓
<ul style="list-style-type: none"> ▪ non-legislative codes of ethics 		✓	✓	✓	✓
<ul style="list-style-type: none"> ▪ negotiation techniques 			✓		✓
<ul style="list-style-type: none"> ▪ penalties for breach of auction legislation and regulations 	21				
<ul style="list-style-type: none"> ▪ preparation of auction area 			✓		✓
<ul style="list-style-type: none"> ▪ risks and risk management strategies 	2		✓		✓
<ul style="list-style-type: none"> ▪ relevant federal, and state or territory legislation and local government regulations relating to: 					
<ul style="list-style-type: none"> ▪ auctions 	10		✓		✓
<ul style="list-style-type: none"> ▪ anti-discrimination and equal employment opportunity 	10				
<ul style="list-style-type: none"> ▪ anti-money laundering 	10				
<ul style="list-style-type: none"> ▪ consumer protection, fair trading and trade practices 	10				
<ul style="list-style-type: none"> ▪ employment and industrial relations 	10				
<ul style="list-style-type: none"> ▪ financial services 	10				
<ul style="list-style-type: none"> ▪ OHS 	10				
<ul style="list-style-type: none"> ▪ privacy 	10				
<ul style="list-style-type: none"> ▪ property sales 	10		✓		✓
<ul style="list-style-type: none"> ▪ reserve price, including: 					
<ul style="list-style-type: none"> ▪ definition 	3				
<ul style="list-style-type: none"> ▪ purpose 	3				
<ul style="list-style-type: none"> ▪ setting 	3				
<ul style="list-style-type: none"> ▪ roles and responsibilities of auctioneer. 	4		✓		✓

Critical aspects of assessment	Assessment Tasks & Method				
	AT1	AT2	AT3	AT4	AT5
	Short answer	Pre-auction activities (1)	Simulated auction (1)	Pre-auction activities (2)	Simulated auction (2)
A person who demonstrates competency in this unit must be able to provide evidence of:					
<ul style="list-style-type: none"> conducting auctions in line with agency practice, ethical standards and legislative requirements 			✓		✓
<ul style="list-style-type: none"> knowledge of ethical standards, legislative and regulatory requirements and agency practices associated with the conduct of auctions 	10, 19, 20		✓		✓
<ul style="list-style-type: none"> knowledge of the auction process 	2, 12, 15, 16, 18		✓		✓
<ul style="list-style-type: none"> using effective communication and presentation techniques in conducting auctions. 	1		✓		✓

Context of and specific resources for assessment	Yes/No
Resource implications for assessment include:	
<ul style="list-style-type: none"> access to suitable simulated or real opportunities and resources to demonstrate competence 	Yes
<ul style="list-style-type: none"> assessment instruments that may include personal planner and assessment record book 	Yes
<ul style="list-style-type: none"> access to a registered provider of assessment services. 	Yes
Where applicable, physical resources should include equipment modified for people with disabilities. Access must be provided to appropriate learning and/or assessment support when required. Assessment processes and techniques must be culturally appropriate, and appropriate to the language and literacy capacity of the candidate and the work being performed.	Yes
Validity and sufficiency of evidence require that:	
<ul style="list-style-type: none"> competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace 	Yes
<ul style="list-style-type: none"> where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the person's competence 	Yes
<ul style="list-style-type: none"> all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence 	Yes

Context of and specific resources for assessment	Yes/No
<ul style="list-style-type: none"> where assessment is for the purpose of recognition (RCC/RPL), the evidence provided will need to be current and show that it represents competency demonstrated over a period of time 	NA
<ul style="list-style-type: none"> assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit. 	Yes
<p>In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and any cultural issues that may affect responses to the questions, and will reflect the requirements of the competency and the work being performed.</p>	Yes

SAMPLE

ASSESSMENT TASKS

CPP40307

CERTIFICATE IV IN PROPERTY SERVICES (REAL ESTATE)

AUCTIONS

CPPDSM4004A Conduct auction

CPPDSM4019A Prepare for auction and complete sale

Student name: _____



Assessment plan

The following outlines the requirements of your final assessment for:

- CPPDSM4004A Conduct auction
- CPPDSM4019A Prepare for auction and complete sale

You are required to complete all tasks to demonstrate competency in these units.

These units are assessed through the following:

Assessment Requirements	Method of Assessment	Due date
1. Short answer questions	Written activity	
2. Project – pre-auction activities (1)	Project/Role play	
3. Project – Simulated auction (1)	Project/Role play	
4. Project – pre-auction activities (2)	Project/Role play	
5. Project – Simulated auction	Project/Role play	

All assessments will ensure that the principles of assessment and rules of evidence are adhered to. The principles of assessment are that assessment must be valid, fair, reliable and consistent. The rules of evidence state that evidence must be sufficient, valid, current and authentic.

If reassessment is required, you will be given the chance to resubmit the assessment task. You will have up to three opportunities to resubmit each assessment task. If, after the third attempt, the assessment is still not satisfactory your trainer/assessor will make alternative arrangements for assessment.

Agreement by the student

Have you read and understood what is required of you in terms of assessment? Yes No

Do you understand the requirements of this assessment? Yes No

Do you agree to the way in which you are being assessed? Yes No

Do you have any special needs or considerations to be made for this assessment?
If yes, what are they? Yes No

Do you understand your rights to appeal the decisions made in an assessment? Yes No

Student name: _____

Student signature: _____ Date: _____

Assessor name: _____

Assessor signature: _____ Date: _____

Assessment Task 1: Short answer questions

What you need to do:

- Answer the questions below by writing in the space provided. If you require more space, use a blank sheet of paper. Alternatively, you may like to use Microsoft Word and print out your answers to each question.
- You are required to answer all questions correctly. If incorrect answers are provided, your assessor will identify the gaps in your knowledge and understanding and make arrangements for reassessment.

What you will need:

- Research materials such as books, internet, magazines, workplace documentation etc.
- Access to legislative and regulatory documentation.

When:

Adjust below to suit your delivery context

- During your own time (workplace based)
- During class time (classroom based).

What you need to submit:

- Your answers to these questions.

Question 1

- a) List three methods you would use to communicate with and relate to a range of people from diverse social, economic and cultural backgrounds and with varying physical and mental abilities.

Assessment Task 2: Project – pre-auction activities (1)

What you need to do:

- Develop a marketing plan for the property that you will need to auction in Assessment Task 3
- Meet with the vendor to discuss the property and completed required documentation (role play with your assessor).

Note: you will do this project twice (see Assessment Task 5) for two different properties.

What you will need:

- A computer with Internet access
- Access to a printer
- An email account
- Your assessor (for the role play)
- The following documentation (to be provided by your assessor):
 - Vendor's statement
 - Exclusive auction authority
 - Auction reserve letter
 - Contract for sale of real estate.

When:

Adjust below to suit your delivery context

- During your own time (workplace based during your assessor's workplace visit)
- During class time (classroom based).

What you need to submit:

- Advertising material of similar properties in the area
- Notes of research of the surrounding area
- List of local area attractions
- Marketing plan
- Completed documentation (Vendor's statement; Exclusive auction authority; Contract of sale for real estate).

Instructions:

Complete the activities below.

Scenario

Mr and Mrs Robert Smith have lived in their home from when it was built. Now they need to downsize as they both have health issues – it is too large for them to look after.

You are the real estate agent/auctioneer who will handle this property.

Mr Smith has contacted you via email as you have come highly recommended by one of their friends.

Assessment Task 3: Project – Simulated auction (1)

What you need to do:

- Set up and run the auction for Mr Smith's property.

What you will need:

- Access to your assessor
- Access to classmates to play the role of bidders and agency staff (or colleagues if in the workplace)
- Copies of relevant auction documentation, including contract of sale, bidders guide, bidding authority, auction rules and any other documentation required by state or territory legislation/regulations (to be provided by your assessor where not already provided in Assessment Task 2)
- Relevant auction equipment (to be provided by your assessor)
- Bidder numbers (to be provided by your assessor)
- Deposit cheque (to be provided by your assessor)
- Access to a simulated environment in which the auction can take place.

When:

Adjust below to suit your delivery context

- During your own time (workplace based during your assessor's workplace visit)
- During class time (classroom based).

What you need to submit:

- Copies of all completed documentation from the auction.

Instructions:

In this task you are required to conduct a simulated auction of Mr Smith's property.

The auction was originally to take place outside the property in the gardens; however, unpredictable weather has led to the auction being conducted on the large covered outdoor decking. You are to assume that a 30-minute open house has already been held and you are now getting ready to set up for the auction.

Your assessor will act out the roles of a bidder and also the vendor.

Your classmates/colleagues (as applicable) will play the roles of bidders. One person will play the role of agency staff member, who will help you to set up and prepare the area.

Ensure your personal presentation is professional and appropriate for the day.

Note: If you are in the workplace and conduct auctions regularly as part of your current role, please discuss with your assessor opportunities to submit video evidence as an alternative to completing this role play.

You must undertake the following activities during this role play:

1. Meet with the vendor (your assessor) and provide them with an overview of what will be happening today. Explain that the auction will now be on the decking as the weather is not as expected. Answer any questions that Mr Smith asks of you.
2. Set up your equipment and all necessary documentation. Check that the area is safe and free of hazards. Make sure you get your 'colleague' to assist with this.
3. Greet each bidder and ensure the required forms are completed and identification is sighted. Make sure that each bidder is financially viable.

ASSESSMENT RECORD TOOL

CPP40307

CERTIFICATE IV IN PROPERTY SERVICES (REAL ESTATE)

AUCTIONS

CPPDSM4004A Conduct auction

CPPDSM4019A Prepare for auction and complete sale

Student name: _____



Introduction

Assessment requirements

This record tool is to be used to record the assessment decisions for the Auctions cluster, which consists of the following units:

- CPPDSM4004A Conduct auction
- CPPDSM4019A Prepare for auction and complete sale

These assessments are targeted to a learner who is studying the Certificate IV in Property Services (Real Estate).

Recording assessment outcomes

Use this Assessment Record Tool to record the outcomes of each assessment task related to this cluster. Add any further comments about the student's performance to the Assessment Cover Sheet for the relevant task.

Marking Guide

Refer to the Marking Guide for further instructions and details about each assessment task.

Assessment Checklists

Use the checklists below to record the outcomes of each task. Record each outcome on the Record of Assessment Outcomes at the end of this document.

Assessment Task 1: Short answer questions			
In this task, did the student:	Completed successfully		Comments
	Yes	No	
Did the student answer all short answer questions correctly? (Please note which questions were answered incorrectly, if applicable).			
If 'no' to the above, did you identify gaps in the student's understanding and knowledge?			
If 'yes' to the above, what arrangements have been made for reassessment?			
Please add any further comments about this assessment on the Assessment Cover Sheet.			
Task outcome:	Satisfactory <input type="checkbox"/>		Not Satisfactory <input type="checkbox"/>
Trainer/assessor name:			
Trainer/assessor signature:			
Date:			

Assessment Task 2: Project – Project – pre-auction activities (1)			
In this task, did the student:	Completed successfully		Comments
	Yes	No	
Receive and read the email from the client to determine property details?			
Research similar properties in the area via use of an online real estate database (printouts of three relevant properties provided)?			
Take notes of their research, which may include reference to (tick as appropriate): <input type="checkbox"/> architectural styles <input type="checkbox"/> age of properties in the area <input type="checkbox"/> land sizes <input type="checkbox"/> subdivisions in the area <input type="checkbox"/> sold properties within the past three months <input type="checkbox"/> average price of sold properties <input type="checkbox"/> number of properties up for sale in the area			
Use Google Maps (or similar online mapping application) to research the immediate area of the property?			
Make notes of attractions in the immediate area?			
Determine suitable price range for the property?			
Prepare an auction marketing plan that includes: <input type="checkbox"/> detailed property description <input type="checkbox"/> inspection times <input type="checkbox"/> open house times (for two weeks) <input type="checkbox"/> security/safety arrangements <input type="checkbox"/> promotion strategies (two) <input type="checkbox"/> an appropriate advertisement of the property <input type="checkbox"/> communication strategies with sellers and prospective buyers <input type="checkbox"/> procedures in regards to offers prior to auction <input type="checkbox"/> outcomes of marketing activities <input type="checkbox"/> procedures for post-listing conference <input type="checkbox"/> procedures for the day of the auction			
Communicate appropriately during the role play, including: <input type="checkbox"/> greeting the client <input type="checkbox"/> being respectful, sensitive and polite throughout <input type="checkbox"/> showing patience <input type="checkbox"/> listening to the client <input type="checkbox"/> using clarifying statements <input type="checkbox"/> using appropriate tone, volume and pitch of voice <input type="checkbox"/> considering non-verbal communication (ie body language, personal space etc)			

Record of Assessment Outcomes: Auctions

This section records the outcome of each task/assessment requirement so that the final assessment outcome can be determined for the following units in this cluster.

- CPPDSM4004A Conduct auction
- CPPDSM4019A Prepare for auction and complete sale.

The table below shows all the assessment requirements for this cluster and indicates which units each assessment requirement relates to. Once a student has satisfactorily completed all requirements related to a unit, they can be given a Final Assessment Result of 'Competent' for that unit. A number of spaces have been provided to record multiple attempts. Final Assessment Results should only be recorded once all tasks for a unit have been attempted.

Assessment Requirements/Tasks	DSM4004A	DSM4019A	Task Outcome		
			Satisfactory (S) Not satisfactory (NS)	Date	Assessor Initials
1. Short answer questions	✓	✓			
2. Project – pre-auction activities (1)	✓	✓			
3. Project – Simulated auction (1)	✓	✓			
4. Project – pre-auction activities (2)	✓	✓			
5. Project – Simulated auction (2)	✓	✓			
Final Assessment Results			Result (C/NYC)	Date	
CPPDSM4004A Conduct auction					
CPPDSM4019A Prepare for auction and complete sale					
Assessor Name:					
Signature:				Date: / /	