

## CPPDSM4018A Prepare and present property reports

<b>Unit descriptor</b>	<p>This unit of competency specifies the outcomes required to recognise and analyse property styles and faults in order to assist clients to understand the condition of property prior to listing, leasing or refurbishment. This includes identifying different architectural and construction styles and their impact on the market value of property, using common building construction terms to describe key features of properties, explaining the impact of common building defects on marketing properties for sale or rent, conducting property inspections, presenting reports on the physical condition of properties, identifying costs and potential benefits of property improvements, and acting on subsequent client instructions. This is not expected to replace technical and expert advice nor represent financial advice.</p> <p>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.</p>
<b>Employability skills</b>	<p>The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying employability skills requirements.</p>
<b>Prerequisite units</b>	Nil
<b>Application of the unit</b>	<p>This unit of competency supports the work of licensed real estate agents and real estate representatives involved in preparing and presenting property reports.</p>
<b>Competency field</b>	Real estate
<b>Unit sector</b>	Property development, sales and management

### ELEMENT

Elements describe the essential outcomes of a unit of competency.

#### 1 Identify different architectural and construction styles and their impact on the market value of property.

### PERFORMANCE CRITERIA

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

- 1.1 Key architectural and construction styles are identified.
- 1.2 Common architectural terms are used to describe ***features of different architectural and construction styles***.

ELEMENT	PERFORMANCE CRITERIA
	<p>1.3 Key features of different architectural and construction styles are identified.</p> <p>1.4 Impact of architectural and construction styles on value of property is explained to client.</p> <p>1.5 Impact that modifications and variations from pure styles may have on the market value of property is explained to client.</p>
<p><b>2 Use common construction terms to describe key features of buildings.</b></p>	<p>2.1 Common construction terms and techniques are identified and used to describe key features of properties.</p> <p>2.2 <i>Basic building plans and drawings</i> are accessed and interpreted to describe key features of properties.</p> <p>2.3 Sequence of building construction and major construction features are identified and used to describe properties.</p>
<p><b>3 Explain the impact of common building defects on the marketing of properties for sale or rent.</b></p>	<p>3.1 Common <i>building defects</i> in residential and commercial buildings are identified in line with agency and legislative requirements.</p> <p>3.2 Basic preventative measures for addressing common building defects are identified.</p> <p>3.3 <i>Sources of information and advice on remedies for building defects</i> are identified.</p> <p>3.4 Impact of building defects on presenting properties for sale or rent is assessed and appropriate strategies are devised for effectively presenting such properties in line with legislative and agency requirements.</p>
<p><b>4 Inspect property.</b></p>	<p>4.1 <i>Purpose of property inspection</i> is determined in line with client and agency requirements.</p> <p>4.2 Appointment is made for property inspection in line with agency practice.</p> <p>4.3 <i>Key features of properties included in property inspections</i> are identified in line with agency practice.</p> <p>4.4 Property inspection is planned and conducted, noting key structural and aesthetic features as well as defects in the building and surrounds, in line with agency practice.</p> <p>4.5 Report on property inspection is prepared in line with agency practice.</p>

ELEMENT	PERFORMANCE CRITERIA
<b>5 Identify and communicate to clients the costs and benefits of property improvements.</b>	5.1 Sources of information and professional advice on property improvements are identified and accessed in line with agency practice. 5.2 Potential benefits and costs of property improvements are explained to client in line with agency practice.
<b>6 Present property condition report and act on client instructions.</b>	6.1 Information collected during property inspection and additional research are analysed and documented in line with agency practice in a clear, concise and accurate record of current condition. 6.2 Property condition report, including findings, recommendations and potential agency services, is communicated to client in line with agency practice. 6.3 Client instructions in relation to property condition report are taken and acted on in line with agency practice.

## REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

### Required skills:

- 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
- risk management skills to identify risks associated with providing property condition reports
- computing skills to access agency databases, send and receive emails and complete standard forms online
- decision making and problem solving skills to analyse situations and make decisions associated with the preparation of property condition reports
- literacy skills to access and interpret a variety of texts, including building consultant reports, building plans, manuals, supplier specifications and contracts; prepare general information and papers; prepare formal and informal letters, reports and applications; and complete prescribed forms
- numeracy skills to calculate and interpret data, such as costs of property improvements
- planning, organising and scheduling skills to undertake work-related tasks, such as preparing correspondence, organising appointments and arranging property inspections

## **REQUIRED SKILLS AND KNOWLEDGE**

- research skills to identify and locate documents and information relating to the preparation of property reports
- verbal communication skills required for face-to-face communication with property owners, building consultants, suppliers and others associated with the preparation of property reports.

### **Required knowledge and understanding:**

- architectural and construction styles, including:
  - key features
  - impact on market value of property of variations from pure styles and modifications
- basic plans and drawings, including:
  - site maps
  - architectural drawings
- building defects, including:
  - aesthetic faults
  - design faults
  - electrical systems
  - exterior outbuildings
  - fire protection systems
  - gardens and surrounds
  - illegal renovations and extensions
  - lift systems
  - plumbing and drainage systems
  - roof construction
  - roof covering
  - structural
  - sub-floor
  - ventilation, heating and cooling systems
- common construction terms
- construction features
- construction sequence

**REQUIRED SKILLS AND KNOWLEDGE**

- construction techniques
- effects of defects on potential for property sale or rental
- property condition reports, including content, format and purpose
- property improvements, including:
  - preventative measures
  - enhancement measures
  - accessing information and professional advice on property improvements
  - benefits of property improvements
  - costs of property improvement
- property inspection, including:
  - agency requirements
  - client needs
  - conduct and planning of property inspections
  - features of property included in property inspections
  - periodic property inspections
  - reasons for property inspections
- relevant federal, and state or territory legislation and local government regulations relating to:
  - anti-discrimination and equal employment opportunity
  - consumer protection, fair trading and trade practices
  - employment and industrial relations
  - financial services
  - leases
  - OHS
  - privacy
  - property sales and management
- risk and risk management strategies.

## RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

***Features of different architectural and construction styles*** may include:

- building materials
- common renovation features
- construction techniques
- external features
- internal features.

***Basic building plans and drawings*** may include:

- architectural drawings
- site maps.

***Building defects*** may include:

- electrical systems
- exterior outbuildings
- features that are out of keeping with neighbouring styles of buildings
- fire protection systems
- gardens and surrounds
- historically or stylistically incorrect renovations, extensions or repairs
- illegal renovations and extensions
- lift systems
- plumbing and drainage systems
- roof construction
- roof covering
- structural
- sub-floor
- ventilation, heating and cooling systems.

***Sources of information and advice on remedies for building defects*** may include:

- arborists
- architects
- builders
- building consultants
- building inspectors

- electricians
- engineers
- lift technicians
- mechanical services technicians
- local government
- plumbers
- surveyors.

***Purpose of property inspection*** may include:

- client needs:
  - investment
  - listing
  - leasing
  - refurbishment
  - sale
- agency requirements:
  - leasing
  - listing
  - refurbishment.

***Key features of properties included in property inspections*** may include:

- aesthetic features, defects and structural features of:
  - inside buildings
  - outside buildings and surrounds.

## EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

### Overview of assessment

This unit of competency could be assessed through case studies, demonstrations and targeted written (including alternative formats where necessary) or verbal questioning relating to the preparation and presentation of property reports. The case studies, demonstration and questioning would include collecting evidence of the candidate's knowledge and application of ethical standards and relevant federal, and state or territory legislation and regulations. This assessment may be carried out in a simulated or workplace environment.

**Critical aspects for assessment and evidence required to demonstrate competency in this unit**

A person who demonstrates competency in this unit must be able to provide evidence of:

- identifying different architectural and construction styles
- identifying impact of different architectural and construction styles on market value of property
- identifying and communicating to clients the costs and benefits of property improvements
- using common building construction terms to describe key features of buildings
- explaining impact of common building defects on the marketing of properties for sale or rent
- conducting property inspections
- preparing and presenting property condition reports to clients
- acting on client instructions in relation to the findings and recommendations identified in property reports.

**Context of and specific resources for assessment**

Resource implications for assessment include:

- access to suitable simulated or real opportunities and resources to demonstrate competence
- assessment instruments that may include personal planner and assessment record book
- access to a registered provider of assessment services.

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.

Validity and sufficiency of evidence require that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace

- 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
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence
- 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
- assessment can be through simulated project-based activity and must include evidence relating to each of the elements in this unit.

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.