

Specification

Edexcel competence-based
qualifications

Edexcel Level 2 Certificate in Property (Sale of Residential Property) (QCF)

Issue 2

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Our specialist suite of qualifications include NVQs, Apprenticeships, WorkSkills, Functional Skills, Foundation Learning, as well as our exclusive range of BTECs, from entry level right through to Higher National Diplomas.

This specification is Issue 2. Key changes are sidelined. We will inform centres of any changes to this issue. The latest issue can be found on the Edexcel website: www.edexcel.com

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Authorised by Roger Beard
Prepared by Thomas Gudgeon

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Qualification title covered by this specification

This specification gives you the information you need to offer the Edexcel Level 2 Certificate in Property (Sale of Residential Property) (QCF):

Qualification title

Qualification title	Qualification Accreditation Number (QAN)	Accreditation start date
Edexcel Level 2 Certificate in Property (Sale of Residential Property) (QCF)	600/1284/5	01/04/11

This qualification has been accredited within the Qualifications and Credit Framework (QCF) and is eligible for public funding as determined by the Department for Education (DfE) under Sections 96 and 97 of the Learning and Skills Act 2000.

The qualification title listed above features in the funding lists published annually by the DfE and the regularly updated website. It will also appear on the Learning Aims Database (LAD), where relevant.

You should use the QCF Qualification Accreditation Number (QAN), when you wish to seek public funding for your learners. Each unit within a qualification will also have a unique QCF reference number, which is listed in this specification.

The QCF qualification title and unit reference numbers will appear on the learners' final certification document. Learners need to be made aware of this when they are recruited by the centre and registered with Edexcel.

This title replaces the following qualification from 01/04/2011:

Qualification title	Qualification Accreditation Number (QAN)	Accreditation start date
Edexcel Level 2 Certificate in Property (Sale of Residential Property) (QCF)	500/9347/2	01/06/10

Key features of the Edexcel Level 2 Certificate in Property (Sale of Residential Property) (QCF)

This qualification:

- is nationally recognised
- is based on the Sale of Residential Property National Occupational Standards (NOS). The NOS, assessment strategy and qualification structure(s) are owned by Asset Skills.

The Edexcel Level 2 Certificate in Property (Sale of Residential Property) has been approved as required for the Sale of Residential Property Apprenticeship framework.

What is the purpose of this qualification?

This qualification has been designed for those working in the sale of residential property. It aims to provide a suitable qualification that will allow individuals to demonstrate their competence and understanding against a clear set of standards based on the needs of the industry.

Who is this qualification for?

This qualification is for all learners aged 16 and above who are capable of reaching the required standards.

Edexcel's policy is that the qualification should:

- be free from any barriers that restrict access and progression
- ensure equality of opportunity for all wishing to access the qualifications.

What are the benefits of this qualification to the learner and employer?

This qualification requires individuals to demonstrate competence against National Occupational Standards (NOS) which are based on the needs of the sale of residential property industry as defined by Asset Skills, the Sector Skills Council. As such it contributes to the development of skilled labour in the sector. This qualification may contribute towards the competence element of an Apprenticeship.

What are the potential job roles for those working towards this qualification?

- Estate agent.

What progression opportunities are available to learners who achieve this qualification?

This qualification makes up part of the apprenticeship framework for the sale of residential property. It supports and offers opportunities for progression to further related qualifications such as the Edexcel Level 3 Diploma in Property (Sale of Residential Property) (QCF).

Further information is available in *Annexe A*.

What is the qualification structure for the Edexcel Level 2 Certificate in Property (Sale of Residential Property) (QCF)?

Individual units can be found in the *Units* section. The QCF level and credit value are given on the first page of each unit.

Learners must achieve a minimum of 18 credits, 15 credits from group A and a minimum of three credits from group B.

Apprentices must achieve a minimum of 33 credits, 15 credits from group A, a minimum of three credits from group B, four credits from group C and a minimum of 11 credits from Group D.

Core qualification

Group A

Unit 1: M/600/2775 – Reduce Risks to Health and Safety in the Workplace

Unit 2: J/601/2972 – Maintain the Security of Individuals and Property in a Property Environment

Unit 3: T/601/2949 – Understanding Professional Conduct in a Property Environment

Unit 4: R/601/2988 – Progress Customer Enquiries Associated with Property Services

Unit 5: M/601/2965 – Know the Legislation, Guidelines, Codes of Practice and Statutory Information in Residential Sales

Unit 6: R/601/2991 – Maintain Displays of Marketing Materials for Properties

Unit 7: D/601/3111 – Organise and Progress Viewings of Properties

Group B

Unit 8: F/601/3053 – Organise Market Appraisals of Properties

Unit 9: J/601/3121 – Conduct Accompanied Viewings of Properties

Unit 10: J/601/3166 – Hand-over New Properties to Buyers

Additional units for apprentices

Group C

Unit 11: A/502/7524 – Employment rights and responsibilities in the Facilities Management, Housing and Property Sectors

Unit 12: R/600/6351 – Develop Yourself in the Job Role

Group D

Unit 13: F/601/1223 – Deal with Incoming Telephone Calls from Customers

Unit 14: J/601/1224 – Make Telephone Calls to Customers

Unit 15: A/601/1219 – Deal with Customers Across a Language Divide

Unit 16: L/601/1225 – Deal with Customers using Bespoke Software

Unit 17: A/601/1222 – Use Questioning Techniques when Delivering Customer Service

How is the qualification graded and assessed?

The overall grade for this qualification is a 'pass'. The learner must achieve all the required units within the specified qualification structure.

To pass a unit the learner must:

- achieve **all** the specified learning outcomes
- satisfy **all** the assessment criteria by providing sufficient and valid evidence for each criterion
- show that the evidence is their own.
- The qualification is designed to be assessed:
 - in the workplace or
 - in conditions resembling the workplace, as specified in the Assessment principles/strategy for the sector, or
- as part of a training programme.

Assessment principles

The assessment principles for this qualification have been included in *Annexe D*. They have been developed by Asset Skills in partnership with employers, training providers, awarding organisations and the regulatory authorities. The assessment principles include details on:

- criteria for defining realistic working environments
- roles and occupational competence of assessors, expert witnesses, internal verifiers and standards verifiers
- quality control of assessment
- evidence requirements.

Evidence of competence may come from:

- **current practice** where evidence is generated from a current job role
- a **programme of development** where evidence comes from assessment opportunities built into a learning/training programme whether at or away from the workplace
- the **Recognition of Prior Learning (RPL)** where a learner can demonstrate that they can meet the assessment criteria within a unit through knowledge, understanding or skills they already possess without undertaking a course of learning. They must submit sufficient, reliable and valid evidence for internal and standards verification purposes. RPL is acceptable for accrediting a unit, several units or a whole qualification
- a **combination** of these.

It is important that the evidence is:

Valid	relevant to the standards for which competence is claimed
Authentic	produced by the learner
Current	sufficiently recent to create confidence that the same skill, understanding or knowledge persist at the time of the claim
Reliable	indicates that the learner can consistently perform at this level
Sufficient	fully meets the requirements of the standards.

Types of evidence (to be read in conjunction with the assessment principles in Annexe D)

To successfully achieve a unit the learner must gather evidence which shows that they have met the required standard in the assessment criteria. Evidence can take a variety of different forms including the examples below. Centres should refer to the assessment principles for information about which of the following are permissible:

- direct observation of the learner's performance by their assessor (O)
- outcomes from oral or written questioning (Q&A)
- products of the learner's work (P)
- personal statements and/or reflective accounts (RA)
- outcomes from simulation, where permitted by the assessment
- principals (S)
- professional discussion (PD)
- assignment, project/case studies (A)
- authentic statements/witness testimony (WT)
- expert witness testimony (EPW)
- evidence of Recognition of Prior Learning (RPL).

The abbreviations may be used for cross-referencing purposes.

Learners can use one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units. It is, therefore, not necessary for learners to have each assessment criterion assessed separately. Learners should be encouraged to reference the assessment criteria to which the evidence relates.

Evidence must be made available to the assessor, internal verifier and Edexcel standards verifier. A range of recording documents is available on the Edexcel website www.edexcel.com. Alternatively, centres may develop their own.

Centre recognition and approval

Centre recognition

Centres that have not previously offered Edexcel qualifications need to apply for and be granted centre recognition as part of the process for approval to offer individual qualifications. New centres must complete both a centre recognition approval application and a qualification approval application.

Existing centres will be given 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by the new qualification and the conditions for automatic approval are met. Centres already holding Edexcel approval are able to gain qualification approval for a different level or different sector via Edexcel Online.

Approvals agreement

All centres are required to enter into an approvals agreement which is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any linked codes or regulations. Edexcel will act to protect the integrity of the awarding of qualifications, if centres do not comply with the agreement. This could result in the suspension of certification or withdrawal of approval.

Quality assurance

Detailed information on Edexcel's quality assurance processes is given in *Annexe B*.

What resources are required to deliver this qualification?

This qualification is designed to support learners working in the sale of residential property sector. Physical resources need to support the delivery of the qualifications and the assessment of the learning outcomes and must be of industry standard. Centres must meet any specific resource requirements outlined in *Annexe D: Assessment strategy*. Staff assessing the learner must meet the requirements within the overarching assessment strategy for the sector.

Unit format

Each unit in this specification contains the following sections.

Unit title:					The unit title is accredited on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).
Unit reference number:					This code is a unique reference number for the unit.
QCF level:					All units and qualifications within the QCF have a level assigned to them, which represents the level of achievement. There are nine levels of achievement, from Entry level to level 8. The level of the unit has been informed by the QCF level descriptors and, where appropriate, the NOS and/or other sector/professional.
Credit value:					All units have a credit value. The minimum credit value is one, and credits can only be awarded in whole numbers. Learners will be awarded credits when they achieve the unit.
Guided learning hours:					A notional measure of the substance of a qualification. It includes an estimate of the time that might be allocated to direct teaching or instruction, together with other structured learning time, such as directed assignments, assessments on the job or supported individual study and practice. It excludes learner-initiated private study.
Unit summary:					This provides a summary of the purpose of the unit.
Assessment requirements/evidence requirements:					The assessment/evidence requirements are determined by the SSC. Learners must provide evidence for each of the requirements stated in this section.
Assessment methodology:					This provides a summary of the assessment methodology to be used for the unit.
Learning outcomes:	Assessment criteria:	Evidence type:	Portfolio reference:	Date:	
			The learner should use this box to indicate where the evidence can be obtained eg portfolio page number.	The learner should give the date when the evidence has been provided.	
Learning outcomes state exactly what a learner should know, understand or be able to do as a result of completing a unit.		The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or a set of learning outcomes, has been achieved.		Learners must reference the type of evidence they have and where it is available for quality assurance purposes. The learner can enter the relevant key and a reference. Alternatively, the learner and/or centre can devise their own referencing system.	

Units

Unit 1: Reduce Risks to Health and Safety in the Workplace

Unit reference number: M/600/2775

QCF level: 2

Credit value: 3

Guided learning hours: 25

Unit summary

This unit is about reducing risks to health and safety in the workplace. It is about appreciating significant risks in the workplace and knowing how to identify and deal with them.

Assessment principles

The knowledge for this unit is separately and independently assessed by use of the Asset Skills bank of questions. Please refer to the question booklet in *Annexe E* and answer booklet in *Annexe F*.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know about their organisation's health and safety procedures	<p>1.1 describe their responsibilities and legal duties for health and safety in the workplace</p> <p>1.2 identify responsibilities and legal duties for health and safety specific to their own job role</p> <p>1.3 name and locate the person responsible for health and safety in their area of work</p> <p>1.4 describe where and when to get additional health and safety assistance</p> <p>1.5 give reasons why it is important to follow manufacturer's instructions for the safe use of equipment materials and products</p>			
2 Know how to identify the hazards in the workplace	<p>2.1 define the term 'hazard'</p> <p>2.2 give examples of hazards which could exist in the workplace and the safe working practices which should be followed and identify those specific to their own job role</p> <p>2.3 give reasons why it is important to remain alert to the presence of hazards in the whole workplace</p> <p>2.4 describe why personal presentation and behaviour is important in maintaining health and safety in the workplace</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know how to evaluate risks in the workplace	3.1 define the term 'risk' 3.2 give reasons why they should deal with or report risks 3.3 describe procedures for reporting risks which they are unable to deal with 3.4 describe the risks to the environment which may be present in the workplace and your own job			
4 Be able to identify the hazards and risks in the workplace	4.1 select the workplace instructions are relevant to the job 4.2 identify aspects of the workplace which could pose a danger to themselves or others 4.3 give examples of working practices in the job which could pose a danger to people in the workplace 4.4 assess which aspects of the workplace and working practices pose the highest risk and report them to the relevant person 4.5 deal with hazards in accordance with instructions and legal requirements			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
5 Be able to reduce the risks to health and safety in the workplace	<p>5.1 perform duties in accordance with workplace instructions, manufacturers instructions and legal requirements</p> <p>5.2 use equipment materials and products safely and in accordance with instructions</p> <p>5.3 use relevant equipment to control risks to health and safety</p> <p>5.4 make suggestions on how to Reduce Risks to Health and Safety in the Workplace to the relevant person</p> <p>5.5 describe any differences between workplace instructions and manufacturer's instructions and report these to the relevant person</p> <p>5.6 describe how your personal presentation and behaviour at work could cause risks to the health and safety of him/herself and others</p>			

Learner name: _____ Date: _____
 Learner signature: _____ Date: _____
 Assessor signature: _____ Date: _____
 Internal verifier signature: _____ Date: _____
 (if sampled)

Unit 2: **Maintain the Security of Individuals and Property in a Property Environment**

Unit reference number: J/601/2972

QCF level: 2

Credit value: 2

Guided learning hours: 6

Unit summary

This unit is about contributing to the maintenance of the security of yourself, colleagues, customers and property, covering both personal property and properties available through the organisation. It includes identifying possible risks to security and applying appropriate security procedures at all times both in the office and when offsite at properties.

Assessment principles

Please refer to Asset Skills Assessment principles in *Annexe D*.

The knowledge for this unit is separately and independently assessed by use of the Asset Skills bank of questions. Please refer to the question booklet in *Annexe E* and answer booklet in *Annexe F*.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to maintain the security of self and others	<p>1.1 state the main types of risks:</p> <ul style="list-style-type: none"> - within the working environment - within visiting properties and development sites which may affect: - self - colleagues - others <p>1.2 describe the organisational procedures for minimising the risks to individuals</p> <p>1.3 state the importance of monitoring the whereabouts of colleagues</p> <p>1.4 describe what constitutes:</p> <ul style="list-style-type: none"> - unexpected circumstances - absences - departures from agreed schedules <p>1.5 describe the procedures which should be followed in the event of an emergency</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to maintain the security of information about individuals	2.1 describe the organisational procedures for the security of information 2.2 give examples of types of information which may be sensitive 2.3 state who is entitled to receive different types of information about individuals 2.4 describe the organisational procedures for disposing of information relating to individuals and property that is no longer required			
3 Know how to maintain the security of property	3.1 state the main types of risks to: <ul style="list-style-type: none"> - personal property - residential properties 3.2 describe the actions and organisational procedures appropriate to minimising the risks to: <ul style="list-style-type: none"> - personal property - residential properties 3.3 describe the organisational procedures for the security and logging of keys and access codes for properties 3.4 describe the organisational procedures and security arrangements for the handling of cash and cheque payments			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Be able to maintain the security of self and others</p>	<p>4.1 identify risks:</p> <ul style="list-style-type: none"> - within the working environment - when visiting properties and development sites which may affect: - self - colleagues - others <p>4.2 apply relevant security procedures and guidelines for addressing risks to:</p> <ul style="list-style-type: none"> - self - colleagues - others <p>4.3 provide clear and accurate information to relevant colleagues regarding own travelling arrangements and schedules when visiting properties and sites</p> <p>4.4 follow the organisational procedures for monitoring the whereabouts of colleagues</p> <p>4.5 respond appropriately to any unexpected circumstances, absences and departures from agreed schedules</p> <p>4.6 follow organisational procedures in the event of an emergency</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Be able to maintain the security of property, personal belongings and information</p>	<p>5.1 identify the security risks affecting:</p> <ul style="list-style-type: none"> - properties - personal belongings <p>5.2 apply the relevant security procedures and guidelines for protecting:</p> <ul style="list-style-type: none"> - properties - personal belongings - valuables - money - keys and access codes <p>5.3 follow organisational procedures for reporting any security equipment which is not functioning properly</p> <p>5.4 follow organisational procedures for the security of information including the disposal of information which is no longer required</p>			

Learner name: _____ Date: _____
Learner signature: _____ Date: _____
Assessor signature: _____ Date: _____
Internal verifier signature: _____ Date: _____
(if sampled)

Unit 3: Understanding Professional Conduct in a Property Environment

Unit reference number: T/601/2949

QCF level: 2

Credit value: 1

Guided learning hours: 2

Unit summary

This unit is about presenting a professional image when working in a property environment. It includes providing information in a way which promotes understanding.

Assessment principles

Please refer to Asset Skills Assessment principles in *Annexe D*.

The knowledge for this unit is separately and independently assessed by use of the Asset Skills bank of questions. Please refer to the question booklet in *Annexe E* and answer booklet in *Annexe F*.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand how to present a positive image in a property environment	<p>1.1 describe the standards of appearance and conduct which should be maintained in a property environment</p> <p>1.2 explain why it is important to maintain standards of appearance and conduct in a property environment</p>			
2 Understand the importance of communicating information clearly	<p>2.1 explain why it is important to explain technical terms and abbreviations when providing information</p> <p>2.2 explain why it is important to avoid jargon when providing information</p> <p>2.3 explain the importance of checking that the recipient has understood the information given</p>			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 4: Progress Customer Enquiries Associated with Property Services

Unit reference number: R/601/2988

QCF level: 2

Credit value: 2

Guided learning hours: 10

Unit summary

This unit is about progressing enquiries about services associated with residential property. Enquiries can be general requests for information or specific requests regarding particular services and/or properties available via the organisation. It includes providing relevant information towards addressing enquiries and checking to confirm that the information fulfils requirements.

Assessment principles

Please refer to Asset Skills Assessment principles in *Annexe D*.

The knowledge for this unit is separately and independently assessed by use of the Asset Skills bank of questions. Please refer to the question booklet in *Annexe E* and answer booklet in *Annexe F*.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know about the services offered by own organisation	<p>1.1 describe the range of services offered by the organisation</p> <p>1.2 describe the difference between features and benefits of services offered by the organisation</p>			
2 Know the organisational procedures for dealing with enquiries	<p>2.1 state what information can be provided to enquirers</p> <p>2.2 state what information is required to match individuals requirements to available properties</p> <p>2.3 state what information is required to advise about services which are relevant to the individual needs</p> <p>2.4 state what types of information are available to enquirers relating to properties being marketed by the organisation</p> <p>2.5 describe how information relating to properties being marketed by the organisation is accessed</p> <p>2.6 describe the organisational procedures for recording information about enquiries and their outcomes</p> <p>2.7 state the importance of maintaining up to date records about enquiries</p> <p>2.8 state what actions can be taken when interest in a property is expressed</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to progress enquiries	2.9 state the limit of own responsibility and authority for handling enquiries			
	2.10 state the organisational procedures for referring on enquiries which are outside own responsibility and authority			
	3.1 identify which services are required by the enquirer			
	3.2 gather information from enquirers which will help to provide them with the required information and agree their preferred method of communication			
	3.3 identify marketing materials which are relevant and provide these according to organisational procedures and requirements			
	3.4 ensure that information provided is: <ul style="list-style-type: none"> - complete - relevant to the enquiry - provided by the appropriate method 			
	3.5 explain to the enquirer the features and benefits of using the organisation's services			
	3.6 obtain agreement to use the organisation's services where possible			
	3.7 refer enquiries which are outside own responsibility and authority according to organisational procedures			

Learner name: _____
Learner signature: _____
Assessor signature: _____
Internal verifier signature: _____
(if sampled)

Date: _____
Date: _____
Date: _____
Date: _____

Unit 5: **Know the Legislation, Guidelines, Codes of Practice and Statutory Information in Residential Sales**

Unit reference number: M/601/2965

QCF level: 2

Credit value: 3

Guided learning hours: 12

Unit summary

This unit is about the legislation, guidelines, codes of practice and statutory information requirements which need to be adhered to in a residential sales environment.

Assessment principles

Please refer to Asset Skills Assessment principles in *Annexe D*.

The knowledge for this unit is separately and independently assessed by use of the Asset Skills bank of questions. Please refer to the question booklet in *Annexe E* and answer booklet in *Annexe F*.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know about the legislation, guidelines and codes of practice in residential sales	<p>1.1 list the:</p> <ul style="list-style-type: none"> - legislation - guidelines - codes of practice <p>relevant to the:</p> <ul style="list-style-type: none"> - security of individuals - security of property - providing information to buyers and sellers - production of marketing materials for residential properties for sale - erection of boards - organising market appraisals - contacting prospective buyers - describing properties - organising viewings of properties - progressing viewings of properties - conducting viewings of properties for sale 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>1.2 describe how legislation, guidelines and codes of practice impact on:</p> <ul style="list-style-type: none"> – security of individuals – security of property – providing information to buyers and sellers – production of marketing materials for residential properties for sale – erection of boards – organising market appraisals – contacting prospective buyers – describing properties – organising viewings of properties – progressing viewings of properties – conducting viewings of properties for sale 			
2 Know about statutory information in residential sales	2.1 describe why it is important to comply with statutory information requirements for properties for sale			

Learner name: _____ Date: _____
Learner signature: _____ Date: _____
Assessor signature: _____ Date: _____
Internal verifier signature: _____ Date: _____
(if sampled)

Unit 6: Maintain Displays of Marketing Materials for Properties

Unit reference number: R/601/2991

QCF level: 2

Credit value: 2

Guided learning hours: 6

Unit summary

This unit is about developing and maintaining marketing materials designed to promote properties. Displays can include window displays, wall-mounted displays, websites and boards. It includes ensuring that materials are up to date and taking the relevant actions to ensure that materials are maintained and effective.

Assessment principles

Please refer to Asset Skills Assessment principles in *Annexe D*.

The knowledge for this unit is separately and independently assessed by use of the Asset Skills bank of questions. Please refer to the question booklet in *Annexe E* and answer booklet in *Annexe F*.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand organisational procedures for the development of displays of marketing materials for properties	<p>1.1 list the health and safety issues associated with different types of displays</p> <p>1.2 describe how health and safety issues associated with displays should be addressed</p> <p>1.3 describe organisational procedures for updating and removing boards from properties</p> <p>1.4 state the limits of own responsibility and authority for the development of displays of marketing materials</p> <p>1.5 state the organisational procedures for reporting issues that are outside own responsibility and authority when developing of displays of marketing materials</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Know how to use displays, web-based media and boards to promote properties</p>	<p>2.1 state the importance of displaying marketing materials effectively</p> <p>2.2 state the advantages and disadvantages of using different types of marketing displays including:</p> <ul style="list-style-type: none"> - wall-mounted displays - window displays - web-based media - boards <p>2.3 state the importance of monitoring stocks of marketing materials and addressing any shortages</p> <p>2.4 list the websites and press advertising that should be used in line with organisational procedures</p> <p>2.5 list the factors which should be considered when deciding how to display marketing materials to their best effect</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know how to maintain marketing materials for properties	<p>3.1 state the importance of ensuring that:</p> <ul style="list-style-type: none"> – displays are complete and maintained – new and updated materials are included promptly – outdated materials are amended – damaged materials are discarded <p>3.2 state the importance of monitoring stocks of marketing materials and addressing any shortages</p> <p>3.3 state the importance of monitoring web-based marketing materials</p> <p>3.4 describe the procedure for amending web-based marketing materials following organisational procedures</p> <p>3.5 list factors which make marketing materials out of date</p>			
4 Be able to use marketing materials and boards to promote properties	<p>4.1 use marketing materials to provide a presentation of available properties which meets organisational requirements</p> <p>4.2 ensure that boards are displayed at properties where applicable</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>5 Be able to maintain marketing materials for properties</p>	<p>5.1 monitor displays and websites to ensure that marketing materials are accurate and up to date</p> <p>5.2 ensure that new and updated marketing materials are included in:</p> <ul style="list-style-type: none"> - displays - press - web-based media <p>5.3 ensure that properties which no longer need to be marketed are removed from:</p> <ul style="list-style-type: none"> - displays - press - web-based media <p>5.4 monitor stocks of marketing materials and address any shortages</p> <p>5.5 ensure that boards are updated to reflect the current status of properties</p> <p>5.6 ensure that boards are removed from properties when they are no longer required in line with legal and organisational procedures</p> <p>5.7 make reasoned recommendations to the relevant person about how marketing materials could be improved to enhance interest in properties</p>			

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Unit 7: Organise and Progress Viewings of Properties

Unit reference number: D/601/3111

QCF level: 2

Credit value: 2

Guided learning hours: 10

Unit summary

This unit is about organising the viewings of residential properties. It includes making appropriate arrangements for viewings and seeking and responding to feedback as a result of viewings. This unit is for use in either a sales or a lettings environment.

Assessment principles

Please refer to Asset Skills Assessment principles in *Annexe D*.

The knowledge for this unit is separately and independently assessed by use of the Asset Skills bank of questions. Please refer to the question booklet in *Annexe E* and answer booklet in *Annexe F*.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to develop relationships with prospective buyers/tenants	<p>1.1 list the main types of buyers/tenants of residential property</p> <p>1.2 identify factors that influence individuals' decisions about properties</p> <p>1.3 describe the organisational procedures for contacting individuals</p> <p>1.4 outline what information can be provided to interested parties about properties</p> <p>1.5 outline the benefits to interested parties of viewing properties</p> <p>1.6 list the range of viewing arrangements available</p> <p>1.7 describe how to arrange viewings</p> <p>1.8 describe types of visiting condition and restriction that may apply to different properties</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to follow up viewings	<p>2.1 list factors that can affect the saleability of properties</p> <p>2.2 describe organisational procedures for obtaining feedback following a viewing</p> <p>2.3 state what actions should be taken when interest is expressed in a property</p> <p>2.4 maintain records of viewings in line with organisational procedures</p>			
3 Be able to organise and progress viewings	<p>3.1 promote the benefits of viewing properties</p> <p>3.2 confirm the types of property which are of interest to prospective buyers/tenants</p> <p>3.3 agree with the prospective buyer/tenant the:</p> <ul style="list-style-type: none"> - properties to be viewed - type of viewings to be undertaken <p>3.4 identify viewing conditions and restrictions relating to properties to be viewed</p> <p>3.5 ensure that appropriate steps are taken to protect the health, safety and security of those involved in the viewing</p> <p>3.6 ensure that all relevant parties are notified of the arrangements for the viewing</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Be able to review viewings of properties	<p>4.1 obtain feedback from prospective buyers/tenants following viewings</p> <p>4.2 record feedback from viewings in line with organisational procedures</p> <p>4.3 take action to address any problems with viewings</p> <p>4.4 agree relevant actions towards assisting individuals to progress interest in particular properties</p> <p>4.5 maintain records of viewings in line with organisational procedures</p> <p>4.6 ensure that relevant colleagues are informed of viewings and their outcomes</p> <p>4.7 comply with all relevant legislation, guidelines and codes of practice relating to viewings of properties</p>			

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Unit 8: Organise Market Appraisals of Properties

Unit reference number: F/601/3053

QCF level: 2

Credit value: 3

Guided learning hours: 10

Unit summary

This unit is about agreeing with customers to undertake market appraisals of their property and making the necessary arrangements. It includes liaising with customers to explain the purpose of the appraisals and with any relevant colleagues involved in progressing the appraisals.

Assessment principles

Please refer to Asset Skills Assessment principles in *Annexe D*.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand market appraisals	<p>1.1 explain the:</p> <ul style="list-style-type: none"> - purpose - limits and - benefits of market appraisals <p>1.2 list the main reasons why market appraisals are requested</p> <p>1.3 state the importance of ensuring effective security arrangements for gaining access to properties</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Know how to Organise and Progress Viewings of Properties</p>	<p>2.1 describe what details should be obtained when organising market appraisals</p> <p>2.2 describe how to ensure effective security arrangements for gaining access to properties</p> <p>2.3 describe how to address the typical:</p> <ul style="list-style-type: none"> - questions - issues that can arise when organising market appraisals <p>2.4 state the importance of ensuring that the customer agrees to a market appraisal of the property before making arrangements</p> <p>2.5 describe the organisational procedures for organising market appraisals</p> <p>2.6 state the importance of ensuring that everyone involved in the market appraisal has the appropriate information</p> <p>2.7 state the importance of maintaining accurate records of market appraisals</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to organise and progress viewings of properties	<p>3.1 confirm the customer's agreement to going ahead with the market appraisal</p> <p>3.2 agree with the customer:</p> <ul style="list-style-type: none"> - access requirements - timescale for the appraisal - who will undertake the appraisal <p>3.3 encourage the customer to ask questions and answer these fully</p> <p>3.4 identify outstanding issues towards arranging a market appraisal and take action to address these</p> <p>3.5 ensure everyone involved in the market appraisal has the information required</p> <p>3.6 maintain accurate records of market appraisals in line with organisational procedures</p>			

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Unit 9: Conduct Accompanied Viewings of Properties

Unit reference number: J/601/3121

QCF level: 2

Credit value: 3

Guided learning hours: 10

Unit summary

This unit is about accompanying prospective buyers or tenants to view properties it includes providing them with relevant information and knowledge regarding the property, and answering their questions. This unit is suitable for use in a sales or lettings environment.

Assessment principles

Please refer to Asset Skills Assessment principles in *Annexe D*.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to prepare for viewings	<p>1.1 list the key features of the local property area which are of interest to prospective buyers/tenants</p> <p>1.2 list the types of marketing material regarding the organisation's properties and how to access them</p> <p>1.3 state how to obtain information about any fixtures and fittings which are included in a property</p> <p>1.4 describe how the following are identified:</p> <ul style="list-style-type: none"> - typical property values in the area - types of different property that are being sold/let 			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
2 Know how to liaise with prospective buyers/tenants	<p>2.1 list the main types of buyers/tenants of residential properties</p> <p>2.2 identify factors that influence individuals' decisions</p> <p>2.3 outline what information can be provided to individuals about properties</p> <p>2.4 describe types of visiting conditions and restrictions that may apply to different properties</p> <p>2.5 give examples of typical questions asked about properties</p> <p>2.6 state how questions about properties should be addressed</p> <p>2.7 state what actions should be taken when interest is expressed in a property</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Be able to prepare to conduct accompanied viewings</p>	<p>3.1 confirm the property is still available</p> <p>3.2 confirm arrangements for the viewing with all relevant parties</p> <p>3.3 obtain current marketing materials for the property to be viewed</p> <p>3.4 identify all relevant:</p> <ul style="list-style-type: none"> - specifications for the property - details of fixture and fittings available <p>3.5 identify the types and locations of local services and amenities</p> <p>3.6 ensure that individuals have accurate and clear directions for the property to be viewed</p> <p>3.7 check that access to the property is available at the time of the proposed viewing</p> <p>3.8 take action to address any problems with the viewing</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Be able to conduct viewings of properties</p>	<p>4.1 attend appointments at the agreed time and place</p> <p>4.2 confirm with the prospective buyer/tenant:</p> <ul style="list-style-type: none"> - own identity - identity of the prospective buyer/tenant - objectives for the viewing - proposed itinerary - their expectations <p>4.3 promote the key selling points of the property</p> <p>4.4 provide accurate information about local services and amenities</p> <p>4.5 check that individuals have understood information and answer questions asked if any</p> <p>4.6 record significant comments regarding properties of interest in line with organisational procedures</p> <p>4.7 identify properties of interest and agree actions to progress interest</p> <p>4.8 carry out viewings in accordance with any conditions and restrictions</p> <p>4.9 take steps to maintain health, safety and security for all parties</p> <p>4.10 ensure that the property is secure on departure</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>4.11 maintain clear and accurate records of viewings and their outcomes</p> <p>4.12 ensure that relevant colleagues are kept informed of viewings and their outcomes</p> <p>4.13 comply with all relevant legislation, guidelines and codes of practice relevant to conducting accompanied viewings</p>			

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Unit 10: Hand-over New Properties to Buyers

Unit reference number: J/601/3166

QCF level: 3

Credit value: 3

Guided learning hours: 10

Unit summary

This unit is about inspecting new properties during their development to ensure that specifications agreed with your customer are being fulfilled, and then completing the hand-over to the customer when the property is available. The specifications can cover the structure of the property, finishes, fixtures and fittings, furnishings and any appliances available.

Assessment principles

Please refer to Asset Skills Assessment principles in *Annexe D*.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand organisational procedures for the hand-over of new properties to buyers	1.1 explain the organisational procedures for inspecting and handing over new properties to buyers			
	1.2 explain why it is important to obtain approvals and documented agreements from prospective buyers			
	1.3 explain the organisational procedures for recording inspections and the hand-over of new properties			
	1.4 explain the limits of own limits of responsibility and authority for the hand-over of new properties			
	1.5 explain the organisational procedures for reporting issues that are outside of own responsibility and authority when handing over new properties			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Understand how to complete the hand-over of new properties to buyers</p>	<p>2.1 explain why it is important to inspect new properties as they are being constructed and fitted out</p> <p>2.2 explain why it is important to ensure that the new property is clean and tidy</p> <p>2.3 explain the documentation and instruction manuals that need to be obtained prior to hand-over to the prospective buyer</p> <p>2.4 give examples of the types of fitting and appliance which require explanation as to how they work</p> <p>2.5 analyse the main types of queries or problems that can arise when moving into a new property</p> <p>2.6 describe the contact procedures available to prospective buyers for dealing with queries or problems</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Be able to inspect new property prior to its hand-over to buyers</p>	<p>3.1 identify the approved specifications for the new property as agreed with the prospective buyer</p> <p>3.2 inspect the progress of new properties at appropriate intervals to monitor that specifications are being met</p> <p>3.3 check that all fittings and appliances are in working order</p> <p>3.4 address any problems with fittings and appliances promptly</p> <p>3.5 identify any variances from agreed specifications</p> <p>3.6 take action to address variances in the specification</p> <p>3.7 address any problems with cleanliness or redundant materials</p> <p>3.8 obtain all documents and instruction manuals relating to properties in preparation for hand-over to buyers</p> <p>3.9 maintain accurate and completed records of inspections</p> <p>3.10 ensure that access to the new property is safe</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>4 Be able to complete the hand-over of a new property</p>	<p>4.1 follow the procedures for handing over new properties to buyers</p> <p>4.2 identify any aspects of the specification which differ from what was agreed with the buyer</p> <p>4.3 explain to the buyer the reasons for any differences to the specification</p> <p>4.4 address any discrepancies to the specification</p> <p>4.5 obtain confirmation from buyers that specifications are accepted where possible</p> <p>4.6 explain to the buyer how fittings and appliances work</p> <p>4.7 provide buyers with all documentation and keys to the property</p> <p>4.8 provide buyers with details for contacting relevant people in the event of any subsequent queries or problems</p> <p>4.9 check that buyers have understood the information provided and encourage questions</p> <p>4.10 maintain accurate records regarding the hand-over in line with organisational procedures</p> <p>4.11 comply with all relevant legislation, guidelines and codes of practice relating to the hand-over of new properties</p>			

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Unit 11: Employment Rights and Responsibilities in the Facilities Management, Housing and Property Sectors

Unit reference number: A/502/7524

QCF level: 2

Credit value: 2

Guided learning hours: 16

Unit summary

Successful assessment of the unit proves that the candidate has achieved the national occupational standard to understand employment rights and responsibilities.

Assessment principles

Please refer to Asset Skills Assessment principles in *Annexe D*.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know employer and employee rights, responsibilities and own organisational procedures	<p>1.1 state employer and employee rights and responsibilities under employment law, the Equality Act, Health & Safety and other relevant legislation</p> <p>1.2 state importance of having employment rights and responsibilities</p> <p>1.3 describe organisational procedures for health & safety, including documentation</p> <p>1.4 describe organisational procedures for equality & diversity, including documentation</p> <p>1.5 identify sources of information and advice on employment rights and responsibilities</p>			
2 Know factors that affect own organisation and occupation	<p>2.1 describe the role played by own occupation within organisation and industry</p> <p>2.2 describe career pathways available to them</p> <p>2.3 state types of representative body related to the industry, their main roles and responsibilities and their relevance to the industry</p> <p>2.4 identify sources of information and advice on own industry, occupation, training and career</p> <p>2.5 describe principles, policies and codes of practice used by own organisation and industry</p> <p>2.6 describe issues of public concern that affect own organisation and industry</p>			

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Unit 12: Develop Yourself in the Job Role

Unit reference number: R/600/6351

QCF level: 2

Credit value: 2

Guided learning hours: 12

Unit summary

This unit is about developing yourself in your job by identifying areas for further development and setting yourself targets for achieving this.

Assessment principles

Please refer to Asset Skills Assessment principles in *Annexe D*.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Know how to develop him/her self in the job	1.1 identify activities that could help with self development 1.2 describe how to set targets for personal development 1.3 state the importance of setting achievable personal development targets 1.4 identify the types of support available to achieve targets 1.5 describe the procedures for accessing support 1.6 state the importance of reviewing and updating progress 1.7 describe the procedures for reviewing and updating progress 1.8 list the benefits of discussing progress with others			
2 Be able to develop him/her self in the job	2.1 identify and agree areas where they could develop further 2.2 agree achievable targets for personal development 2.3 agree the time and support required to achieve targets 2.4 demonstrate new skills in the workplace 2.5 request and use feedback on own performance from others			

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Unit 13: Deal with Incoming Telephone Calls from Customers

Unit reference number: F/601/1223

QCF level: 2

Credit value: 5

Guided learning hours: 33

Unit summary

Many organisations rely on dealing with incoming telephone calls as part of their customer service procedures. Customer expectations are high when calling organisations because they have had an opportunity to prepare for their call. In addition, a proportion of calls start with customers in a negative frame of mind because the caller sees making a call as a way of dealing with a customer service problem. This unit is about being prepared to deal effectively with calls and using effective communication to satisfy customers with the outcome of each call.

Assessment principles

The assessment and quality assurance requirement for this unit provides evidence towards A and V units.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Use communication systems effectively	1.1 operate telecommunication equipment efficiently and effectively 1.2 speak clearly and slowly and adapt their speech to meet the individual needs of their customer 1.3 listen carefully when collecting information from their customer 1.4 select the information they need to record and store following their organisation's guidelines 1.5 update their customer records during or after the call to reflect the key points of the conversation			
2 Establish rapport with customers who are calling	2.1 greet their customer following their organisation's guidelines 2.2 listen closely to their customer to identify their precise reason for calling and what outcome they are seeking from the call 2.3 confirm the identity of their customer following organisational guidelines 2.4 use effective and assertive questions to clarify their customer's requests			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>3 Deal effectively with customer questions and requests</p>	<p>3.1 identify all the options they have for responding to their customer and weigh up the benefits and drawbacks of each</p> <p>3.2 choose the option that is most likely to lead to customer satisfaction within the service offer</p> <p>3.3 give clear and concise information to customers in response to questions or requests</p> <p>3.4 use questions and answers to control the length of the conversation</p> <p>3.5 keep their customer regularly informed about their actions when accessing information to provide responses or if they are going to be on hold for a period of time</p> <p>3.6 put their customer on hold and ensure they cannot be heard if they are discussing action with others or calling a colleague</p> <p>3.7 summarise the outcome of the call and any actions that they or their customer will take as a result</p> <p>3.8 check before the call is finished that their customer is content that all their questions or requests have been dealt with</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
4 Know how to deal with incoming telephone calls from customers	3.9 complete any follow up actions agreed during the call			
	3.10 take a clear message for a colleague if they are unable to deal with some aspect of their customer's questions or requests			
	3.11 ensure that promises to call back are kept			
	4.1 describe their organisation's guidelines and procedures for the use of telecommunication equipment			
	4.2 explain how to operate the organisation's telecommunication equipment			
	4.3 explain the importance of speaking clearly and slowly when dealing with customers by telephone			
	4.4 describe the effects of smiling and other facial expressions that can be detected by somebody listening to them on the telephone			
	4.5 explain the importance of adapting their speech to meet the needs of customers who may find their language or accent difficult to understand			
	4.6 identify what information is important to note during or after telephone conversations with customers			
	4.7 describe their organisation's guidelines and procedures for what should be said during telephone conversations with customers			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	4.8 explain the importance of keeping their customer informed if they are on hold during a call			
	4.9 explain the importance of not talking across an open line			
	4.10 list details that should be included if taking a message for a colleague			
	4.11 describe their organisation's guidelines and procedures for taking action to follow up calls made to customers			
	4.12 describe their organisation's guidelines for handling abusive calls			

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Unit 14: Make Telephone Calls to Customers

Unit reference number: J/601/1224

QCF level: 2

Credit value: 6

Guided learning hours: 40

Unit summary

Many customer service jobs involve contacting customers by telephone. Making an effective telephone call involves some very specific actions and should not be seen as a casual activity. By making a call to a customer the learner will have the opportunity to prepare and is therefore more likely to be able to lead the conversation in the direction they want it to go. This unit is about planning and making calls to customers in a way that contributes positively to the organisation's customer service.

Assessment principles

The assessment and quality assurance requirement for this unit provides evidence towards A and V units.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Plan their calls effectively	<p>1.1 use all appropriate customer information to plan their call</p> <p>1.2 anticipate their customer's expectations and assemble all the information they might</p> <p>1.3 identify the objective of their call and the way in which they expect the call to end</p> <p>1.4 plan the opening part of their conversation with their customer and anticipate possible responses</p>			
2 Use communication systems effectively	<p>2.1 operate telecommunication equipment efficiently and effectively</p> <p>2.2 speak clearly and slowly and adapt their speech to meet the individual needs of their customer</p> <p>2.3 listen carefully when collecting information from their customer</p> <p>2.4 select the information they need to record and store following their organisation's guidelines</p> <p>2.5 update their customer records during or after the call to reflect the key points of the conversation</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Make focussed calls to their customers	3.1 open the conversation positively and establish a rapport with their customer following organisational guidelines 3.2 confirm the identity of their customer following organisational guidelines 3.3 ensure that their customer is aware of the purpose of their call as early as possible 3.4 respond positively and establish a rapport with their customer 3.5 summarise the outcome of the call and any actions that they or their customer will take as a result 3.6 complete any follow up actions agreed during the call			
4 Know how to make telephone calls to customer	4.1 describe the relevant parts of legislation, external regulations and their organisation's procedures relating to the use of customer information to plan calls 4.2 describe their organisation's guidelines and procedures for the use of telecommunication technology 4.3 explain how to operate their organisation's telecommunication technology 4.4 explain the importance of speaking clearly and slowly when dealing with customers by telephone			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>4.5 describe the effects of smiling and other facial expressions that can be detected by somebody listening to them on the telephone</p> <p>4.6 explain the importance of adapting their speech to meet the needs of customers who may find their language or accent difficult to understand</p> <p>4.7 identify what information it is important to note during or after telephone conversations with customers</p> <p>4.8 describe their organisation's guidelines and procedures for what should be said during telephone conversations with customers</p> <p>4.9 describe their organisation's guidelines and procedures for taking action to follow up calls made to customers</p>			

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Unit 15: Deal with Customers Across a Language Divide

Unit reference number: A/601/1219

QCF level: 2

Credit value: 8

Guided learning hours: 53

Unit summary

Customer service is frequently delivered across a language divide. Customer service centres may be located in one country but deal mainly with another. In a multi-cultural society many customers may have a different first language from those delivering customer service to them. This language divide can present a real challenge to those who deliver customer service. This unit is about preparing to deliver customer service across a language divide and seeing through that delivery. The unit covers the steps that are needed to deal with customers with different language preferences without having full access to the learner's customer's first language. The learner should choose this unit if they frequently deal across a language divide. The learner should not choose this unit if they come across customers who do not share their first language only occasionally.

Assessment principles

The assessment and quality assurance requirement for this unit provides evidence towards A and V units.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Prepare to deal with customers with a different first language	1.1 identify the language or languages other than their own that they are most likely to come across when dealing with customers			
	1.2 learn a greeting, an expression of thanks and a farewell phrase in the language they expect to encounter			
	1.3 identify a source of assistance with a language they expect to encounter when delivering customer service			
	1.4 agree with colleagues informal signing options that may be used for key aspects of their services or products when dealing with somebody with a different first language			
	1.5 log useful words and phrases to support their dealings with a customer with a different first language			
	1.6 learn an appropriate phrase to explain to a customer in their first language that they do not speak that language fluently			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Deal with customers who speak a different first language from their own</p>	<p>2.1 identify their customer's first language and indicate to the customer that they are aware of this</p> <p>2.2 establish the expectations of the customer regarding whether they expect to deal in the learner's first language or theirs</p> <p>2.3 speak clearly and slowly if using a language which is not the first language for either them or their customer</p> <p>2.4 maintain a consistent tone and volume when dealing with somebody across a language divide</p> <p>2.5 listen closely to their customer to identify any words they may be using in a way that differs from the way the learner would generally use the same words</p> <p>2.6 check their understanding of specific words with their customer using questions for clarification</p> <p>2.7 seek appropriate assistance from colleagues if they are unable to complete a customer transaction because of language barriers</p> <p>2.8 reword a question or explanation if their customer clearly does not understand their original wording</p> <p>2.9 use a few words of their customer's first language to create a rapport</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Know how to deal with customers across a language divide	<p>3.1 list the languages that they are most likely to encounter among groups of their customers</p> <p>3.2 state how to greet, thank and say farewell to customers in their first languages</p> <p>3.3 explain the importance of dealing with customers in their first language if possible</p> <p>3.4 describe how to explain to a customer that they cannot hold an extended conversation in their first language</p> <p>3.5 explain the importance of tone, pace and volume when dealing with customers across a language divide</p> <p>3.6 identify possible sources of assistance to use when a language barrier demands additional language skills</p>			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Unit 16: Deal with Customers using Bespoke Software

Unit reference number: L/601/1225

QCF level: 2

Credit value: 5

Guided learning hours: 33

Unit summary

Customer service is often delivered using bespoke software when dealing with customers face-to-face, by telephone or on-line. For the process to be effective, the learner must be able to navigate the system quickly and directly following recommended routes and using all the functionality of the system. Customers are unaware of the details of the system they are using and they must be kept informed of the different steps the learner is taking. The use of the system must also ensure that the learner keeps appropriate records of the transaction so that it can proceed successfully through the next stages. Most of all, customer satisfaction must drive the interaction and it should not appear to be dominated by the demands of the software. This unit is for a learner who is responsible for delivering service to customers at the same time as operating bespoke service software.

Assessment principles

The assessment and quality assurance requirement for this unit provides evidence towards A and V units.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Prepare to deliver customer service using bespoke software	<p>1.1 sign on and open access to appropriate functions in the IT system</p> <p>1.2 navigate the architecture and geography of the customer service site to ensure they can access all appropriate areas</p> <p>1.3 explore screen or menu routes that are most appropriate for the customer service they are seeking to deliver</p> <p>1.4 ensure that they are familiar with the software manual, help screens or help lines to know where to locate technical support when needed</p> <p>1.5 prepare their work area to deliver customer service using bespoke software</p>			
2 Deliver customer service using bespoke software	<p>2.1 identify their customer or the services or products they wish to access</p> <p>2.2 follow organisational procedures to step through the system in a way that responds to their customer's needs</p> <p>2.3 use search or other specialist functions within the software to respond to customer requests</p> <p>2.4 enter new records using the bespoke software system</p> <p>2.5 amend customer service records in the bespoke software system</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	<p>2.6 communicate with their customers in terms they can understand relating to the software system</p> <p>2.7 follow organisational procedures to lead the conversation in a way that makes it easy to follow the paths and sequences of the bespoke software</p> <p>2.8 interpret error messages and act on them to support their customer service</p> <p>2.9 refer their customer to a colleague following organisational procedures if they are unable to complete the transaction</p>			
3 Understand how to deal with customers using bespoke software	<p>3.1 describe access and sign-on routines for the bespoke software system</p> <p>3.2 describe the architecture and geography of the bespoke software system</p> <p>3.3 identify different screen or menu routes that can be followed to meet customer requirements</p> <p>3.4 identify sources of support and help for the bespoke software including manuals, help screens and help lines</p> <p>3.5 explain the importance of preparing a work area before delivering customer service</p> <p>3.6 explain search or other enquiry facilities within the bespoke software system</p> <p>3.7 state the importance of avoiding jargon and system terminology when communicating with customers</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
	3.8 describe ways to respond to error messages when using a bespoke software system			
	3.9 identify referral points and sources of information when they are unable to meet customer needs using the bespoke software system			

Learner name: _____
 Learner signature: _____
 Assessor signature: _____
 Internal verifier signature: _____
(if sampled)

Date: _____
 Date: _____
 Date: _____
 Date: _____

Unit 17: Use Questioning Techniques when Delivering Customer Service

Unit reference number: A/601/1222

QCF level: 2

Credit value: 4

Guided learning hours: 27

Unit summary

This unit is about how the learner uses questioning both in planned sequences and in spontaneous conversation to paint a picture of what their customer wants and how the learner's organisation can deliver it. This unit is for a learner who comes into contact with their customer face to face, by voice technology or on-line with immediate interaction. This unit is probably not for a learner who deals with customers remotely when it takes time to exchange questions and responses.

Assessment principles

The assessment and quality assurance requirement for this unit provides evidence towards A and V units.

Assessment methodology

This unit is assessed in the workplace or in conditions resembling the workplace. Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Establish rapport and identify customer concerns	<p>1.1 greet their customer sincerely and invite a full and open response</p> <p>1.2 use planned or spontaneous lines to indicate to their customer that they empathise with their initial enquiry</p> <p>1.3 invite more detailed explanation from their customer</p> <p>1.4 listen closely to their customer's responses to strengthen their understanding of customer concerns</p> <p>1.5 use both open and closed questions to make appropriate connection with their customer and open the door to more detailed investigation</p> <p>1.6 identify and note their customer's feelings and mood in relation to the information they are seeking</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>2 Seek detailed information from customers using questioning techniques</p>	<p>2.1 follow a planned trail of questions to explore in detail customer concerns they have already identified</p> <p>2.2 hold a spontaneous conversation with their customer to explore in detail customer concerns they have already identified</p> <p>2.3 explain to their customer why they need the information they are asking for</p> <p>2.4 use probing and searching questions that draw on comments or words used by their customer</p> <p>2.5 thank their customer for the information in a way that encourages further open responses</p> <p>2.6 use pre-planned routing and trigger questions that lead their customer to respond in new areas</p> <p>2.7 follow organisational procedures to record customer responses to inform future actions</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Understand how to use questioning techniques when delivering customer service	<p>3.1 explain why establishing rapport makes it easier to draw information from customers</p> <p>3.2 describe ways to greet customers that immediately build rapport</p> <p>3.3 explain reasons for using planned question patterns to draw out particular information</p> <p>3.4 explain reasons for using spontaneous conversation to draw out particular information</p> <p>3.5 explain the importance of active listening when seeking detailed information from customers</p> <p>3.6 identify the differences between and uses of closed and open questions</p> <p>3.7 describe the importance of explaining to customers why information is needed</p> <p>3.8 explain why particular trigger questions are effective in gaining specific information</p>			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)

Further information

Our customer service numbers are:

BTEC and NVQ	0844 576 0026
GCSE	0844 576 0027
GCE	0844 576 0025
The Diploma	0844 576 0028
DiDA and other qualifications	0844 576 0031

Calls may be recorded for training purposes.

Useful publications

Related information and publications include:

- Centre Handbook for Edexcel QCF NVQs and Competence-based Qualifications published annually
- functional skills publications – specifications, tutor support materials and question papers
- Regulatory Arrangements for the Qualification and Credit Framework (published by Ofqual, August 2008)
- the current Edexcel publications catalogue and update catalogue.

Edexcel publications concerning the Quality Assurance System and the internal and standards verification of vocationally related programmes can be found on the Edexcel website.

NB: Some of our publications are priced. There is also a charge for postage and packing. Please check the cost when you order.

How to obtain National Occupational Standards

Asset Skills
Sol House
29 St Katherine's Street
Northampton
NN1 2QZ

Telephone: 01604 233 336
Fax: 01604 233 573
Email: enquiries@assetskills.org
Website: www.assetskills.org

Professional development and training

Edexcel supports UK and international customers with training related to NVQ and BTEC qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing student-centred learning and teaching approaches
- building functional skills into your programme
- building effective and efficient quality assurance systems.

The national programme of training we offer can be viewed on our website (www.edexcel.com/training). You can request customised training through the website or by contacting one of our advisers in the Training from Edexcel team via Customer Services to discuss your training needs.

The training we provide:

- is active
- is designed to be supportive and thought provoking
- builds on best practice
- may be suitable for those seeking evidence for their continuing professional development.

Annexe A: Progression pathways

The Edexcel qualification framework for the sale of residential property sector

Level	General qualifications	Diplomas	BTEC vocationally-related qualifications	BTEC specialist qualification/ professional	NVQ/competence
8					
7					
6					
5					
4					
3					Diploma in Property (Sale of Residential Property)
2					Certificate in Property (Sale of Residential Property)
1					
Entry					

Annexe B: Quality assurance

Key principles of quality assurance

- A centre delivering Edexcel qualifications must be an Edexcel recognised centre and must have approval for qualifications that it is offering.
- The centre agrees as part of gaining recognition to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; the centre must abide by these conditions throughout the period of delivery.
- Edexcel makes available to approved centres a range of materials and opportunities to exemplify the processes required for effective assessment and provide examples of effective standards. Approved centres must use the guidance on assessment to ensure that staff who are delivering Edexcel qualifications are applying consistent standards.
- An approved centre must follow agreed protocols for: standardisation of assessors; planning, monitoring and recording of assessment processes; internal verification and recording of internal verification processes; and for dealing with special circumstances, appeals and malpractice.

Quality assurance processes

The approach to quality assured assessment is made through a partnership between a recognised centre and Edexcel. Edexcel is committed to ensuring that it follows best practice and employs appropriate technology to support quality assurance process where practicable. Therefore, the specific arrangements for working with centres will vary. Edexcel seeks to ensure that the quality assurance processes that it uses do not place undue bureaucratic processes on centres and works to support centres in providing robust quality assurance processes.

The learning outcomes and assessment criteria in each unit within this specification set out the standard to be achieved by each learner in order to gain each qualification. Edexcel operates a quality assurance process, which is designed to ensure that these standards are maintained by all assessors and verifiers.

For the purposes of quality assurance all individual qualifications and units are considered as a whole. Centres offering these qualifications must be committed to ensuring the quality of the units and qualifications they offer, through effective standardisation of assessors and internal verification of assessor decisions. Centre quality assurance and assessment processes are monitored by Edexcel.

The Edexcel quality assurance processes will involve:

- gaining centre recognition and qualification approval if a centre is not currently approved to offer Edexcel qualifications
- annual visits to centres by Edexcel for quality review and development of overarching processes and quality standards. Quality review and development visits will be conducted by an Edexcel quality development reviewer
- annual visits by occupationally competent and qualified Edexcel Standards Verifiers for sampling of internal verification and assessor decisions for the occupational sector
- the provision of support, advice and guidance towards the achievement of National Occupational Standards.

Centres are required to declare their commitment to ensuring quality and appropriate opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities.

Annexe C: Centre certification and registration

Edexcel Standards Verifiers will provide support, advice and guidance to centres to achieve Direct Claims Status (DCS). Edexcel will maintain the integrity of Edexcel QCF NVQs through ensuring that the awarding of these qualifications is secure. Where there are quality issues identified in the delivery of programmes, Edexcel will exercise the right to:

- direct centres to take actions
- limit or suspend certification
- suspend registration.

The approach of Edexcel in such circumstances is to work with the centre to overcome the problems identified. If additional training is required, Edexcel will aim to secure the appropriate expertise to provide this.

What are the access arrangements and special considerations for the qualification in this specification?

Centres are required to recruit learners to Edexcel qualifications with integrity.

Appropriate steps should be taken to assess each applicant's potential and a professional judgement made about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Edexcel's policy on learners with particular requirements.

Edexcel's policy on access arrangements and special considerations for Edexcel qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 1995 Disability Discrimination Act and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence. Please refer to *Access Arrangements and Special Considerations for BTEC and Edexcel NVQ Qualifications* for further details. www.edexcel.com.

Annexe D: Assessment principles



**The Sector Skills Council
for Property Services, Housing, Cleaning Services
and Facilities Management**

the sector skills council for the places where we live and work

ASSESSMENT PRINCIPLES August 2010

POLICIES AND PRINCIPLES FOR AWARDING ASSET SKILLS COMPETENCE UNITS IN THE QCF

Asset Skills
2nd Floor
Sol House
19 St Katherine's Street
Northampton
NN1 2QZ

Telephone: 01604 233336
Fax: 01604 233573
E-mail: enquiries@assetskills.org
Website: www.assetskills.org

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1 INTRODUCTION

ASSET SKILLS has worked with the Awarding Organisations offering qualifications within their footprint to develop these assessment principles for units of assessment which have been submitted to the QCF by Asset Skills.

ASSET SKILLS, with the support of industry, is dedicated to embedding the National Occupational Standards and units of assessment into the workplace and to upholding the quality and integrity of the Standards and Units and the Awards, Certificates and Diplomas based upon them.

2 ASSESSMENT PRINCIPLES FOR COMPETENCY BASED UNITS

2.1 The following principles will apply to Awarding Organisations:

- 2.1.1 Assessment should normally be at the candidate's workplace, but where the opportunity to assess across the range of standards is unavailable other comparable working environments may be used, following agreement from the External Verifier.
- 2.1.2 A holistic approach towards the collection of evidence should be encouraged, assessing activities generated by the whole work experience rather than focusing on specific tasks.

eg If the candidate communicates with a customer whilst engaged in cleaning activities these can be assessed against both cleaning and customer service elements.
- 2.1.3 Asset Skills does not prescribe a minimum number of observations, however, evidence provided must demonstrate that competency is consistent and reliable.
- 2.1.4 Assessors can only assess in their acknowledged area of occupational competence.
- 2.1.5 Assessors and Internal Verifiers will be registered with their Approved Centre and be accountable to the organisation for their assessment practice.
- 2.1.6 Health and safety of customers/clients and employees must be maintained throughout the assessment process and if any person carrying out assessment or verification activities does not feel that there is due regard to health and safety then that person should refuse to continue with the activity(ies) until satisfied that due regard to health and safety is being taken.

3 SIMULATION AND WITNESS TESTIMONY FOR COMPETENCY-BASED UNITS

There are a few occasions when simulation or witness testimony is warranted where the centre can demonstrate that performance evidence has been impossible to obtain.

The underlying reasons for either simulation or witness testimony are:

- health and safety considerations
- activities that would cause serious inconvenience or loss to an employer if there was an undue delay in their being carried out
- Infrequently occurring activities
- equality of access.

3.1 Stimulation

Simulation may be necessary for specific elements of the units. It is advisable that centres refer to the Awarding Organisations in these cases for clear guidelines.

Awarding Organisation guidance to centres must ensure that demands on the candidate during simulation are neither more nor less than they would encounter in a real work situation. In particular:

- All simulations must be planned, developed and documented by the centre in a way that ensures the simulation accurately reflects what the unit seeks to assess
- All simulations should follow these documented plans
- A centre's overall strategy for simulation must be examined and approved by the external verifier
- There should be a range of simulations to cover the same aspect of the standard so that the risk of candidates successfully colluding is reduced
- The physical environment for the simulation must be as realistic as possible and draw on real resources that would be used in the industry
- The nature of the contingency must be realistic.

3.2 Witness testimony

Witness testimony should not form the primary source of evidence. Centres must comply with Awarding Organisation guidance over the occupational competence and briefing of witnesses in the use of witness testimony.

4 RECOGNITION OF PRIOR LEARNING AND EXPERIENCE

- 4.1 Evidence from past achievement may be included as permissible evidence within assessment methods.
- 4.2 Evidence of prior knowledge and understanding can be offered as supplementary evidence as long as it is a measurable assessed outcome of learning which links to the unit of assessment.
- 4.3 Assessors should make best use of all the assessment methods available to them in ensuring the most reliable and effective use is made of claims of prior learning and experience which relate to the individual circumstances.
- 4.4 All candidates must demonstrate current competence with respect to recognition of prior learning (RPL).

5 EXTERNAL QUALITY ASSURANCE OF ASSESSMENT

5.1 Awarding organisations will operate a Risk Rating system of Approved Centres. This will be applied UK wide. Awarding organisations will provide details of their plans and criteria for risk rating at the time of qualifications' submissions.

5.1.1 The Awarding Organisations will carry out risk assessment annually and risk rate each Approved Centre and will take appropriate action to ensure quality assurance is maintained.

6 FRAMEWORK CRITERIA FOR THE APPOINTMENT OF EXTERNAL VERIFIERS

- 6.1 ASSET SKILLS aims to ensure that the technical and quality aspirations of industry are met, in order to inspire confidence in the national occupational standards and qualifications. ASSET SKILLS will work with the Awarding Organisations to implement a practical and cost effective external verification process that will strengthen the rigour and consistency of assessment.
- 6.2 The criteria will apply to existing and new External Verifiers.
- 6.3 Verification competence
- 6.3.1 Awarding Organisations will ensure that External Verifiers:
- Hold an appropriate external verifier qualification (D35 or V2), or be working towards the V2 qualification, and demonstrate evidence of knowledge, understanding and experience of the assessment process (together with the occupational competence requirements below).
- In England, Wales, Northern Ireland new External Verifiers must achieve unit V2 within 12 months of beginning external verification.
- In Scotland, all new EVs should have an assessment plan for achieving the V2 and be working towards achieving the awards. There is no timescale attached to the achievement of Unit V2.
- 6.4 Occupational competence
- All External Verifiers must
- 6.4.1 provide evidence of knowledge, understanding and application of the National Occupational Standards, Units of Assessment and Assessment Principles, together with technical definitions where appropriate. Awarding Organisations should cover this requirement as part of their normal appointment process.
- 6.4.2 have verifiable relevant experience and current knowledge of the occupational working area at or above the level being verified. This experience and knowledge must be of sufficient depth to be effective and reliable when verifying judgements about assessors' assessment processes and decisions. External verifiers' experience and knowledge could be verified by:
- curriculum vitae and references
 - possession of a relevant qualification
 - corporate membership of a relevant professional institution.
- 6.4.3 have up to date knowledge and experience of the particular aspects of work they are verifying. This could be verified by records of continuing professional development achievements.

- 6.4.4 have a sound in-depth knowledge of, and uphold the integrity of the NOS, Units of Assessment and these Assessment Principles.
- 6.4.5 undertake continuous professional development to ensure that they are working to the current National Occupational Standards in assessment and verification.
- 6.4.6 be aware of national issues affecting vocational education, training and qualifications in the sector.
- 6.4.7 have appropriate knowledge of the ASSET SKILLS framework of qualifications in relevant areas to the qualifications being externally verified.
- 6.4.8 demonstrate their ability to maintain credibility and retain the confidence of the industry through commitment to continuous personal and professional development.
- 6.4.9 provide evidence of knowledge, understanding and application of the Regulatory Authorities' codes of practice.
- 6.5 Awarding Organisations may have generic criteria and personnel specifications in addition to the above.

7 FRAMEWORK CRITERIA FOR THE APPOINTMENT OF INTERNAL VERIFIERS

- 7.1 Internal Verifiers are appointed by an Approved Centre and approved by the Awarding Organisation through their External Verifier.
- 7.2 This criteria will apply to existing and new Internal Verifiers.
- 7.3 Internal Verifiers should only verify the decisions of assessors which fall within their acknowledged area of technical and occupational competence.
- 7.4 Internal Verifiers should be seen as the person responsible for an approved centre's assessment quality in order to facilitate the assessment process and should be one of the following:
 - 7.4.1 Internal Verifiers will be employed directly or contractually by the same organisation (approved centre) as the assessors

Or

- 7.4.2 Acting as a counter-signatory on a short term basis, a maximum period of 18 months, where Internal Verifier(s) have not yet achieved their V1 award.
- 7.5 Internal Verifiers will either:
 - a Hold an appropriate internal verifier qualification (D34 or V1), or be working towards a V1 qualification.

In England, Wales and Northern Ireland all new internal verifiers should achieve unit V1 within 18 months of beginning internal verification duties. Internal verification decisions by verifiers who are still working towards certification must be countersigned by a Verifier who has gained certification.

In Scotland, all new Verifiers should have an assessment plan for achieving the V1 and be working towards achieving the award. External Verifiers will monitor progress and achievement towards the achievement of V1 during centre visits.

All new Internal Verifiers must hold units A1 and/or A2.

Or

- b Where employers opt for an 'employer direct' model, the qualification requirements specified by the regulatory authorities may be waived as described below.

The 'employer direct' model is where colleagues, supervisors and/or managers in the workplace are involved in the assessment process. Under this model, the employer, with the agreement of their Awarding Organisation and Asset Skills and the approval of the qualifications Regulators, may choose:

Achieving the appropriate regulatory body approved unit qualifications for internal verification

Or

Demonstrating that the employer's training and development activity undertaken to prepare, validate and review these verification roles, maps 100% to the National Occupational Standards which these qualifications are based on. The mapping process must be agreed by the Awarding Organisation as providing the equivalent level of rigour and robustness as achievement of the unit qualification.

The alternative option described above, which waives the need for the regulatory approved units, must be confined in application to an 'organisation by organisation' and 'qualification by qualification' basis, and agreed by the qualification regulators. Prospective organisations must be able to confirm that their in-house practices conform to the requirements of the Standards in association with the relevant Awarding Organisation.

7.5.2 It is desirable that all Internal Verifiers hold a relevant qualification.

Internal Verifiers will:

- 7.5.3 have verifiable relevant experience and current knowledge of the occupational working area at or above the level being verified. This experience and knowledge must be of sufficient depth to be effective and reliable when verifying judgements about assessors' assessment processes and decisions. Internal verifiers' experience and knowledge could be verified by:
- curriculum vitae and references
 - possession of a relevant qualification
 - corporate membership of a relevant professional institution
- 7.5.4 have expertise so they have up to date knowledge and experience of the particular aspects of work they are verifying. This could be verified by records of continuing professional development achievements
- 7.5.5 have a sound in-depth knowledge of, and uphold the integrity of the NOS, Units of Assessment and these Assessment Principles
- 7.5.6 be prepared to participate in training activities for their continued professional development
- 7.5.7 demonstrate their ability to maintain occupational competence by continuous professional development

- 7.5.8 undertake continuous professional development to ensure that they are working to the current National Occupational Standards in assessment and verification
- 7.5.9 have knowledge of the requirements and application of the Asset Skills Assessment Principles
- 7.5.10 provide evidence of knowledge, understanding and application of the Regulatory Authorities' codes of practice.
- 7.6 Centres will be responsible for ensuring that internal verifiers plan and maintain continuous professional development.
- 7.7 Approved Centres may have generic criteria and personnel specifications in addition to the above.

8 FRAMEWORK CRITERIA FOR THE APPOINTMENT OF ASSESSORS

- 8.1 This section is intended to assist Approved Centres in the recruitment of those individuals who will act as Assessors within the Approved Centre.
- 8.2 Assessors are appointed by an Approved Centre and approved by the Awarding Organisation through their External Verifier.
 - 8.2.1 They should only assess in their area of technical and occupational competence as approved by their Awarding Organisations.
- 8.3 Assessors should be one of the following:
 - 8.3.1 Employed directly or contractually by the same organisation (centre) as the candidate

Or

- 8.3.2 Acting as a counter signatory on a short term basis (18 months) where the Centre Assessor has not yet achieved their A1 or A2 awards.

- 8.4 The Assessor should have the following:

Assessment Competence

Either:

- 8.4.1
 - a Hold D32 and/or D33 or A1 and or A2 or be working towards A1 and/or A2 Assessor Awards.
 - In England, Wales and Northern Ireland, new Assessors must achieve unit A1 or A2 within 18 months of beginning assessment duties. Assessment decisions by Assessors who are still working towards certification must be countersigned by an Assessor who has gained certification.
 - In Scotland, all new Assessors should have an assessment plan for achieving A1 or A2 and be working towards achieving the award. External Verifiers will monitor progress and achievement towards the achievement of A1 or A2 during centre visits.
 - Candidates in possession of a TQFE without having an appropriate A1 or A2 award should undertake continuing professional development to demonstrate that they are working to the appropriate A Unit standard.

Or

- b Where employers opt for an 'employer direct' model, the qualification requirements specified by the regulatory authorities may be waived as described below.

The 'employer direct' model is where colleagues, supervisors and/or managers in the workplace are involved in the assessment process. Under this model, the employer, with the agreement of their Awarding Organisation and Asset

Skills and the approval of the qualifications Regulators, may choose:

Achieving the appropriate regulatory body approved unit qualifications for assessment

Or

Demonstrating that the employer's training and development activity undertaken to prepare, validate and review these assessment roles, maps 100% to the National Occupational Standards which these qualifications are based on. The mapping process must be agreed by the Awarding Organisation as providing the equivalent level of rigour and robustness as achievement of the unit qualification.

The alternative option described above, which waives the need for the regulatory approved units, must be confined in application to an 'organisation by organisation' and 'qualification by qualification' basis, and agreed by the qualification regulators. Prospective organisations must be able to confirm that their in-house practices conform to the requirements of the Standards in association with the relevant Awarding Organisation.

8.5 Occupational competence

All assessors must

- 8.5.1 have verifiable relevant current industry experience and knowledge of the occupational working area at or above the level being assessed. This experience and knowledge must be of sufficient depth to be effective and reliable when judging candidates' competence. Assessors' experience and knowledge could be verified by:
 - curriculum vitae and references
 - possession of a relevant qualification
 - corporate membership of a relevant professional institution
- 8.5.2 have sufficient occupational expertise so they have up to date knowledge and experience of the particular aspects of work they are assessing. This could be verified by records of continuing professional development achievements
- 8.5.3 have a sound in-depth knowledge of, and uphold the integrity of the sector's NOS, units of Assessment and these Assessment Principles
- 8.5.4 be prepared to participate in training activities for their continued professional development.
- 8.6 Centres will be responsible for ensuring that assessors plan and maintain continuous professional development.
- 8.7 Approved Centres may have generic criteria and personnel specifications in addition to the above.

Annexe E: Asset Skills Question booklet



Level 2 Certificate in Property (Sale of Residential Property) (QCF) - Underpinning knowledge and understanding questions

Mandatory units

Unit 1: M/600/2775 - Reduce Risks to Health and Safety in the Workplace

- 1 What is your office procedure for dealing with an emergency for eg a fire?
- 2 If you were asked to conduct an accompanied viewing on the way home from the office, with your personal safety in mind, write down at least three steps you would need to consider – prior to and after the viewing?
- 3 Find out if your office has a 'distress code'.
 - What is it?
 - If you haven't got one, write down what you feel one should be
 - With your role in mind give two contrasting examples or possible situations when you may have to use it.
- 4 What are your **employer's** responsibilities under Health and Safety at Work etc Act 1974?
- 5 What is the difference between a 'hazard' and a 'risk' and give an example of each?
- 6 If you had a step from one level to another in your office, what precautions might you take to prevent an accident? Why is it important to identify a risk/hazard and who would you report it to?
- 7 What are **your** legal obligations under Health and Safety at Work etc Act 1974?
- 8 Is the following statement true or false? Under the Display Screen Equipment regulations 1992 does the employer have to offer you an eye test every 6 months?

Unit 2: J/601/2972 - Maintain the Security of Individuals and Property in a Property Environment

- 1 If somebody came into your office asking for the keys to inspect a property on behalf of a buyer what would your best course of action be?
- 2 If you were a negotiator sitting at one of the front desks in the office can you think of any ways you could prevent people who are not authorised to do so seeing or accessing sensitive information/data? Give at least three examples. (A/C 2.1)
- 3 If you discovered a potential hazard whilst on a viewing, what steps could you take to prevent a potential injury occurring? What would be the first thing you do and what subsequent action would you take.
- 4 Name at least three pieces of legislation that lay down guidelines for the safety and security of people and security of information?
- 5 Write down the eight main points of the Data Protection Act 1998 and give two examples of how this would affect you in your work.
- 6 You arrive at a property to do a viewing and discover evidence of a break in. There is a smashed window and you are unable to contact the seller. What would you do?
- 7 You receive a telephone call from someone who lives in a flat below one you currently have on the market. They explain that there is water dripping through their ceiling from the flat above. Your seller is away on holiday. What would you do?

Unit 3: T/601/2949 - Understanding Professional Conduct in a Property Environment

- 1 Think of occasions when you have received good customer service and also bad customer service. Write down your experiences and how they made you feel? Would you use this company or visit this shop again?
- 2 If an angry or upset customer came in and starting complaining about something. How would you handle the situation and why?
- 3 Explain why it is important to maintain standards of appearance and conduct in a property environment?
- 4 Explain the following terms and how would you explain them to a customer?
 - SSTC
 - Sole agency agreement
 - EPC
 - cooling off period
 - right of way
 - market appraisal
 - freehold
 - positive covenant

Unit 4: R/601/2988 - Progress Customer Enquiries Associated with Property Services

- 1 If a customer came in to your office asking for a set of property details, what potential business opportunities would be available?
- 2 Make a list of different questions you could ask to discover a customer's needs. Remember to vary the type of questions eg open, closed, probing etc.
- 3 What is the difference between a 'feature' and a 'benefit'?
- 4 What features and benefits can you offer to customers in relation to the services your company can offer?
- 5 State the limit of your own responsibility and authority for handling enquiries.

Unit 5: M/601/2965 - Know the Legislation, Guidelines and Codes of Practice and Statutory Information in Residential Sales

- 1 List the essential pieces of legislation and codes of practice that affect your day to day work.
- 2 Legislation requires you to put offers forward, how and when?
- 3 Under what circumstances are you required to put forward an offer?
- 4 Until when are you legally obliged to put offers forward?
- 5 Who is able to bring a case against an Agent for a breach of the Property Misdescription Act 1991 and what powers do they possess?
- 6 What are the levels of fine under the Property Misdescriptions 1991 in the following?
 - a) The Magistrates Court
 - b) The Crown Court
 - c) What else may happen under a different piece of legislation?
- 7 Other than estate agents selling residential property who else must comply with The Property Misdescriptions Act?
- 8 Property particulars are found to be inaccurate and therefore mis-described. What possible defences do you have if any?
- 9 Write down your office procedure for when you receive a price change. Is there anything else you could suggest to make this procedure more effective in avoiding a potential prosecution under the Property Misdescriptions Act 1991?
- 10 Is the following statement true or false? Explain your answer
"The Property Misdescriptions Act says you must include the 'specified matters' in property details".
- 11 While on the telephone to a potential buyer you say that a new instruction you have just received has two reception rooms when in fact it only has one. Do you as an individual need to be concerned? Or would it be your employer who may be prosecuted for a breach of the Property Misdescriptions Act 1991?

- 12 With estate agency legislation in mind, which of the following examples detailing an estate agent's charges are correct and why and which are incorrect and why?
- a) 2% plus VAT payable on completion
 - b) 1.5% plus VAT plus disbursements payable on exchange of contracts
 - c) 1.5% of the sale price plus the cost of a for sale board at £50 plus VAT and advertising up to £60
 - d) £1,500 plus VAT payable on exchange of contracts, plus the cost of a for sale board and x4 newspaper adverts.
- 13 You are trying to create a sense of urgency with a purchaser to get them to increase their offer on a property. You tell them there are other offers on the property when there is no other interest. Which law, laws, if any, are you in breach of?
- 14 What is meant by the terms?
- 1 Personal interest
 - 2 Connected interest
- 15 You are selling your own property through your own agency. What does the law require you to do?
- 16 Who is eligible to bring a case against an agent for a breach of the Estate Agents Act 1979 and what penalties can be issued?
- 17 If you were taking a good will pre-contract deposit from a buyer:
- a) What procedures does the Estate Agents Act say you have to follow?
 - b) What are the consequences for not complying with this particular section of the act?
- 18 The Estate Agents Act (Undesirable Practices) (no2) Order 1991 makes it undesirable to do what?
- 19 What are NHBC and Zurich warranties and what do they cover? What is the difference between the two?
- 20 Describe the key stages of the conveyancing process from offer to completion including actions taken by both the buyer and seller's legal representative (you may wish to use a separate piece of paper if this is easier).

- 21 You are selling an apartment located in a development situated on a corner plot. The flats have two access points, one at the front via a gate and the other via a side road at the back. You decide to erect a for sale board near each of these access points as it offers potential for people to see the 'For Sale' board. The side road provides parking for people who work in the town; the front is a popular way for people who walk into town to access. Have you committed an offence under any legislation? If so explain which, why and who could bring a case against you.
- 22 What does this abbreviation stand for and explain the term?
- S.S.T.C
- 23 What is the role of a property Ombudsman and when can they become involved?
- 24 What piece of legislation makes it mandatory for estate agents selling residential property belong to an approved redress scheme and who can approve the schemes?
- 25 What are the two current approved redress schemes?
- 26 What is the current penalty (as at June 2010) for not belonging to an approved redress scheme?
- 27 What is your understanding of what stamp duty land tax is and when is it payable and by whom?
- 28 What would the stamp duty land tax be on the following examples? (as at June 2010)
- a) A property sold in a disadvantaged area for £200,000
 - b) A property sold to a first time buyer at £249, 950
- 29 Legislation requires items such as white goods, fixtures, fittings and furnishings in new homes to be of 'satisfactory quality'. What criterion meets the definition of 'satisfactory quality'?
- 30 Under the Town and Country Planning Act 1990 (Control of Advertisement Regulations 1994)
- a) How many for sale boards are allowed at a property for sale without planning permission?
 - b) How high from the ground can a board be?
 - c) How many days after completion must a board be removed?
 - d) Can you put a sold slip on a for sale board?
 - e) How large an area can a 'For Sale' board be in m²?
- 31 Do energy performance certificate graphs on property particulars have to be shown in colour as required by legislation?

- 32 Which of the following would be classed as a false or misleading statement under the Property Misdescriptions Act 1991? Explain your answers
- a) You describe as property a being 'in a peaceful location' but the property is under a busy flight path
 - b) You say that the property is equipped with an 'Ideal Standard' boiler when in fact it is a 'Belling'. (Ideal standard and Belling are different manufacturers of boilers)
 - c) You mis-measure a room on both measurements. It is actually 1.95m x 1.8m and you put 2.2 x 2.0 on the property details
 - d) Within easy walking distance of the town
 - e) You are taking photographs of a property which has a very ugly building behind it. You lay down on the pavement so you are unable to see the building behind
 - f) You describe a property as having a septic tank but in act it has a cess pit.
- 33 A complaint is received by a Trading Standards officer about an error made on particulars two and a half years ago. How long does the prosecution have to bring a case?
- 34 How would you explain what Money Laundering is?
- 35 What would be suitable proof of address and proof of identity when taking relevant precautions Under Money Laundering Regulations 2007?
- 36 Can you be imprisoned for a breach of the Property Misdescriptions Act?
- 37 You are selling a property for your brother through your own estate agency. The buyer wants to pay a goodwill deposit to secure the property. As an estate agent what would you say to the buyer?
- 38 Name ways an agent can keep themselves up to date with changes in legislation and codes of practice?
- 39 Name as many forms of discrimination as you can? Give at least four examples.
- 40 Give examples of how you might breach:-
- a) The Race Relations Act 1976
 - b) The Sexual Discrimination Act 1975
 - c) The Disability Discrimination Act 1995

Unit 6: R/601/2991 - Maintain Displays of Marketing Materials for Properties

- 1 Write down all the ways your company promotes properties for sale.
- 2 What are your company's procedures for maintaining the website/window display/office displays are kept up to date and accurate.

Unit 7: D/601/3111 - Organise and Progress Viewings of Properties

- 1 Someone calls in your office to arrange a viewing appointment. What information do you need to obtain and how could you promote additional services your organisation offers?
- 2 What is your agency's procedure for obtaining feedback from a viewing and list some questions you may ask to make sure you get the most appropriate and effective feedback to give to your seller client?
- 3 A customer telephones into the branch with a general enquiry about a property. What could you do to secure a viewing? If at first they resisted how might you persuade them to commit to view?

Annexe F: Asset Skills Answer booklet



Level 2 Certificate in Property (Sale of Residential Property) - Underpinning knowledge and understanding questions

Mandatory units

Unit 1: M/600/2775 - Reduce Risks to Health and Safety in the Workplace

- 1 What is your office procedure for dealing with an emergency for eg a fire?
 - A. You may have mentioned some of the following: raise the alarm, leave nearest your available exit – this may have a sign above the door showing it's a fire exit. There may be a 'muster' point where staff congregate and a head count conducted. The procedure and muster point may be written on your Health and Safety poster which should be on display, along with this the designated person in charge of Health and Safety. You don't attempt to extinguish the fire but call the relevant emergency service. If your office is in a building where there is a lift, the lift must not be used.
- 2 If you were asked to conduct an accompanied viewing on the way home from the office, with your personal safety in mind, write down at least three steps you would need to consider – prior to and after the viewing?
 - A. You may have mentioned some of the following:
 - 1 Enter all details of the viewer and a land line number as well as a mobile – in your office diary or relevant system.
 - 2 Arrive early and check the property for potential hazards for eg junk mail, loose carpets.
 - 3 Make sure you keep your exit clear – let the viewers walk into the rooms first.
 - 4 If you feel threatened in anyway, make an excuse and leave.
 - 5 Let someone at home know that you are attending a viewing on the way home and that you have arrived home safely afterwards. This could be an office colleague/manager or someone at home. Parent, partner etc.
 - 6 Park so you can easily be seen and your exit is clear.
 - 7 Carry a personal alarm, mobile phone.
 - 8 Decline to go on the viewing if you feel uneasy or ask a colleague to attend the appointment with you.

- 3 Find out if your office has a 'distress code'.
 - What is it?
 - If you haven't got one, write down what you feel one should be
 - With your role in mind give two contrasting examples or possible situations when you may have to use it.
- A. A distress code can be used in a situation where you feel threatened. It could be a word or sentence that all your colleagues know off by heart. It must also be easy to remember. It can be used in an emergency situation without alerting the suspicion of the person. For eg "can you cancel my next appointment with Mrs Smith". Staff will need to have had training to make sure they know how to deal with things if a call with the distress code is used for eg they may ask closed questions to ascertain the problem –

"Do you need me to call the police?"

"Do you want the manager to join you?"

It might be something that you weren't expecting, – it could be a gut feeling you experience, or you may not like the sound of someone on the telephone – you may turn up at an empty property and there may be signs of a break in – all of these things might make you feel uneasy.
- 4 What are your **employer's** responsibilities under Health and Safety at Work etc Act 1974?

A.

 - Carry out a risk assessment of the workplace
 - Make arrangements for carrying out health and safety measures
 - Set up emergency procedures, eg in the case of a fire
 - Provide clear information and training to employees
 - Provide adequate first aid procedures
 - Make sure the workplace satisfies regulations covering ventilation, temperature, lighting and sanitary, washing and rest facilities
 - Record any accidents in the accident book
- 5 What is the difference between a 'hazard' and a 'risk' and give an example of each?

A. A 'hazard' is something that has the potential to cause an accident or injury for eg wet floor, step, loose carpet, missing floorboard. A 'risk' is the probability or chances of an accident or injury occurring for eg high risk, middle risk, and low risk.

- 6 If you had a step from one level to another in your office, what precautions might you take to prevent an accident? Why is it important to identify a risk/hazard and who would you report it to?
- A. You could put some kind of warning sign, high visibility tape, and make customers aware of the potential hazard. You need to reduce the risk of an accident happening as you have a 'duty of care' to yourself, colleagues and customers. You may have a designated person in charge of Health and Safety, it may be a senior person within your company or your manager.
- 7 What are **your** legal obligations under Health and Safety at Work etc Act 1974?
- A.
- Take reasonable care of yourself, colleagues and customers.
 - Co-operate with your employer on Health and Safety matters.
 - Use equipment provided by your employer correctly.
 - Do not interfere or misuse anything provided for Health and Safety purposes
- 8 Is the following statement true or false? Under the Display Screen Equipment regulations 1992 does the employer have to offer you an eye test every 6 months?
- A. False. The Display Screen Equipment Regulations 1992 says you only have to provide an eye test if necessary. It also depends on other certain criteria eg you have to habitually use a visually display unit or monitor as a significant part of your normal work.

Unit 2: J/601/2972 - Maintain the Security of Individuals and Property in a Property Environment

- 1 If somebody came into your office asking for the keys to inspect a property on behalf of a buyer what would your best course of action be?
- A. You may have mentioned some of the following: ask who the person is and the reason for the visit to the property, obtain I.D, sign the keys out and back in again, obtain authority from your seller.

- 2 If you were a negotiator sitting at one of the front desks in the office can you think of any ways you could prevent people who are not authorised to do so seeing or accessing sensitive information/data? Give at least three examples.
- A. You may have written some of the following:-
 Password protected
 Screen savers
 Screens turned away from the general public
 Being mind full of discussions that may take place when customers are present
 Not leaving paper files open on your desk, offer sheets etc.
- 3 If you discovered a potential hazard whilst on a viewing, what steps could you take to prevent a potential injury occurring? What would be the first thing you do and what subsequent action would you take.
- A Visibly mark the hazard yourself, point out the hazard to the viewer, inform your manager and let the seller know about the hazard.
- 4 Name at least three pieces of legislation that lay down guidelines for the safety and security of people and security of information?
- A. Health and Safety at Work etc Act 1974
 Occupiers Liability 1957/ 1984
 Display Screen Equipment Regulations 1992
 Manual Handling Operations 1992
 Data Protection Act 1984/1998
- 5 Write down the eight main points of the Data Protection Act 1998 and give two examples of how this would affect you in your work.
- A.
- fairly and lawfully processed
 - processed for limited purposes (ie not processed beyond what I needed for the purpose for which it was collected)
 - adequate, relevant and not excessive (ie you do not collect more than you need for the purpose for which you collect data)
 - accurate (which means keeping it up-to-date)
 - not kept for longer than necessary
 - processed in line with the data subject's right (eg only held with consent)
 - kept securely (and disposed of securely)
 - not transferred to countries without adequate protection.

- 6 You arrive at a property to do a viewing and discover evidence of a break in. There is a smashed window and you are unable to contact the seller. What would you do?
- A. Check for signs of intruders, if there is evidence they are still in there call the police. If there are no sign of intruders you would have to act swiftly to stop the damage to the window and there fore the property getting any worse. You can only spend a 'reasonable' amount to rectify this damage. Getting the window boarded up would be reasonable. It would stop any more damage by further intruders gaining access via the broken window and you would be entitled to this amount of money back from your seller.
- 7 You receive a telephone call from someone who lives in a flat below one you currently have on the market. They explain that there is water dripping through their ceiling from the flat above. Your seller is away on holiday. What would you do?
- A. In certain circumstances you need to go beyond your normal authority as an agent. In this example you need to act quickly to stop any damage getting worse. If you act 'reasonably' you are entitled to claim any money you spent back from the seller. So in this example the 'reasonable' thing to do would be firstly to go and check the property. If it was the water pipe that had burst you would need to get someone to drain the system down or turn the mains water off. You have fulfilled your obligation as the damage would not get any worse and you have only spent a reasonable amount which you will be entitled to receive back from your seller.

Unit 3: T/601/2949 - Understanding Professional Conduct in a Property Environment

- 1 Think of occasions when you have received good customer service and also bad customer service. Write down your experiences and how they made you feel? Would you use this company or visit this shop again?
- A. You may have mentioned: -
- bad – an estate agent puts you on the mailing list. They don't send you out the details of a house that you could potentially be interested in
 - good – the estate agent keeps in regular contact with their seller all through the conveyancing process to keep them informed
 - bad - There is a lot of completion out there and plenty of agents to use. If I had been out on the mailing list I would have expected to receive appropriate property details after I had gone to the trouble of joining the mailing list. I wouldn't think this agent competent or professional.
 - good – The process after a sale is agreed and before completion is notoriously the time when buyers and sellers feel agents do not keep in contact. Even if there is nothing to tell it is important that you keep in regular contact to reassure both parties ad explaining what the process is.

- 2 If an angry or upset customer came in and starting complaining about something. How would you handle the situation and why?
 - A. You should keep calm and speak in your normal voice, be polite, try and ascertain the problem by asking questions, ask for help from colleagues or call for your manager, ask questions to clarify you understand what the issue is, try and resolve the problem if possible, if it was an error on the organisations part apologise and try and rectify. It is important you deal with situations like this in such a way to show you have the necessary skills to deal with situations that sometimes can arise and how to deal with it in a way that shows courtesy, honesty and responsibility.
- 3 Explain why it is important to maintain standards of appearance and conduct in a property environment?
 - A. You are seen as 'ambassadors' for your company. It is important to create the right impression. Conducting yourself in a professional manner and being smartly turned out can make the difference between someone using your agency services or going elsewhere. A business is judged in the staff they employ.

- 4 Explain the following terms and how would you explain them to a customer?
- SSTC
 - Sole agency agreement
 - EPC
 - cooling off period
 - right of way
 - market appraisal
 - freehold
 - positive covenant
- A. You may have mentioned something along these lines: -
- SSTC – sold subject to contract. A sale has been agreed by a buyer and seller. Until exchange of contracts occurs neither party is legally bound to proceed and can withdraw without penalty.
 - Sole agency agreement – this is one way an agent can be instructed to sell a property. It is where one agent only is instructed to act in the sale of land or property.
 - EPC – energy performance certificate. This is a certificate that provides a measure of the property's energy efficiency and its impact on the environment.
 - Cooling off period – you have a 7-day period in which to cancel the agency instruction if you have signed the contract anywhere other than the estate agents office.
 - Right of way – is where a party has a right to access another persons adjacent land eg to take out their dustbin.
 - Market appraisal – gather information so you can give advice to sellers, present your company and win instructions.
 - Freehold – the most complete ownership interest in a property.
 - Positive covenant – is a promise or obligation from one party to another to do something eg paint the garden fence every two years.

Some of this unit is covered in previous questions.

Unit 4: R/601/2988 - Progress Customer Enquiries Associated with Property Services

- 1 If a customer came in to your office asking for a set of property details, what potential business opportunities would be available?
- A You could ask if they were on the mailing list (if not put them on), ask if they had a property to sell (potential market appraisal appointment), timescales for buying (financial advice appointment) There may be other services you offer, which you can promote and ask for the business.

2. Make a list of different questions you could ask to discover a customer's needs. Remember to vary the type of questions eg open, closed, probing etc.
 - A. You may have mentioned the following among others: -
How may I help you?
When are you looking to move?
Whats important to you about your next home?
What are the reasons you are thinking of moving? Buying a new home?
How many bedrooms do you need?
Have you had any other estate agents around?
- 3 What is the difference between a 'feature' and a 'benefit'?
 - A. A feature is what the product is eg regular newspaper advertising
A 'benefit' is what it can do for the customer eg generates more enquiries.
- 4 What features and benefits can you offer to customers in relation to the services your company can offer?
 - A. You may have mentioned some of the following among others: -
feature - Agency website, email alerts/text alerts benefit – property details available 24 hours a day.
feature – qualified staff benefit – peace of mind for customers that they are dealing with people who are knowledgeable.
- 5 State the limit of your own responsibility and authority for handling enquiries.
 - A It may be that you have been issued a 'job description' which outlines what your responsibilities are. If you haven't and are unsure you could speak to your manager. It might be that you receive training on certain procedures so opportunities for potential business are maximised and disputes are minimised.

Some of this unit is covered in previous questions.

Unit 5: M/601/2965 - Know the Legislation, Guidelines and Codes of Practice and Statutory Information in Residential Sales

- 1 List the essential pieces of legislation and codes of practice that affect your day to day work.

Legislation

The Property Misdescriptions Act 1991

The Estate Agents Act 1979 and the 1991 Regulations and Orders

The Housing Act 2004

The Limitation Act 1980

The Consumer Protection from Unfair Trading Regulations Consumer Protection Act 2008

The Cancellation of Contracts Made in a Consumer's Home or Place of Work etc. Act Regulations 2008

The Consumers, Estate Agents and Redress Act 2007

The Law of Property Act 1925

The Enterprise Act 2002

The Town and Country Planning Act 1990

The Consumer Credit Act 1974

The Sale of Goods Act 1979/Sale and Supply of Goods Act 1994

The Proceeds of Crime 2002

The Money Laundering Act 2007

The Unfair Terms In Consumer Contract Regulations 1999

The Financial Services and Markets Act 2000

The Control of Advertisement Regulations 1994

The Occupiers Liability Act 1957/1984

The European Directive – Energy Performance Certificate

The Law of Property Act 1925

The Sex Discrimination Act 1975

The Race Relations Act 1976

The Disability Discrimination 1995

The Manual Handling Operations 1992

The Display Screen Equipment Regulations 1992

The Data Protection Act 1998

The Display Screen Equipment Regulations 1992

The Health and Safety at Work etc. Act 1974

The Age Discrimination 2006

Codes of practice

The Property Ombudsman Scheme

The National Association of Estate Agents

The Royal Institution of Chartered Surveyors – Code of Measuring Practice

The Royal Institution of Surveyors – Blue Book

Guidelines

Office of Fair Trading guidelines

N.B. Legislation and codes of practice are subject to change. You are advised to keep yourself up to date.

- 2 Legislation requires you to put offers forward , how and when?
 - A. All offers must be put forward promptly and in writing. Promptly means at the earliest opportunity.
- 3 Under what circumstances are you required to put forward an offer?
 - A. The law is very straight forward. You have to put all offers forward to the seller in writing. If you have written permission from your client not to put forward offers below a certain figure or they are happy to continue with a sale that has been progressing previously. You have to have this permission in writing.
Assessors note: - discussion point with candidate. The Property Ombudsman Scheme also requires you to write to buyers to tell them you have forwarded their offer/s to the seller.
- 4 Until when are you legally obliged to put offers forward?
 - A Under the Estate Agents legislation you are legally obliged to put all offers forward up until exchange of contracts unless the seller gives written instructions not to.
- 5 Who is able to bring a case against an Agent for a breach of the Property Misdescription Act 1991 and what powers do they possess?
 - A. The Trading Standards Officers can prosecute an agent for a breach of the Property Misdescriptions Act 1991. They have powers to enter agent's premises at a reasonable hour and seize documents and files. Obstructing a Trading Standards Officer is also an offence.
- 6 What are the levels of fine under the Property Misdescriptions 1991 in the following?
 - a) The Magistrates Court
 - b) The Crown Court
 - c) What else may happen under a different piece of legislation?
 - A.
 - a) Magistrates Court - £5,000 plus a criminal record
 - b) Crown Court - Unlimited fine plus a criminal record
 - c) It may also 'trigger' penalties under The Estate Agents Act 1979 which may result in a warning or prohibition order.
- 7 Other than estate agents selling residential property who else must comply with The Property Misdescriptions Act?
 - A. Commercial property agents, property developers, solicitors selling property, Residential letting agents are not covered as a general rule but would be if they were created a premium lease which had the potential to make a capital value eg a 3 year lease at £10,000 per annum.

- 8 Property particulars are found to be inaccurate and therefore mis-described. What possible defences do you have if any?
- A. Reliance on information – you need to check what you have been told. Obtain proof where necessary for works carried out, guarantees, certificates etc.
- Due diligence – good checking procedures in the office, regular audits, initial staff training, ongoing staff training.
- Assessors note: - If the candidate has put using a disclaimer here for one of their answers, these are not used as an alternative to the other defences. If you do use a disclaimer they must be bold precise and compelling and effectively brought to the attention of the public.
- 9 Write down your office procedure for when you receive a price change. Is there anything else you could suggest to make this procedure more effective in avoiding a potential prosecution under the Property Misdescriptions Act 1991?
- A. You may have mentioned some of the following:- confirm the price in writing to the seller, that you need to amend, the website, master files whether that be a paper file or an electronic file, window displays, web portals, detail sheets, any other branches marketing and it would be a good idea that a check list of all these changes were documented and signed by the person who amended them, as this may form part of a 'due diligence' defence should yourself in breach.
- Assessors note: - It may also be seen as 'best practice' to notify any parties that expressed interest previously in the property.
- 10 Is the following statement true or false? Explain your answer
"The Property Misdescriptions Act says you must include the 'specified matters' in property details".
- A. False. The Property Misdescriptions Act only says that if you include 'specified matters' that they have to be accurate and not misleading.
- 11 While on the telephone to a potential buyer you say that a new instruction you have just received has two reception rooms when in fact it only has one. Do you as an individual need to be concerned? Or would it be your employer who may be prosecuted for a breach of the Property Misdescriptions Act 1991?
- A. It is usually the estate agency that will be prosecuted however it may also be the individual who made the mistake. The estate agency may have a 'due diligence' defence.

- 12 With estate agency legislation in mind, which of the following examples detailing an estate agent's charges are correct and why and which are incorrect and why?
- 2% plus VAT payable on completion
 - 1.5% plus VAT plus disbursements payable on exchange of contracts
 - 1.5% of the sale price plus the cost of a for sale board at £50 plus VAT and advertising up to £60
 - £1,500 plus VAT payable on exchange of contracts, plus the cost of a for sale board and x4 newspaper adverts.
- A. The charges you are going to make for advertising need to be shown as an amount or easily calculable for eg
- correct – easily calculable
 - incorrect – a seller would not be able to calculate the charges. The word 'disbursements' is used and doesn't say what those disbursements include
 - correct – easily calculable
 - incorrect – the cost of the for sale board is not mentioned.
- 13 You are trying to create a sense of urgency with a purchaser to get them to increase their offer on a property. You tell them there are other offers on the property when there is no other interest. Which law, laws, if any, are you in breach of?
- A. You are in breach of the Estate Agents Act (Undesirable Practices) (no 2) Order 1991. This makes it an offence to 'misrepresent offers or the status of a buyer'. You can't say there are offers when there are none and eg you can't say buyers are cash buyers if they require a mortgage.
- 14 What is meant by the terms?
- Personal interest
 - Connected interest
- A. Personal interest means – you have the potential to gain financially from the proceeds of a sale or purchase because you charge a fee. Connected persons – people who are connected to you eg family members, staff, employer, business associates.
- 15 You are selling your own property through your own agency. What does the law require you to do?
- A. The law requires you to declare a personal interest in writing to the prospective buyer before entering into negotiations. It is 'best' and common practice to include this 'interest' on the property details.
- 16 Who is eligible to bring a case against an agent for a breach of the Estate Agents Act 1979 and what penalties can be issued?
- A. The Office of Fair Trading. They can issue a warning or prohibition order.

- 17 If you were taking a good will pre-contract deposit from a buyer:
- What procedures does the Estate Agents Act say you have to follow?
 - What are the consequences for not complying with this particular section of the act?
- A.
- Issue a receipt. It has to be placed in a designated client account which must be audited annually. It must be in an authorised institution. You must pay interest, if the deposit is £500 or more and the interest accrued is £10 or more
 - This is deemed a criminal offence and a fine of up to £500 can be issued. You may also receive the other penalties for a breach of the Estate Agents Act, which are a warning or prohibition order.
- N.B. you cannot take a deposit where you have a personal interest.
- 18 The Estate Agents Act (Undesirable Practices) (no2) Order 1991 makes it undesirable to do what?
- A. Discrimination of buyers – favouring buyers who take services from you
- Instances of misrepresentation for eg status of buyers or offers
- Not forwarding offers promptly and in writing to the seller.
- 19 What is an NHBC or Zurich warranty and what do they cover? What is the difference between the two?
- A. The NHBC Buildmark Warranty Scheme is operated by the National House Building Council (NHBC). They offer a warranty and insurance scheme to protect buyers of new homes. The cover period is 10 years. There are other building warranty schemes offered by insurance groups the Zurich Municipal being one of them. The details of this scheme are similar to that of the NHBC one but the cover period can be extended to 15 years as opposed to the ten covered by the NHBC warranty. Certain defects are not covered after the first three years – gutters, central heating, internal plastering etc. Defects such as foundations, ceilings, load bearing and non load bearing walls etc.
- 20 Describe the key stages of the conveyancing process from offer to completion including actions taken by both the buyer and seller's legal representative (you may wish to use a separate piece of paper if this is easier).
- See separate sheet (Appendix 1 for answers).

- 21 You are selling an apartment located in a development situated on a corner plot. The flats have two access points, one at the front via a gate and the other via a side road at the back. You decide to erect a for sale board near each of these access points as it offers potential for people to see the 'For Sale' board. The side road provides parking for people who work in the town; the front is a popular way for people who walk into town to access. Have you committed an offence under any legislation? If so explain which, why and who could bring a case against you.
- A. You are potentially in breach of at least two pieces of legislation. The Consumer Protection from Unfair Trading Regulations 2008 deems it an offence to make your business appear more successful than it is and that it could influence a home owner's decision when choosing an agent to market their property. The Town and Country Planning Act 1990 (Control of Advertisement regulations 1994) put a limit on how many for sale boards you can put outside a property without planning permission – you are only allowed one board. So unless the agent had obtained planning permission for the other boards this would be a breach.
- The Office of Fair Trade and the Trading Standards authority would enforce The Consumer Protection from Unfair Trading Regulations 2008 and the local planning authority enforces the Town and Country Planning Act 1990.
- 22 What does this abbreviation stand for and explain the term?
- S.S.T.C
- A. Sold Subject to Contract. It means that until exchange of contracts either party can withdraw or change their mind without penalty. There is only a legally binding contract once contracts have been exchanged.
- 23 What is the role of a property Ombudsman and when can they become involved?
- A. The property Ombudsman is there to resolve disputes between clients and agents. They are independent of both parties. A complainant has to have gone through and exhausted the estate agencies company complaints procedure before the Property Ombudsman will get involved.
- 24 What piece of legislation makes it mandatory for estate agents selling residential property belong to an approved redress scheme and who can approve the schemes?
- A. The Consumer, Estate Agents and Redress Act 2008
The Office of Fair Trading
- 25 What are the two current approved redress schemes?
- A The Property Ombudsman Scheme
The Surveyors Ombudsman Scheme
- 26 What is the current penalty (as at June 2010) for not belonging to an approved redress scheme?
- A. £1,000

- 27 What is your understanding of what stamp duty land tax is and when is it payable and by whom?
- A. Stamp duty land tax is a tax on transfers of land and property and the creation of leases. It is submitted to her Majesty Customs and Excise within 30 days of the transaction completing. It is payable by the buyer.
28. What would the stamp duty land tax be on the following examples? (as at June 2010)
- a) A property sold in a disadvantaged area for £200,000
- b) A property sold to a first time buyer at £249, 950.
- A. Stamp duty land tax is payable on the whole amount not the excess over the nil band
- a) Although the property is in a disadvantaged area the sale price is over the £150,000 threshold so 1% will be payable ie £2,000
- b) First time buyers are exempt up to £250,00 – so no stamp duty land tax will be payable on this amount.
- 29 Legislation requires items such as white goods, fixtures, fittings and furnishings in new homes to be of 'satisfactory quality'. What criterion meets the definition of 'satisfactory quality'?
- A. 'Quality' means the standard a reasonable person would regard as satisfactory
- Fit for purpose
- Appearance and finish
- Free from minor defects
- Safety
- Durability.
- 30 Under the Town and Country Planning Act 1990 (Control of Advertisement Regulations 1994)
- a) How many for sale boards are allowed at a property for sale without planning permission?
- b) How high from the ground can a board be?
- c) How many days after completion must a board be removed?
- d) Can you put a sold slip on a for sale board?
- e) How large an area can a 'For Sale' board be in m²?
- A.
- a) 1
- b) no part of the board can be higher than 4.6m off the ground
- c) within 14 days
- d) no. You would have to put sold subject to contract
- e) boards for residential use should be no more than 0.5m² in area.
- 31 Do energy performance certificate graphs on property particulars have to be shown in colour as required by legislation?
- A. No, they can be shown in black and white.

- 32 Which of the following would be classed as a false or misleading statement under the Property Misdescriptions Act 1991? Explain your answers
- a) You describe as property a being 'in a peaceful location' but the property is under a busy flight path
 - b) You say that the property is equipped with an 'Ideal Standard' boiler when in fact it is a 'Belling'. (Ideal Standard and Belling are different manufacturers of boilers)
 - c) You mis-measure a room on both measurements. It is actually 1.95m x 1.8m and you put 2.2 x 2.0 on the property details
 - d) Within easy walking distance of the town
 - e) You are taking photographs of a property which has a very ugly building behind it. You lay down on the pavement so you are unable to see the building behind
 - f) You describe a property as having a septic tank but in fact it has a cess pit.

A.

- a) This would be a 'misleading statement'. You describe the property as being peaceful but if it is under a busy flight path it isn't going to be peaceful for long – the statement is a contradiction
 - b) This would not be false or misleading. The Property Misdescriptions Act stops trivial errors on property details becoming an offence. There wouldn't be sufficient inconvenience or cost implications caused by this description
 - c) This is clearly a breach. This could make the difference of this being a 'small bedroom' and a 'box room'. If you have someone wishing to view because eg you describe the property as having three bedrooms when in fact there are only two it would be 'false to a material degree'
 - d) This is a 'misleading statement' and should be avoided. What is easy for a young mobile person may not be easy for an elderly or disabled person
 - e) This is misleading. You are only allowed to take photos from a flattering angle. You can't enhance a property's appearance by taking the photo from an unusual angle. It has to be from an angle a normal person might see the property from
 - f) This is false. These are completely different to each other. Having a cess pit instead of a septic tank could potentially cause problems due to the nature of the cess pit.
- 33 A complaint is received by a Trading Standards officer about an error made on particulars two and a half years ago. How long does the prosecution have to bring a case?
- A. In this example the prosecution would have 6 months remaining of the time limit to bring the case to court. It can't go over the 3 year period of the commission of the offence and a prosecution has a maximum period of 12 months, whichever is earlier.

- 34 How would you explain what Money Laundering is?
- A. Concealing the origins of money obtained from criminal activities, in order for it to appear that it has come from a legitimate source.
- 35 What would be suitable proof of address and proof of identity when taking relevant precautions Under Money Laundering Regulations 2007?
- A. Proof of identity: - current valid passport (identification page only), full current driving licence with photo, pensioners travel pass, credit reference agency search
Proof of address: - all theses documents are to be no more than three months old. Utility bill (mobile phone bills are not acceptable), bank/building society/credit card statement, Her Majesty's Revenue and Customs or council tax demand, social welfare documents.
- 36 Can you be imprisoned for a breach of the Property Misdescriptions Act?
- A. No. Although Property Misdescriptions Act is a criminal law it doesn't carry a custodial sentence.
- 37 You are selling a property for your brother through your own estate agency. The buyer wants to pay a goodwill deposit to secure the property. As an estate agent what would you say to the buyer?
- A. The Estate Agents Act says you cannot take a deposit if there is a personal or connected interest. Your brother is a connected person.
- 38 Name ways an agent can keep themselves up to date with changes in legislation and codes of practice?
- A. You may have mentioned: NFoPP website (NAEA, ARLA, NAVA, ICBA,) magazines such as the Estate Agent, The Negotiator, The Letting Agent. Websites for eg www.hmce.gov.uk (HM Customs and Excise) Estate Agency News, Estate Agents Gazette, Her Majesty's Revenue and Customs, RICS.
- 39 Name as many forms of Discrimination as you can? Give at least four examples.
- A. You may have mentioned some of the following:-
Disability
Age
Race
Religious beliefs
Sexual orientation
Ethnic origin
Gender
Sex Discrimination.

40 Give examples of how you might breach:-

- a) The Race Relations Act 1976
- b) The Sexual Discrimination Act 1975
- c) The Disability Discrimination Act 1995

A. You may have mentioned:-

The Race Relations Act 1976 – treating males and females less favourably than one another.

The Sex Discrimination Act 1975 – treating married people differently than single people of the same sex. Discriminating against people who have changed sex.

The Disability Discrimination Act 1995 – Not making reasonable adjustments to public premises and the way your services are offered for eg disabled access.

Unit 6: R/601/2991 - Maintain Displays of Marketing Materials for Properties

1 Write down all the ways your company promotes properties for sale

A. You may have mentioned some of the following:

Specialty magazines

Property portals such as Rightmove, Globrix etc. property portals

Window displays

Car with company logo

Sponsor an event

Newspapers – adverts, editorials

For sale board

Orally.

2 What are your company's procedures for maintaining the website/window display/office displays are kept up to date and accurate.

A. You may have mentioned some of the following: - there maybe a designated person who is responsible for maintaining displays etc. You may have some form of checklist or system in place they use so no marketing methods are missed.

Unit 7: D/601/3111 - Organise and Progress Viewings of Properties

1 Someone calls in your office to arrange a viewing appointment. What information do you need to obtain and how could you promote additional services your organisation offers?

A. You may have mentioned: take their name, address, confirm their ID, take a land line number, mobile number, convenient times for appointments. This would be a good opportunity to put them on the mailing list if they are not already on it. Ask them about their timescales. Have they a home to sell? If so offer them a market appraisal. Have they a mortgage deal in place? offer your financial services, do you offer any other services eg removals?

- 2 What is your agency's procedure for obtaining feedback from a viewing and list some questions you may ask to make sure you get the most appropriate and effective feedback to give to your seller client?
 - A. Your procedure may include: - call the buyer the following day and then report the feedback to the seller, you may obtain feedback straight after the viewing if you accompanied someone round a property, you may have a feedback sheet which you fill in so you don't forget important questions and then update the buyers requirements on the mailing list and try and arrange further viewings.
- 3 A customer telephones into the branch with a general enquiry about a property. What could you do to secure a viewing? If at first they resisted how might you persuade them to commit to view?
 - A. You may have mentioned among others: - you could ask why they had noticed that property and sell the features and benefits of the property that match what the buyer is looking for. You could explain what kind of viewing it is eg we conduct the viewings on this property, we have someone that could show you round tomorrow? If the buyer at first resisted you could say how popular the property was so an early viewing is essential, or if it was a new price or new instruction you could promote it that way. Give different viewing times - they maybe at work in the day.

Appendix 1 Conveyance process

(Unit 5: M/601/2965 - Answer to question 20)

- Memorandum of sale is prepared and sent to both legal representatives
- Obtain title deeds
- Seller's solicitor prepares draft contract from the title deeds and land registry documents to the property – both legal representatives hold a copy of the draft contract – the seller will say what items they are leaving
- The buyer's solicitor will send a local search to the local authority – these cover things such as, new road schemes. Specialist searches may also be undertaken for eg radon, mining etc.
- The buyer's solicitor will raise standard and additional enquires – these will be sent to the seller via the seller's solicitor
- The buyer's solicitor will receive the results of preliminary enquiries, search and any mortgage offer
- Engrossed contract prepared – the legal document in its final form
- Seller and buyer sign the contract
- Exchange of contract – both seller and buyer now legally bound by the sale
- Evidence of title sent to buyer's solicitor – buyer's solicitor checks the seller's title to the property
- Buyers solicitor check the mortgage money is available, sends draft transfer – buyer signs final documents
- Seller's solicitor obtains title deeds and sends to buyers solicitor and makes final searches
- Completion – the balance of the monies is paid to the sellers solicitor

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