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31 August 2007

**SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)**

In accordance with Regulation 24(c) of the National Standards Bodies Regulations of 28 March 1998, the Standards Generating Body (SGB) for

Real Estate

registered by Organising Field 11, Services, publishes the following Qualification and Unit Standards for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the Qualification and Unit Standards. The full Qualification and Unit Standards can be accessed via the SAQA web-site at www.saqg.org.za. Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, SAQA House, 1067 Arcadia Street, Hatfield, Pretoria.

Comment on the Qualification and Unit Standards should reach SAQA at the address below and **no later 31 September 2007**. All correspondence should be marked **Standards Setting – Real Estate** and addressed to

The Director: Standards Setting and Development
SAQA

Attention: Mr. D. Mphuthing

Postnet Suite 248

Private Bag X06

Waterkloof

0145

or faxed to 012 – 431-5144

e-mail: dmphuthing@saqa.org.za

DR. S. BHIKHA
DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:**Further Education and Training Certificate: Real Estate**

SAQA QUAL ID	QUALIFICATION TITLE		
59097	Further Education and Training Certificate: Real Estate		
ORIGINATOR		PROVIDER	
SGB Real Estate			
QUALIFICATION TYPE	FIELD	SUBFIELD	
Further Ed and Training Cert	11 - Services	Cleaning, Domestic, Hiring, Property and Rescue Services	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUAL CLASS
Undefined	150	Level 4	Regular-Unit Stds Based

PURPOSE OF THE QUALIFICATION

Purpose:

This Qualification is for any individual who is, or wishes to be involved in the property and real estate industry. It serves to support and advance the functioning of individuals in this industry.

A learner will be able to complete the Qualification with a specialisation in Property Management, Real Estate or Valuation. The core unit standards are relevant to each area of specialisation.

Learners working towards this Qualification will find that the acquisition of competence in the Unit Standards that make up the Qualification will add value to their understanding of the sector and functioning in the workplace. This Qualification is intended to enhance the provision of entry-level service within the Property and Real Estate sector. It will provide the broad knowledge, skills and values needed in the Property and Real Estate sector.

The Qualification will facilitate access to, mobility within and progression along a learning path for learners who:

- Were previously disadvantaged or who were unable to complete their schooling and were therefore denied access to Further Education and Training.
- Have worked in Real Estate for many years, but have no formal Qualification in real estate or property.
- Wish to extend their range of skills and knowledge of the industry so that they can become competent workers in the property industry.

The Qualification consists of building blocks that can be developed further and will lead to a more specialised learning path in Property and Real Estate at higher NQF levels. It focuses on the skills, knowledge, values and attitudes required to progress further. The intention is:

- To promote the development of knowledge, skills and values that are required in Property and Real Estate.
- To help learners realise their potential in the field.
- To provide opportunities for people to progress to levels of authority and responsibility in the Real Estate sector.

Rationale:

The Real Estate industry is a multi-million rand sector which requires professionals who are well-trained and knowledgeable to meet the housing needs of private citizens and the business community by providing office space and business premises. A wide range of legislation applies to this sector and employees/agents need to understand the relevant legislation and be able to apply it in their execution of their work. This qualification strives to equip the learners to be able to operate effectively and efficiently in the Real Estate sector.

The Further Education and Training Certificate: Real Estate is designed to provide those learners who are already involved in the field of Property and Real Estate with an opportunity to formalise their experience by obtaining a Qualification. It is also for learners who wish to seek a career in this industry. The Property and Real Estate Industry is a well-established industry and by its very nature a constant supply of customers is ensured. This means there is a need to develop career paths in this sub-field, an industry constantly in need of skilled people. The scope of Real Estate is changing and evolving all the time, with opportunities for learners in this arena to get involved in a wide variety of Real Estate opportunities.

The Further Education and Training Certificate: Real Estate supports the objectives of the NQF in that it gives the learner access to a Qualification registered on the National Qualifications Framework. It will therefore ensure that the quality of education and training in the industry is enhanced, and of a comparable standard to Qualifications in other sectors in South Africa and comparable to similar Qualifications internationally.

RECOGNIZE PREVIOUS LEARNING?

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LEARNING ASSUMED IN PLACE

The following is the learning assumed to be in place:

- Communication and Mathematical Literacy at the level of NQF Level 3 or equivalent.

Recognition of Prior Learning:

The structure of this Unit Standard based Qualification makes the Recognition of Prior Learning possible. Learner and Assessor will jointly decide on methods to determine prior learning and competence in the knowledge, skills, values and attitudes implicit in the Qualification and the associated Unit Standards. Recognition of Prior Learning will be done by means of an Integrated Assessment as mentioned in the previous paragraph.

This Recognition of Prior Learning may allow for:

- Accelerated access to further learning at this or higher levels on the NQF.
- Gaining of credits towards a Unit Standard in this Qualification.
- Obtaining this Qualification in whole or in part.

All recognition of Prior Learning is subject to quality assurance by the relevant ETQA or an ETQA that has a Memorandum of Understanding with the relevant ETQA.

Access to the Qualification:

Access to this Qualification is open, bearing in mind the Learning Assumed to be in Place itemised below. It is preferable, however, for the learner to be in possession of a Senior Certificate.

QUALIFICATION RULES

The Qualification consists of a Fundamental, a Core and an Elective Component.

To be awarded the Qualification learners are required to obtain a minimum of 150 credits as detailed below.

Fundamental Component:

The Fundamental Unit Standards are compulsory as follows:

- Mathematical Literacy at Level 4 to the value of 16 credits.
- Communication at Level 4 in a First South African Language to the value of 20 credits.
- Communication in a Second South African Language at Level 3 to the value of 20 credits.

It is compulsory therefore for learners to do Communication in two different South African languages, one at Level 4 and the other at Level 3.

- All Unit Standards in the Fundamental Component are compulsory.

Core Component:

- The Core Component consists of Unit Standards to the value of 65 credits all of which are compulsory.

Elective Component:

- The Elective Component consists of a number of specializations each with its own set of Unit Standards. Learners are to choose a specialization area and must choose Elective Unit Standards to the value of 29 credits from the Unit standards listed under that specialization so as to attain a minimum of 150 credits for this qualification.

EXIT LEVEL OUTCOMES

1. Analyse, evaluate and apply the Real Estate Code of Conduct and Ethics.
2. Demonstrate knowledge of the Real Estate environment and the various laws, rules and regulations that impact on the Real Estate function.
3. Perform the Real Estate function.

ASSOCIATED ASSESSMENT CRITERIA

Associated Assessment Criteria for Exit Level Outcome 1:

- 1.1 The factors that influence the development of a code of ethics are described with examples.
- 1.2 The contents of the Real Estate Code of Conduct are explained with reference to own work context.
- 1.3 The implications of the Real Estate Code of Conduct are explained in the context of a Real Estate organisation.
- 1.4 The Code of Conduct is related to ethical values and standards within own organisation and by referring to ethical best practices.
- 1.5 The Real Estate Code of Conduct and ethics is applied in own work context.

Associated Assessment Criteria for Exit Level Outcome 2:

- 2.1 The various environments that impact on the Real Estate function are explained in relation to how they impact the success of Real Estate transactions.
- 2.2 The various laws, rules, regulations and Codes of Conduct that affect Real Estate are explained with examples and in relation to matters of compliance.
- 2.3 The money laundering legislation and the implications in Real Estate transactions are explained with examples.

2.4 A basic knowledge of FAIS (Financial Advisory and Intermediary Services Act) is explained in relation to how it impacts on the Real Estate sector.

Associated Assessment Criteria for Exit Level Outcome 3:

- 3.1 The concept of self-development is explained in the context of the Real Estate environment and the necessary self-development goals defined and implemented in own work context.
- 3.2 The principles of financial planning are applied to the Real Estate function.
- 3.3 Business principles are applied to Real Estate function.
- 3.4 Property is marketed, sold and/or leased to achieve personal business targets.

Integrated Assessment:

Because assessment practices must be open, transparent, fair, valid, and reliable and ensure that no learner is disadvantaged in any way whatsoever, an integrated assessment approach is incorporated into the Qualification.

Learning, teaching and assessment are inextricably linked. Whenever possible, the assessment of knowledge, skills, attitudes and values shown in the unit standards should be integrated.

Assessment of the communication, language, literacy and numeracy should be conducted in conjunction with other aspects and should use authentic municipal financial management contexts wherever possible.

A variety of methods must be used in assessment and tools and activities must be appropriate to the context in which the learner is working. Where it is not possible to assess the learner in the workplace or on-the-job, simulations, case studies, role-plays and other similar techniques should be used to provide a context appropriate to the assessment.

The term 'Integrated Assessment' implies that theoretical and practical components should be assessed together. During integrated assessments the assessor should make use of formative and summative assessment methods and assess combinations of practical, applied, foundational and reflective competencies.

Assessors and moderators should make use of a range of formative and summative assessment methods. Assessors should assess and give credit for the evidence of learning that has already been acquired through formal, informal and non-formal learning and work experience.

Assessment should ensure that all specific outcomes, embedded knowledge and critical cross-field outcomes are evaluated. The assessment of the critical cross-field outcomes should be integrated with the assessment of specific outcomes and embedded knowledge.

INTERNATIONAL COMPARABILITY

Benchmarking was done by comparison to Unit Standards/Outcomes of learning against:

- SADC countries including Zimbabwe, Namibia, Botswana and Zambia.
- New Zealand.
- Australia.
- United States of America.
- United Kingdom.

SADC Qualifications:

It is difficult to ascertain any specific qualifications offered in these countries. A recent study was undertaken to compare South Africa's Real Estate Code of Conduct and legislation to