

National Code of Real Estate Education

(2nd edition)



Alliance for
Canadian Real Estate
Education

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Alliance for Canadian Real Estate Education

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Explanation of our Symbol

The flame shape is widely recognized as the symbol of learning

The lines suggest the alliance of provincial boards and the joint development of educational materials

The turning page represents the learning process and access to resources

The ellipse represents the universal standards upheld by real estate professionals



Alliance for
Canadian Real Estate
Education

ACRE's mandate is to:

- Research and develop real estate education skills analyses and core curricula blueprints
- Facilitate cooperation among jurisdictions to enhance efficiencies and reduce duplication of development and delivery cost
- Develop, maintain and monitor standards to guide the administration and delivery of real estate education
- Liaise with regulatory bodies and other professional associations on issues concerning registration/licensing education requirements, and
- Develop courses in support of the mandate, where appropriate



Alliance for
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Education

Preface

History of the Alliance for Canadian Real Estate Education (ACRE)

During the early 1980s, an informal group of provincial Directors of Education began to meet twice a year to exchange information and share materials related to real estate education. In 1994, with the *Agreement on Internal Trade* (AIT) signed by the federal, provincial and territorial governments, a formal Education Directors National Work Group was established to respond to the AIT labour mobility requirements and to establish minimum education standards. The Work Group had membership from all provincial and territorial jurisdictions and representation from the Canadian Real Estate Association (CREA) through its manager, Member Development. Its members drafted and signed the Provincial Real Estate Information Exchange Agreement, which provided sharing of professional development materials among associations.

The Work Group completed and validated *The National Core Curriculum for Real Estate Salespeople* in 1995. By 1998, they had also produced:

- *The National Code of Real Estate Education*
- *The National Core Curriculum for Real Estate Brokers*
- *The National Core Curriculum for Commercial Practitioners*

In January 1999, the Education Work Group officially became the Alliance for Canadian Real Estate Education. The ACRE membership is comprised of the senior education staff person from member provinces (e.g., directors of education) who work together to maintain excellence and leading standards in real estate education.

ACRE works to sustain and enhance the highest level of real estate education ensuring that practitioners meet both regulatory requirements and the public interest. ACRE supports and works with regulators, real estate associations and boards and other real estate organizations that share this commitment. ACRE protects the public interest through continuous support of high standards of professionalism in real estate.

By 2006, ACRE had added the following core curriculum documents to their repertoire:

- *The National Core Curriculum for Property Management*
- *The National Core Curriculum for Rural/Recreational Salespeople*
- *The National Core Curriculum for New Home Salespeople*
- *The National Core Curriculum for Condominium Salespeople*
- *The National Core Curriculum for Business Brokerage Salespeople*
- *The National Core Curriculum for Mortgage Professionals*

Preface

Also in 2006, ACRE developed and delivered a *National Agency Fundamentals Course and Resource Guide* in consultation with the Canadian Regulator's Group. This course represents the first national educational initiative achieved through the joint efforts of ACRE and the Canadian Regulators Group (CRG). The Real Estate Educators Association (REEA) chose *Agency Fundamentals – The National Perspective* as their North American Education Program of the Year for 2007. As well, *Agency Fundamentals – The National Perspective* won the Association of Real Estate License Law Officials (ARELLO) Education Award for 2007 in the Post-License Category.

Core Curriculum Documents

ACRE's core curriculum documents are part of ACRE's *National Code of Real Estate Education*, (the Code) first published in 1998. The purpose of the Code is to describe minimum educational standards for real estate registration/licensing and continuing education programs across Canada. The Code is intended to create value and professionalism; all of the curriculum documents comply with the Code. In addition, all curricula also comply with the CRG's *Guidelines for Implementation of the National Code of Real Estate Education*.

The core curriculum materials are intended to serve as guidelines for curriculum development. Each core curriculum document provides four areas of information:

- skills analysis
- learning outcomes
- registration/licensing core curriculum blueprint
- learning outcome distribution template

The skills analysis lists all the tasks necessary for the occupational group to meet the job requirements. The learning outcomes flow directly from the skills analysis and form the foundation of the curriculum design. The registration/licensing core curriculum blueprint organizes the learning outcomes into learning units and recommended learning sessions and topic areas. Lastly, the learning outcome distribution template is a cross-reference to the specific skills analysis tasks. It also provides the opportunity for provinces/territories to reference their own curriculum materials in adherence with the Code.

There is much variation in the provincial and territorial programs with respect to registration/licensing requirements, regulatory authority, educational procedures and some areas of content. The Code accommodates this diversity by providing a consistent framework of minimum standards which each program may address in its own way.

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Introduction

The *National Code of Real Estate Education* (the Code) came about because Canadian real estate registration/licensing educators wanted to develop and maintain quality programs based on a common set of educational standards. Provisions of the Code focus on real estate educational issues only, and there is no intention to infringe on other matters governed by regulatory bodies.

The purpose of the Code is to describe minimum educational standards for real estate registration/licensing education programs across Canada. Since provincial and territorial programs differ with respect to registration requirements, regulatory authority, educational procedures and some areas of content, the Code provides a framework of minimum standards which programs may address in their unique ways.

Compliance with the Code provides value for real estate consumers, educators, practitioners, regulatory bodies and applicants for real estate registration/licences in the following ways:

- Consumer protection is increased by ensuring that all real estate practitioners receive adequate training associated with their registration/licence.
- The Code provides a standard reference for real estate educators to develop, monitor and revise their registration/licensing programs.
- Mobility of real estate practitioners is increased in provinces and territories complying with the Code because their educational credentials may be more easily assessed and accredited when applying for registration/licences in another jurisdiction.
- Work of regulatory bodies is simplified when compliance with the Code may be used for monitoring educational program quality and assessing educational credentials from other jurisdictions.
- Applicants for real estate registration/licences may rely on compliance with the Code to ensure that educational programs meet quality standards.

The Code uses a competency-based approach to education. This means that real estate registration/licensing education programs are expected to address the specific knowledge and skills needed for daily practice within the real estate industry.

Introduction

The Code applies to pre-registration/licensing, post-registration/licensing and continuing education for registration/licensing and re-registration/licensing purposes. As such, it supports both the need for continuous learning throughout the careers of real estate practitioners and the importance of quality programs to serve their registration/licensing and learning needs.

The Code is comprised of six parts. The first part outlines basic terms of reference for the Code; the other five parts correspond to major components of real estate registration/licensing education programs, as follows:

- Part 1 Definitions, Context and Scope
- Part 2 Program Management
- Part 3 Program Content
- Part 4 Learner Intake and Completion
- Part 5 Program and Course Delivery
- Part 6 Program Support

The Code uses the term “**shall**” to identify minimum standards which must be met. In some cases, the word “**may**” is used to identify options which are equally acceptable. Code statements are followed by brief explanations to interpret the meaning or provide further details to clarify the statement. Where the meaning of the statement is considered to be self-explanatory, no additional clarification paragraph is included.

The Code is intended to be a concise document for stand-alone use. It includes appendices, which provide historical background and frameworks or models which are included for convenient reference.

The Code was written as a reference document for real estate educators in a style which can be understood by those who are not educators. For that reason, basic educational terms are defined.

Part 1 Definitions, Context and Scope

Section 1: Definition of the Code

The *National Code of Real Estate Education* identifies a framework for administering national education standards for real estate practitioners in Canada.

Section 2: Purposes of the Code

The purposes of the Code are as follows:

- to provide standards of educational practice related to the following components of real estate registration/licensing education programs:
 - program management
 - curriculum development
 - instructional design
 - instructional delivery
 - testing and evaluation
- to provide guidelines for consistency of educational practices for real estate registration/licensing education programs in all provinces and territories,
- to provide guidelines for determining educational equivalencies and variances among all provinces and territories, and
- to provide educational definitions and terms for common use among real estate registration/licensing educators in all provinces and territories.

It is anticipated that the Code will:

- facilitate the sharing of program development activities and materials among all provinces and territories, and
- facilitate the certification of educational qualifications for purposes of occupational mobility of real estate practitioners among all provinces and territories.

Section 3: Principles Underlying the Code

The Code is based on the following principles, values and beliefs:

- Real estate registration/licensing education programs must maintain high quality standards which are consistent across all provinces and territories.
- Educational standards can be achieved in a variety of ways which reflect the unique characteristics and circumstances of each province or territory.
- Educational standards should apply equally to pre-registration/licence, post-registration/licence and continuing education programs.
- Lifelong learning is essential for real estate practitioners throughout their careers.

Section 4: National Real Estate Registration/Licensing Education Model

The National Real Estate Registration/Licensing Education Model (illustrated in Appendix A) **may** be used as the overall curriculum framework for real estate registration/licensing education programs in all provinces and territories.

The main features of the model include:

- a sequence of two registrations/licences from Entry-Level to Salesperson to Broker,
- a national core curriculum for pre-registration/licensing comprised of seven core and five provincial or territorial sections,
- post-registration/licensing courses required to obtain a permanent registration/licence for salespersons, and
- continuing education requirements for periodic renewals of permanent registration/licences for salespersons and brokers.

The Single Registration/Licensing Model (illustrated in Appendix B) **may** also be used as an overall curriculum framework in those provinces and territories where it has been approved by the regulatory body.

Part 1 Definitions, Context and Scope

The main features of the model include:

- a single registration/licence with three stages: Student (pre-registration/licence), Salesperson (provisional) and Broker (permanent),
- a national core curriculum for pre-registration/licensing comprised of seven core and five provincial or territorial sections,
- post-registration/licensing courses required for salespersons to obtain a broker's registration/licence, and
- continuing education requirements for periodic renewals of permanent registration/licences for brokers.

Section 5: Definition of Terms

Conditions of Performance - what is provided (time, resources) and what is withheld (assistance, reference books) for the purposes of assessment of a learner's performance of a learning objective.

Content Sequencing - placing course topics in the sequence they will be presented to learners.

Course - a series of learning activities or events which are recognized as a unit of credit leading toward a real estate registration/licence.

Distance Education - a learning experience which does not require instructor and learner to be in the same location.

Educational Technology - use of print, audio, video and computer technologies to support teaching and learning.

Formative Evaluation - assesses the training course/program effectiveness as a learning tool when it is in the running stage. Revisions and improvements to the learning materials can then be made to improve the effectiveness of the learning event.

Instructional Strategies - the instructional methodologies and learner activities, and the order of their use, which are selected for a course, lesson or other learning activity.

Instructional Delivery Methods - the general format in which instruction, learners and subject matter are placed in contact with each other, such as classroom and distance learning.

Part 1 Definitions, Context and Scope

Instructional Resources - components in the instructional delivery process, such as instructors, physical facilities, equipment, learning materials or educational technology products, used for purposes of systematic learning activities.

Learner Characteristics - demographic, physical or psychological elements used to describe individuals or groups of learners.

Learning Objectives/Outcomes - describe a learner's expected performance at the completion of a course or program and which may summarize a series of subordinate components or interim outcomes.

Occupational Skills Analysis - a systematic process used to identify and describe the functions, tasks, knowledge and skills required by individuals in order to perform specific jobs or tasks in the workplace.

Prior Learning Assessment (PLA) - a process through which individuals may demonstrate that what they have previously learned in a variety of ways is equivalent to what is taught in a real estate registration/licensing course.

Program - an integrated series of courses that may lead to a real estate registration/licence.

Reference and resource materials - textbooks, audio-visual products or computer-based resources recommended for use in learning activities.

Standards of Performance - the levels of quality, quantity, time or other relevant measures which must be demonstrated as part of a learner's performance of a learning objective.

Summative Evaluation – examines the effects of the application of the learning objectives in the workplace by describing what happens for the learner and the organization subsequent to delivery of the training. It might also look at the cost-effectiveness or conduct cost-benefit analysis of the training.

Support Services - products and services available, in addition to the learning activity, to increase the effectiveness of instruction and learning (e.g., educational counseling, libraries, computer access).

Teaching Methods - specific procedures used to communicate information, demonstrate performances or guide learning activities, such as case studies and problem solving.

Testing and Evaluation - procedures and activities used to identify and document learner levels of achievement of the learning objectives.

Part 2 Program Management

Section 1: Program Governance

The real estate registration/licensing education program **shall** be governed by the regulatory body that is legally responsible for registration/licensing in the province or territory.

Organizations directly responsible for management, development, delivery, testing or evaluation of real estate registration/licensing education programs **shall** be legal entities with relevant legal authorization from the regulatory body.

The organizations directly responsible for operation of real estate registration/licensing education programs are expected to have a proper legal basis so that all contracts, instructor agreements, external vendor agreements, warranties and liabilities may be upheld in law by the regulatory body and all other individuals and groups associated with the real estate registration/licensing education program.

Section 2: Program Administration

The real estate registration/licensing education program **shall** have a clearly defined organizational and leadership structure which identifies the relevant positions, duties and powers of those responsible for each major component of program management.

The real estate registration/licensing education program **shall** have a program advisory committee with membership representing all major components of the real estate industry. The committee **shall** meet no less than once a year. The duties of the committee **shall** include reviewing and providing advice concerning major components of the program.

A program advisory committee is expected to ensure the program reflects the needs and composition of the provincial or territorial real estate industry. Components reviewed by the committee **may** include curriculum content or structure, program delivery and instruction, instructional materials, program facilities and equipment, examination results, recruitment, or program completion rates of program applicants or other important factors contributing to efficient and effective program operations.

The organization directly responsible for educational operations **shall** maintain adequate financial, administrative and support resources to achieve its real estate registration educational objectives.

The real estate registration/licensing education program **shall** maintain adequate records related to program results for all participants.

Part 2 Program Management

Program administrators are expected to maintain records of course enrolments, grades, completion and certificate designations for all individuals enrolled in the program in compliance with privacy legislation. The records are expected to be easy to update, easy to retrieve and directly related to the information and documentation needs of the organization and of program participants.

The real estate registration/licensing education program **shall** maintain adequate accounting records for purposes of financial reports and decision-making. Financial records of all program revenues and expenses are expected to meet generally accepted accounting principles.

Revenue surpluses arising from real estate registration/licensing education programs **shall** be re-invested in educational activities or used for educational purposes.

Section 3: Program Quality Control

A comprehensive program review of the real estate registration/licensing education program **shall** be completed at least once every five years.

To ensure that high standards of educational quality and service are maintained, it is expected that a systematic review of all major components of the program will be conducted. The program review process **shall** include the following activities:

- identification of important issues and questions
- identification of relevant information for the key issues
- development of methods and procedures to gather the information
- analysis, summarization and interpretation of the information
- development of a written report

Major stakeholder groups and program advisory groups **shall** be consulted in the program review process.

Comprehensive program reviews are expected to include activities to identify important issues, provide relevant information and summarize results.

Part 2 Program Management

The comprehensive review **shall** assess the effectiveness of:

- teaching methods
- program content
- reference and resource materials
- support services
- use of educational technology where relevant
- testing and assessment activities

A comprehensive review report **shall** be presented to the body responsible for the delivery of the program when the review process is completed.

Section 4: Ownership of Educational Program Materials

Learning materials used in real estate registration/licensing education programs **shall** adhere to Canadian laws concerning intellectual property and copyright.

It is expected that original learning materials developed for registration courses will be guaranteed by authors as original work, and materials duplicated for courses will have the proper approvals from the copyright owners.

Copyright ownership for all materials developed specifically for the real estate registration/licensing education program **shall** be clearly assigned to the appropriate organization.

For all educational products developed by or for the program, it is expected that written agreements between the organization and the authors will be completed giving the organization ownership of copyright and the associated rights for use and control of the materials.

Copyright marks and/or registration **shall** be included on all original products developed for the educational program.

The real estate registration/licensing education program **shall** adhere to all provisions of the Information Exchange Agreement (See Appendix C). This agreement among members of the provincial or territorial real estate associations describes the conditions by which one provincial or territorial program **may** acquire and use educational materials from another jurisdiction.

Section 5: Use of External Personnel and Organizations

Where the program determines that products or services are to be provided by external consultants or organizations, written contracts including standardized provisions **shall** be completed between the parties. Standardized provisions include the following:

- warranty of skills and ability
- standards to be provided
- duration of the agreement
- line of authority for supervision of the work
- confidentiality
- copyright ownership and non-assignment
- consultant not as agent or employee (if relevant)
- attachment defining what must be accomplished and by what dates
- termination rights

Section 6: Compliance with *Agreement on Internal Trade* (AIT)

The real estate registration/licensing education program **shall** adhere to the spirit of the AIT by reducing barriers to educational certification for real estate practitioners from other jurisdictions.

To the extent possible, programs are expected to mutually recognize the educational qualifications of real estate practitioners who received training in other provinces or territories. If changes are anticipated to an existing real estate registration/licensing education program, such changes will be communicated to the other jurisdictions. See Appendix D for a brief explanation of the AIT.

Part 3 Program Content

Section 1: Occupational Skills Analysis

The curriculum for each real estate registration/licensing education program shall be based on an occupational skills analysis which identifies and describes the major functions, tasks, knowledge and skills that individuals require in order to perform specific jobs or tasks in the workplace.

The occupational skills analysis shall meet the following criteria for standards development:

- The standards **shall** be competency-based, focusing on what individuals know and do on the job.
- The skills analysis process **shall** include consultation with subject matter experts and individuals who perform the job.
- A systematic group process **shall** be used which ensures that all representatives involved in the process have adequate opportunity to provide and discuss job information.
- Each occupational skills analysis **shall** be validated by real estate industry representatives and association education staff to ensure that the information accurately represents the job.

The occupational skills analysis **shall** emphasize regulatory competencies but **may** include other competencies as well.

Section 2: Learning Outcomes

Specific learning outcomes (observable behaviour to be demonstrated by learners) **shall** be listed for all learning activities included in the real estate registration/licensing education program.

All systematic learning activities for groups or individuals, whether instructor-led, computer-based or self-directed, are expected to clearly describe the intended outcomes a learner will be able to demonstrate upon successful completion of the activity.

Each learning outcome **shall** clearly identify an observable behaviour to be demonstrated by learners, and where necessary for clarity, it **shall** also state standards and essential conditions of performance.

Learning outcomes, or objectives, are expected to be written in the generally accepted behavioral format which includes a behavioral verb (action) to describe the intended performance, standards used to measure levels of success and specific restrictions or materials permitted as part of the conditions of performance.

Part 3 Program Content

Section 3: Registration/Licensing Core Curricula Blueprints

The curriculum blueprint for each real estate registration/licensing education program **shall** be based on those learning outcomes which are identified as regulatory in nature.

The real estate registration/licensing education program **shall** be developed from the curriculum blueprint and **shall** be required for educational certification to be granted.

The registration/licensing core curricula blueprints **shall** be divided into units, some of which are common and some not common (province specific). Both the common and not common units are required for educational certification in all provinces and territories.

Section 4: Continuing Education

Continuing education completed for purposes of re-registration/licensing **shall** complement, reinforce or advance one or more learning outcomes of the real estate registration/licensing education programs.

To be approved by the provincial or territorial association, a continuing education learning activity is expected to directly address one or more specific learning outcomes listed in the curriculum for a real estate registration/licence.

The purpose of continuing education is to ensure that all registered/licensed real estate practitioners meet current standards for all areas of knowledge and skill.

Part 4 Learner Intake and Completion

Section 1: Learner Recruitment and Intake

All promotional and advertising materials related to the real estate registration/licensing education program **shall** be truthful and accurate. It is expected that promotional materials will not lead to incorrect, misleading or inflated impressions or expectations about the program or careers in the real estate industry.

Program entry requirements **shall** avoid discrimination on the basis of gender or culture, as guaranteed in the *Canadian Bill of Rights*. Entry to real estate registration/licensing education programs is expected to be free of bias related to gender, race or disabilities.

To facilitate and encourage access to each program, the registration and enrolment procedures **shall** be straightforward and easily accessible to residents in all areas of the province or territory through a variety of methods including mail, phone, computer, fax or in-person procedures.

Section 2: Certification of Learners

Prior Learning Assessment (PLA) procedures **shall** be included, where suitable, for assessment of individuals who are making application for real estate registration/licensing education credits based on formal or informal learning experiences.

It is expected that challenge examinations, portfolio assessment or other forms of PLA would be available for assessment of individuals who are applying for education credits toward a real estate registration/licence, where those individuals claim to have previously acquired the knowledge or skills required for completion of a course or other learning experience required for a licence.

A certificate of completion **shall** be provided for each individual who completes the educational requirements of a real estate registration/licensing education program. The certificate **shall** identify the type of credential, the sponsor, program name, and it **shall** explain the basic requirements to obtain the credential. The document should provide essential information to describe the program credential for purposes of assessment for potential employment or applications to other educational or training programs.

Requirements for completion of a real estate registration/licensing course **shall** be based primarily on achievement of the relevant learning outcomes. Other factors such as adequate attendance or participation in activities **may** be included as criteria, but they are expected to comprise only a minor portion of course requirements.

Part 5 Program and Course Delivery

Section 1: Instructional Design

All real estate registration/licensing education programs and courses **shall** be designed using a systematic approach which incorporates analysis of the following components for purposes of course design and instructional delivery:

- skills analysis
- learning outcomes
- content sequencing
- learner characteristics
- instructional resources
- program and financial restrictions
- instructional strategies
- instructional delivery methods
- testing and evaluation
- updating and revisions

See Appendix E for a diagram of this instructional design model.

An occupational skills analysis **shall** clearly identify the knowledge and skills required for competency in real estate practice related to the registration/licence for which the program is designed.

Learning outcomes for real estate registration/licensing education programs will integrate the following employability skills with other areas of substantive content:

- communications
- critical thinking
- problem-solving
- numeracy
- creative thinking
- personal ethics
- personal responsibility and accountability
- ability to adapt to change
- teamwork
- project management
- positive attitudes toward lifelong learning

It is expected that the overall curriculum for real estate registration/licensing education programs will systematically incorporate the employability skills identified by the Conference Board of Canada for the Canadian workforce (See Appendix F).

Part 5 Program and Course Delivery

Learning outcomes and related subject matter **shall** be sequenced in order to ensure that prerequisite topics are addressed before they are required for more advanced topics.

Courses **shall** be designed with appropriate consideration for characteristics of adult learners, including:

- importance of opportunities to apply previous experience
- importance of making content relevant to learner needs
- importance of allowing independence to make personal decisions related to learning

It is expected that instructional approaches will be designed so that adult learners are able to apply what they already know to learning activities that are relevant to their immediate needs. It is expected that adult learners be given options allowing them to make decisions about which program delivery type best suits their own needs. Adult learners expect to have some control over their learning, and courses should be designed to accommodate those expectations.

The quality and features of instructional resources selected for courses, including personnel, equipment and facilities, will be of sufficient variety and diversity so as to be adequate and suitable for learners to achieve the learning objectives.

Courses **shall** be designed to comply with time, financial, delivery system, instructional, curriculum or other resource limitations identified by course administrators.

The course design process is expected to take into consideration all the resources available (time, human, capital and equipment) to ensure that the course is cost effective and educationally viable.

Instructional strategies **shall** be appropriate for the relevant learning objectives and characteristics of learners. A variety of instructional strategies will be used to meet a variety of learning needs and types of learners. Wherever appropriate, courses **shall** include exercises where learning will be achieved and reinforced through active participation.

To enhance effectiveness of learning, it is expected that learning activities will reflect real estate practice through practical application to work situations, wherever possible.

Selection of instructional delivery methods, including individual, small group or large group settings in classroom or distance education formats, **shall** optimize learner flexibility and access to the fullest extent possible.

Part 5 Program and Course Delivery

Wherever possible, with consideration for types of learning objectives, preferences of learners and availability of resources, instructional delivery systems should be designed so that real estate practitioners **may** have access to learning opportunities at times and locations which are convenient to individual learners. Toward this end, administrators should consider learner work schedules and office or home locations when arranging course times and locations.

Where appropriate and feasible, remote access to courses **shall** be provided so that learners **may** access learning opportunities at times and locations which suit their individual needs. It is expected that distance education opportunities will be provided so that the real estate practitioners **may** have access to courses in a way that suits their individual time commitments, geographic location and access to communications technologies in education.

All registration/licensing courses **shall** include an assessment component to measure whether the intended learning outcomes were achieved by each participant. It is expected that all participants will be assessed to determine whether learning outcomes were achieved to an adequate extent or level. Assessment methods **may** include written or oral examinations, assignments, projects, performance demonstrations, sample products, research papers, reports or other relevant methods to demonstrate competency in the required skills. When learning outcomes list specific conditions of performance, such as references permitted, equipment required or time limitations, those conditions are expected to be incorporated in the assessment methods.

Each course **shall** be updated and revised on a continuous basis as a result of summative evaluation reports or significant changes in relevant course topics. Systematic course updating is expected on a continuous basis for each course. Revisions **may** also be required when summative evaluation results indicate that changes are needed or when significant changes occur in substantive areas related to the course (e.g., legislation, building code).

Section 2: Delivery Methods

Instructional plans **shall** reflect generally accepted principles of lesson planning in order to support effective achievement of learning objectives. Lesson plans are expected to follow a systematic framework which includes the following features:

- review of previous material related to the current lesson
- explanation of learning objectives/outcomes for the lesson
- presentation of information and/or demonstration of skills
- opportunities for learner input and questions
- opportunities for learners to receive guided practice
- summary of key points

Part 5 Program and Course Delivery

Where appropriate and feasible, course delivery will incorporate electronic technologies to ensure flexibility of learner access to instruction, reference materials, course information and contact with instructors, other learners and other sources of information.

Technologies used for instruction **shall** be appropriate with respect to:

- learning outcomes
- locations of learners
- instructional delivery approach
- financial considerations

Technologies selected for use in real estate registration/licensing courses are expected to be effective for the specific learning objectives, learners, delivery system and financial resources available.

The format, content and readability levels of all instructional materials **shall** be suitable for real estate practitioners. All materials are expected to demonstrate a professional appearance which is well designed, easy to read and uses language which is easily understood by real estate practitioners.

The quality, visual appearance, sound and content of educational technology materials **shall** be suitable for real estate practitioners. Audio visual materials are expected to demonstrate effective design and high production quality relevant to the medium, and use sound and visual images which are suitable for real estate practitioners.

Courses **shall** include formative and summative testing procedures to validate the level of learning achievement at regular intervals. It is expected that learners will be assessed systematically throughout the course (formative evaluation) and at the end of the course (summative evaluation) to provide valid information about achievements of each learner and to document effectiveness of instruction.

Part 6 Program Support

Section 1: Instructor Hiring, Evaluation and Management

An effective system for recruiting instructors **shall** be maintained. Such a system **shall** include:

- well-defined positions or job descriptions
- an application information package
- standardized interviewing processes
- reference-checking processes
- a clearly worded letter of appointment

Instructors **shall** sign an appointment contract that includes:

- key responsibilities of the instructor
- a compensation agreement
- use and limitations of the instructor's rights of information
- specific warranties given by the instructor to the association
- expected standards of instructional performance
- reference to applicable laws
- the duration of the agreement
- a description of how amendments may occur
- acceptance by both instructor and real estate association

A document explaining association expectations for instructor conduct and performance **shall** be signed by each instructor upon appointment.

All instructors contracted **shall** be evaluated at appropriate intervals using a process which includes:

- observation of instructional activities
- assessment of instructional competence
- assessment of instructor conduct

All new instructors shall be provided with suitable training that includes:

- orientation to the real estate registration/licensing education program
- instructional methods and education principles for adult learners
- uses of educational technology
- testing and assessment methods for adult learners

Part 6 Program Support

All contracted instructors shall be provided with ongoing training which enables them to maintain and enhance educational knowledge and skills required for their roles in the real estate registration/licensing program. The training **may** be provided in-house or through external providers.

Section 2: Learning Facilities and Resources

Learners **shall** have access to relevant sources of knowledge required to complete real estate registration/licensing courses. It is expected that sources of required knowledge, such as textbooks, reference materials, audio-visual or computer-based materials, will be made available through a variety of methods and access procedures which are suitable for learners.

Learning facilities and resources **shall** be appropriate for real estate practitioners. It is expected that classrooms meet adult learner needs related to comfort (heating, lighting, furniture), learning activities (flexible arrangements of furniture, use of audio-visual equipment) and access (parking, wheelchair access).

Section 3: Support Services

Access to educational counseling **shall** be provided for all program participants. It is expected that all learners would be provided with opportunities to receive counseling related to their educational goals or activities, to real estate registration/licensing courses or instructional matters.

Where needed for course purposes, access to relevant learning resources **shall** be provided at convenient times and locations for real estate practitioners. It is expected that access to libraries or computer-based sources of real estate information essential for course completion would be provided.

Appendix A

The National Real Estate Registration/ Licensing Education Model

	Courses Required	Curricula
Student Pre-Registration/ Licensing (Entry Level)	Single Program Sections or Phases	As per learning outcomes and and curriculum blueprint for salespeople Divided into seven core and five provincial sections
↓		
Salesperson Post-Registration/ Licensing	Two-year post-registration/ licensing period Two (or three) courses plus one elective	Law (mandatory) Appraisal (mandatory) Mortgage Financing (mandatory or elective) Commercial Real Estate (elective) Property Management (elective) Rural or Recreational Real Estate (elective) New Homes (elective) Condominium Sales (elective)
↓		
Salesperson Permanent	Approved continuing education credits in two-year intervals One mandatory course (e.g., legal/industry update)	As per learning outcomes and curriculum blueprint for salespeople
↓		
Broker Pre-Registration/ Licensing	Brokerage Program	Real Estate Brokerage (Office Management and Brokerage) As per learning outcomes and curriculum blueprint for brokers
↓		
Broker Permanent	Approved continuing education credits in two-year intervals One mandatory course (e.g., legal/industry update)	As per learning outcomes and curriculum blueprint for brokers

Appendix B

The Single Registration/Licensing Model

	Courses Required	Curricula
Student Pre-Registration/ Licensing	Single Program Sections or Phases	As per learning outcomes and and curriculum blueprint for salespeople Divided into seven core and five provincial sections
	↓	
Salesperson Provisional	Two-year provisional period Two (or three) courses One elective Brokerage program	Law (mandatory) Appraisal (mandatory) Mortgage Financing (mandatory or an elective) Commercial Real Estate (elective) Property Management (elective) Rural or Recreational Real Estate (elective) Real Estate Brokerage (Office Management and Brokerage) As per learning outcomes and and curriculum blueprint for brokers
	↓	
Broker Permanent	Approved continuing education credits in two-year intervals One mandatory course (e.g., legal/industry update)	As per learning outcomes and curriculum blueprint for brokers

Appendix C

Information Exchange Agreement

Provincial Real Estate Information Exchange Agreement

BETWEEN: _____ Real Estate Association
(hereinafter referred to as “ _____ ”)

AND: _____ Real Estate Association
(hereinafter referred to as “ _____ ”)

WHEREAS the parties hereto share common goals in terms of ensuring the highest degree of competence and professionalism in their membership;

AND WHEREAS the parties hereto, in furtherance of their respective educative initiatives, prepare, write, compile or otherwise develop professional development materials intended for the use of their respective members;

AND WHEREAS it is recognized that it is to the mutual benefit of both parties that such materials be shared freely between themselves;

NOW THEREFORE in consideration of the mutual covenants contained herein, the parties agree as follows:

1 Definitions

“Education” includes, but is not limited to, any learning related to the practice of real estate for members of organized real estate in Canada.

“Professional Development Materials” includes, but is not limited to, registration/licensing and continuing education course material, books, catalogues, videos, reports and other related resources.

- 2 Subject to the terms of this contract, each party agrees to provide to the other at no extra cost any professional development materials prepared or acquired by it for the education of its members.
- 3 The Association providing the material may impose whatever reasonable conditions on the distribution, application or other use of the materials as it, in its absolute discretion, deems necessary.
- 4 The Association receiving the material acknowledges and agrees that it shall be used solely for the purposes of education, unless the Association providing the materials specifically consents in writing to other uses.
- 5 The Association receiving the material agrees that no revisions or alterations to the materials may be made without the prior written consent of the Association providing the materials.
- 6 Both parties hereto acknowledge, recognize and respect the copyright of the Association providing any materials pursuant to this Agreement. Provided that use of the materials is in accordance with this agreement, such use shall not constitute an infringement of the copyright of the other.

Appendix C Information Exchange Agreement

- 7 This Agreement does not apply to materials of any nature in the possession of either party which can not be released to the other by reason of legal or other restrictions which render the transfer of the material impossible or impractical.
- 8 Both parties acknowledge and agree that any material shared between themselves is done so without representations or warranties as to the accuracy of the information contained therein or its application to any particular jurisdiction. Neither party shall commence any action against the other nor shall it permit any such action by its members as a result of any loss, direct or indirect, resulting from the sharing of such material.
- 9 The Association receiving the materials shall not make any use of the materials which would, in any way, contravene or infringe the copyright of the other.
- 10 This Agreement shall be governed in accordance with the laws of the province of that party which has provided the material to the other.
- 11 This Agreement may be terminated by either party on written notice to the other.
- 12 This Agreement may only be amended by a written instrument executed by the mutual agreement of the parties hereto.

THE PARTIES hereto have caused this Agreement to be duly executed as of the day herein first written above.

Real Estate Association

Real Estate Association

Appendix D

Agreement on Internal Trade

The following information was provided by Human Resources Development Canada:

- Federal, provincial and territorial governments have signed an agreement to remove or reduce barriers to interprovincial trade, the *Agreement on Internal Trade* (AIT).
- Three main barriers have limited the ability of Canadians to work anywhere in Canada:
 - residency requirement
 - certain practices regarding occupational registration/licensing, certification, and registration/licensing
 - differences in how occupational qualifications are recognized
- Regulatory bodies exercise authority delegated by governments related to:
 - the establishment of standards or requirements for registration/licensing, certification or registration/licensing of workers
 - the assessment of the qualifications of workers against those standards or requirements
 - the recognition that an individual meets the standard or requirements
- Governments will seek compliance of the regulatory bodies with the obligations of the AIT.
- The AIT is intended, among other things, to ensure that practices related to occupational registration/licensing, certification or registration do not result in barriers to worker mobility.
- Under the AIT, governments agree to undertake to “mutually recognize the occupational qualifications of workers” who are qualified in other provinces or territories and “to reconcile differences in occupational standards.”
- This does not require harmonization of occupational standards or the development of a single national standard; however, regulatory bodies are free to take steps towards further uniformity in their standards, if they agree.

Appendix D
Agreement on Internal Trade

- The AIT specifies a series of measures to recognize the occupational qualifications of workers from other jurisdictions and reconcile differences in occupational standards:
 - assessment of the occupation based on comparison of occupational standards
 - recognition of the occupational qualifications of workers from other jurisdictions if there is a high level of commonality
 - reconciliation of standards through a detailed occupational analysis to examine and assess the differences where there is not a high level of commonality
 - accommodation mechanisms to give appropriate recognition to the competencies of out-of-province workers
- When registration or certification based on standards is being introduced:
 - If new occupational standards are being developed in one jurisdiction but already exist for the occupation in another province, the developing jurisdiction will take into account the existing standard.
 - Provinces or territories introducing standards which do not exist in any other jurisdiction will inform other jurisdictions and afford them the opportunity to participate in the development of the standard.
 - If changes are anticipated to an existing standard, other jurisdictions will be afforded the opportunity to participate in the modification of the standard.
- By these stipulations, governments hope to avoid the creation of new barriers.
- Collaborative approaches also would have the benefit of making the standard-setting exercise less costly by building on the work of others.

Reference "Guidelines for meeting the obligations of the Labour Mobility Chapter,
Forum of Labour Market Ministers, 1996"

Appendix E

Instructional Design Model

Contextual Factors

General background elements which affect instructional design decisions:

- Program Management
- Support Services
- Learning Principles
- Instructional Technologies

Instructional Design Components

Major tasks, decisions or activities to be completed as part of the instructional design process:

- Skills Analysis
- Learning Outcomes
- Content Sequencing
- Learner Characteristics
- Instructional Resources
- Program/Financial Restrictions
- Instructional Strategies
- Instructional Deliver Method
- Testing/Evaluation
- Revision

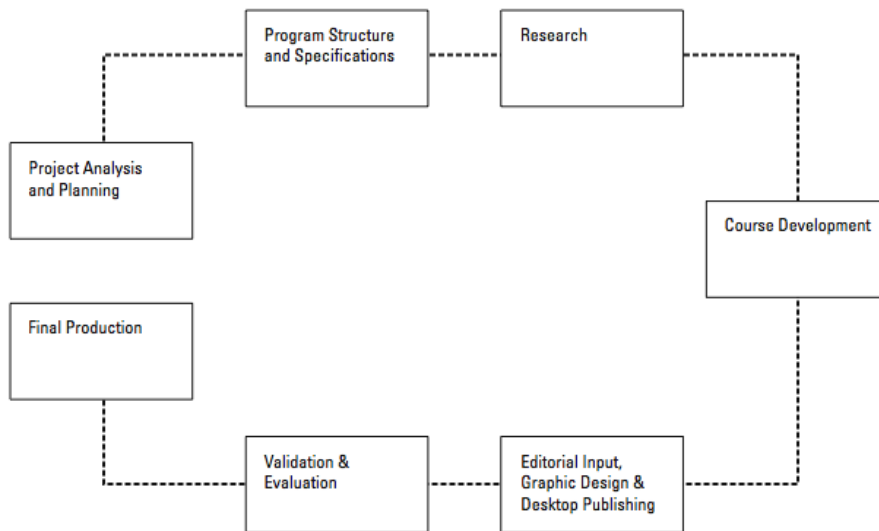
The course design and development procedures, as a blueprint for curriculum creation, have been successfully applied in the design and implementation of various real estate registration/licensing and other mandatory programs.

This model emphasizes direct market research and widely-accepted instructional techniques leading to practical, informative, *learning by doing*, educational experiences. The procedures, outlined below in summary form only, provide a course design strategy from initial concept to formatted product.

Appendix E
Instructional Design Model

Procedures Components

- Part One Project Analysis and Planning
- Part Two Program Structure and Specifications
- Part Three Research
- Part Four Course Development
- Part Five Editorial Input, Graphic Design, and Desktop Publishing
- Part Six Validation and Evaluation
- Part Seven Final Production



Appendix F

Employability Skills 2000+

The skills you need to enter, stay in and progress in the world of work -- whether you work on your own or as part of a team. These skills can also be applied and used beyond the workplace in a range of daily activities.

Fundamental Skills

The skills needed as a base for further development

You will be better prepared to progress in the world of work when you can:

Communicate

- read and understand information presented in a variety of forms (e.g., words, graphs, charts and diagrams)
- write and speak so others pay attention and understand
- listen and ask questions to understand and appreciate the points of view of others
- share information using a range of information and communications technologies (e.g., voice, e-mail, computers)
- use relevant scientific, technological and mathematical knowledge and skills to explain or clarify ideas

Manage Information

- locate, gather and organize information using appropriate technology and information systems
- access, analyze and apply knowledge and skills from various disciplines (e.g., the arts, languages, science, technology, mathematics, social sciences and the humanities)

Use Numbers

- decide what needs to be measured or calculated
- observe and record data using appropriate methods, tools and technology
- make estimates and verify calculations

Think and Solve Problems

- assess situations and identify problems
- seek different points of view and evaluate them based on facts
- recognize the human, interpersonal, technical, scientific and mathematical dimensions of a problem
- identify the root cause of a problem
- be creative and innovative in exploring possible solutions
- readily use science, technology and mathematics as ways to think, gain and share knowledge, solve problems and make decisions
- evaluate solutions to make recommendations or decisions
- implement solutions
- check to see if a solution works and act on opportunities for improvement

Personal Management Skills

The personal skills, attitudes and behaviours that drive one's potential for growth

You will be able to offer yourself greater possibilities for achievement when you can:

Demonstrate Positive Attitudes and Behaviours

- feel good about yourself and be confident
- deal with people, problems and situations with honesty, integrity and personal ethics
- recognize your own and other people's good efforts
- take care of your personal health
- show interest, initiative and effort

Be Responsible

- set goals and priorities balancing work and personal life
- plan and manage time, money and other resources to achieve goals
- assess, weigh and manage risk
- be accountable for your actions and the actions of your group
- be socially responsible and contribute to your community

Be Adaptable

- work independently or as part of a team
- carry out multiple tasks or projects
- be innovative and resourceful: identify and suggest alternative ways to achieve goals and respond constructively to change
- learn from your mistakes and accept feedback
- cope with uncertainty

Learn Continuously

- be willing to continuously learn and grow
- assess personal strengths and areas for development
- set your own learning goals
- identify and access learning courses and opportunities
- plan for and achieve your learning goals

Work Safely

- be aware of personal and group health and safety practices and procedures and act in accordance with these

Teamwork Skills

The skills and attributes needed to contribute productively

You will be better prepared to add value to the outcomes of a task, project or team when you can:

Work with Others

- understand and work within the dynamics of a group
- ensure that a team's purpose and objectives are clear
- be flexible: respect, be open to and supportive of the thoughts, opinions and contributions of others in a group
- recognize and respect people's diversity, individual differences and perspectives
- accept and provide feedback in a constructive and considerate manner
- contribute to a team by sharing information and expertise
- lead or support when appropriate, motivating a group for high performance
- understand the role of conflict in a group to reach solutions
- manage and resolve conflict when appropriate

Participate in Projects and Tasks

- plan, design or carry out a project or task from start to finish with well-defined objectives and outcomes
- develop a plan, seek feedback, test, revise and implement
- work to agreed quality standards and specifications
- select and use appropriate tools and technology for a task or project
- adapt to changing requirements and information
- continuously monitor the success of a project or task and identify ways to improve

Source: The Conference Board of Canada

Internet: www.conferenceboard.ca/education