



Auctioneers and Valuers Association of Australia Inc.

Training & Development

ABN 21 000 109 544

Course Information

For

Valuation of Fine Arts and Antiques

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INTRODUCTION

Auctioneers and Valuers Association of Australia Incorporated Training & Development (AVAA TD) endeavours to provide nationally consistent, high-quality training and assessment services for clients of Australia's vocational education and training system.

This document provides information about:

- Valuation of Fine Arts & Antiques, and
- Policies and Procedures relating to the course.

It is important that the Learner read information presented in this guide before enrolment.

Further information can be obtained from the AVAA National Secretary.

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GENERAL COURSE INFORMATION

Target Group:	AVAA members and non-AVAA members who are currently working within the valuation industry.
Delivery:	Australia wide
Course duration:	2 months
Nominal Learner Hours:	25 hours
Delivery Method:	Distance learning Training material is available for delivery electronically via email. Learners are advised to print the Learner Guide and place it in a folder for easy access. Learners are advised to plan their learning strategy before commencement of the course. Adequate time should be scheduled for reading, research, preparation and submission of the assignment tasks. Assignment tasks should be submitted via email aucval@atu.com.au to the National Secretary on the due dates.
Certification:	On successful completion of the course AVAA TD will award the Learner (who satisfies all competencies) with receive a: <ul style="list-style-type: none">• Statement of Completion in Valuation of Fine Arts & Antiques• Transcript of subject material covered in the course. The Learner's full name as documented on a Birth Certificate, Driver's License or Passport will be used on all certification documents.
Identification of Learner:	It is essential that the identity of the Learner be established on enrolment. Copy of a birth certificate or driver's license or passport must be submitted with the Enrolment Application. These details will be maintained in individual Learner

Records.

Refer to the Privacy Policy on this website for more detailed information.

Fees:

AVAA members - \$1,700.00

Non-AVAA members - \$1,800.00

Fees must be paid up front, in total, before study can commence.

No GST applies.

Refund of Fees:

Fees will be refunded in full if AVAA TD cancel or postpone delivery of the course.

Fees will be refunded by 50% if the Learner can prove changes in personal circumstances beyond their control. Application for partial refund (50%) must be made in writing to the AVAA National Secretary and occur within **the first month of enrolment.**

These are the only 2 reasons for refund of fees.

Deferment of study:

The AVAA National Secretary must be informed in writing the Learner's decision to postpone study.

Study may be postponed for a period of one year only.

If the Learner is unable to recommence study after a year the AVAA National Secretary must be informed in writing and a reason provided. The matter of refund of fees will be placed before the Board of the AVAA for their consideration.

Privacy:

AVAA TD is required to collect and store personal information for the purposes of enrolment and administration.

Refer to the Privacy Policy on this website for more detailed information.

Learners with Disabilities:

Learners with disabilities should inform the AVAA National Secretary of the nature of their disability if they require variance to the standard time frames of the course. Limits apply to variance of time frames.

Learners from Non-English Speaking Backgrounds:

Learners who satisfy the Commonwealth Government's definition of a non-English speaking background or an Aboriginal or Torres Strait Islander, must lodge a request in writing to AVAA TD if they require variance to the standard time frames of the course. Limits apply to

variance of time frames.

The Commonwealth defines a Non-English Speaking Background Learner as one who:

1. was born outside of Australia: and
2. arrived in Australia less than ten years previously (this provision will not be applied to Learners enrolled in offshore programs); and
3. speaks a language other than English at home.

The Commonwealth defines an aboriginal or Torres Strait Islander Learner as one who:

1. is of Aboriginal or Torres Strait Islander descent;
2. identifies as an Aboriginal or Torres Strait Islander; and
3. is accepted as an Aboriginal or Torres Strait Islander in the community in which he/she lives or has lived.

To be eligible for the above standard course variations, Indigenous Australian Learners must also indicate that:

1. their first language is not English; and
2. they speak a language other than English at home.

Recognition of Prior Learning and Current Competencies (RPL / RCC):

No RPL / RCC applies to this course.

Employment Skills:

See Employability Skills in this document.

Learner Selection Criteria:

Access and Equity

1. Access to training programmes is available irrespective of nationality / ethnicity, cultural differences or gender.
2. Training courses have been structured to provide Learner oriented training.
3. Provision has been made for specific needs of learners.

Quality Of Training Material:

AVAA TD is committed to providing high quality training courses.

1. Training content has been determined through

consultation with industry bodies, employers and workers.

2. Training material is reviewed constantly to maintain relevance.
3. Training material is reviewed constantly to ensure continuous improvement.
4. Training material and services are continually improved through feedback from learners, employers and other training organizations.
5. Training material is written by qualified and experienced trainers.
6. Training material is written specifically for AVAA TD to meet industry requirements.
7. Training material is original and copyrighted to AVAA TD.

Feedback:

Feedback on course content and delivery, training and assessment process must be made in writing and addressed to the AVAA National Secretary.

Learners' Rights & Responsibilities:

The learner has the right to expect:

- To be treated in a fair and non-discriminatory way
- Trainers and AVAA TD staff to be professional while performing their duties

Learners have a responsibility to:

- Undertake any or all training and assessment work related to the training course
- Work towards achieving the competencies of the training program
- Plan their learning schedule in an achievable time scale
- Apply themselves to follow instructions in the Learner Guide
- Apply themselves to do the additional Readings listed in the Learner Guide
- Apply themselves to do the self assessment tasks
- Consult the Tutor for educational assistance
- Complete the assessments without third party assistance.

The Learner has an obligation to:

- Behave in a considerate and courteous manner when dealing with AVAA TD Trainers and Staff.



COURSE SPECIFIC INFORMATION

Learner Material: Learning material is provided within the Learner Guide which will be emailed to Learners on commencement of the course.

Assignments tasks are included in the Learner Guide. Assignments should be returned by due date to the National Secretary via email. Allow at least 2 weeks for assessment and return of results.

Tutorial Assistance: Learners are advised to email their questions to the National Secretary. A tutor will respond to the query.

Prerequisites:

1. School Certificate / Higher School Certificate / Equivalent

Or

Other educational achievements which may be relevant i.e. demonstrated workplace skills.

2. Ability to read and communicate well in the English language.
3. Computer literacy.
4. Access to the web and ability to search and download readings.

Documents to be Submitted with Enrolment Form: Copies (only) of the following documents:

1. Copy of 1 of the following documents

Birth certificate,

OR

Driver's license,

Or

Passport

Learning Skills Required: This describes the essential skills and knowledge and their level, required for this unit.

Required skills:

- ability to communicate with and relate to a range of people from diverse social, economic and cultural backgrounds and with varying physical and mental abilities
- analytical skills to interpret documents such as

legislation and regulations

- application of risk management strategies associated with assessing and valuing fine arts and antiques
- computing skills to access agency databases, send and receive emails and complete standard forms online
- decision making and problem solving skills to analyse situations and make decisions associated with valuing fine arts and antiques
- literacy skills to prepare general information, papers, formal and informal letters, reports and applications; and complete standard forms
- numeracy skills
- planning, organising and scheduling skills to undertake work-related tasks associated with valuing fine arts and antiques
- research skills to identify and locate documents and information required to value fine arts and antiques.

Knowledge Required:

- fine arts and antiques, including:
 - antiquities
 - ceramics
 - drawings
 - etchings
 - fine art
 - furniture
 - sculpture
- relevant federal, and state or territory legislation and local government regulations relating to:
 - anti-discrimination and equal employment opportunity
 - anti-money laundering
 - consumer protection, fair trading and trade practices
 - employment and industrial relations
 - financial services
 - OHS
 - Privacy
 - Taxation
 - risks and risk management strategies associated with valuing fine arts and antiques

- sources of information on market conditions
- valuation methods, including:
 - capitalisation method
 - direct comparison method
 - discounted cash flow method
 - valuation analysis

Assessments:

Assignment tasks will include:

- Short answer questions
- Case study
- Valuation report.

Extensions for Submission of Assessments:

Application for extension of submission of assignments must be made in writing to the AVAA National Secretary **before the due date of the assignment.**

If an extension is granted, the Learner will be advised (in writing) of the new due date for submission of the assignment.

Resubmission of assessment:

A Learner who does not meet all assessment criteria is allowed 1 free resubmission of the assignment.

The assignment can be resubmitted once only after the initial resubmission, and will incur a fee of \$80.00 (GST included).

Desired Outcomes:

See Element & Performance Criteria in this document.

Assessment weighting:

Unit weighting is proportionate with total effort required of Learners.

Assessment outcome will reflect how well a Learner has performed relative to the aims and objectives of the topic.



ELEMENT

Elements describe the essential outcomes of a unit of competency.

PERFORMANCE CRITERIA

Performance criteria describe the required performance needed to demonstrate achievement of the element.

Obtain valuation instructions from client.

- Purpose of valuation of fine art and antiques is confirmed with client in line with agency practice, ethical standards and legislative requirements.
- Written confirmation of valuation instructions is obtained from client in line with agency practice.
- Time, date and place of inspection of fine arts and antiques are arranged in line with agency practice.

Conduct research fine art and antiques offered for valuation.

- Preliminary market evidence of value of fine art and antiques is obtained from relevant sources.
- Advice on replacement cost of fine art and antiques is obtained from relevant sources.
- Historical accounting records relevant to fine art and antiques are obtained from relevant source.
- Compliance of fine arts and antiques with safety and other relevant legislative requirements is determined.
- Details of history of fine art and antiques are obtained from relevant sources.

Inspect fine art and antiques.

- Identity of fine art and antiques is confirmed in line with agency practice.
- Comprehensive inspection of fine art and antiques is performed in line with

agency practice.

- Additional information on fine art and antiques is documented in line with agency practice.
- Field notes on inspection are compiled in line with agency practice.
- Cost and market information are obtained and analysed in line with agency practice.
- Appropriate valuation methodology for fine art and antiques is selected and applied.
- Determination of value of fine art and antiques is based on verifiable information in line with agency, ethical and legislative requirements.
- Report on value of fine art and antiques is prepared for client in line with agency practice.
- Communication is maintained with client throughout the assessment and valuation process.

Apply valuation methodology for fine art and antiques.

Report to client.

- Report on the outcomes of the valuation is presented and explained to client in line with agency practice.
- Professional issues arising from the report are discussed with client in line with agency practice.

KEY COMPETENCIES

The key competencies that a learner must display at the end of this course are:

- Communicating ideas and information**
 - Clarifying and confirming client instructions, objectives, needs and expectations and completing reports.
- Collecting, analysing and organising information**
 - Inspect asset, improvements and accessories, conduct research and analyze evidence.
 - Sourcing and assessing market data, and formulating and assessing scenarios.
- Planning and organising activities**
 - Plan property inspection times, considering operating times of plant, arranging to meet clients and maintenance supervisors.
- Working in a team**
 - Consulting with interested parties to obtain relevant advice and feedback.
- Using mathematical ideas and techniques**
 - Estimates of costs and analysed values, and basic mathematical ideas are used to complete valuation/appraisal task.
- Solving problems**
 - Gathering additional information as required to ensure accuracy and sufficiency of information.
- Using technology**
 - Researching, analysing and preparing reports using computers and various standard and industry software.
 - Using digital equipment to record and make contemporaneous field notes etc.

Skill

Facets

Aspects of the skill that employers identify as important. The nature and application of these facets will vary depending on industry and job type.

Communication that contributes to productive and harmonious relations across employees and customers

- listening and understanding
- speaking clearly and directly
- writing to the needs of the audience
- negotiating responsively
- reading independently
- empathising
- using numeracy effectively
- understanding the needs of internal and external customers
- persuading effectively
- establishing and using networks
- being assertive
- sharing information
- speaking and writing in languages other than English

Teamwork that contributes to productive working relationships and outcomes

- working across different ages irrespective of gender, race, religion or political persuasion
- working as an individual and as a member of a team
- knowing how to define a role as part of the team
- applying teamwork to a range of situations e.g. futures planning and crisis problem solving
- identifying the strengths of team members
- coaching and mentoring skills,

Problem solving that contributes to productive outcomes

including giving feedback

- developing creative, innovative and practical solutions
- showing independence and initiative in identifying and solving problems
- solving problems in teams
- applying a range of strategies to problem solving
- using mathematics, including budgeting and financial management to solve problems
- applying problem-solving strategies across a range of areas
- testing assumptions, taking into account the context of data and circumstances
- resolving customer concerns in relation to complex project issues

Initiative and enterprise that contribute to innovative outcomes

- adapting to new situations
- developing a strategic, creative and long-term vision
- being creative
- identifying opportunities not obvious to others
- translating ideas into action
- generating a range of options
- initiating innovative solutions

Planning and organising that contribute to long and short-term strategic planning

- managing time and priorities - setting time lines, coordinating tasks for self and with others
- being resourceful
- taking initiative and making decisions
- adapting resource allocations to cope with contingencies
- establishing clear project goals and deliverables

- allocating people and other resources to tasks
- planning the use of resources, including time management
- participating in continuous improvement and planning processes
- developing a vision and a proactive plan to accompany it
- predicting - weighing up risk, evaluating alternatives and applying evaluation criteria
- collecting, analysing and organising information
- understanding basic business systems and their relationships

Self-management that contributes to employee satisfaction and growth

- having a personal vision and goals
- evaluating and monitoring own performance
- having knowledge and confidence in own ideas and visions
- articulating own ideas and visions
- taking responsibility

Learning that contributes to ongoing improvement and expansion in employee and company operations and outcomes

- managing own learning
- contributing to the learning community at the workplace
- using a range of mediums to learn - mentoring, peer support and networking, IT and courses
- applying learning to technical issues (e.g. learning about products) and people issues (e.g. interpersonal and cultural aspects of work)
- having enthusiasm for ongoing learning
- being willing to learn in any setting - on and off the job
- being open to new ideas and

Technology that contributes to the effective carrying out of tasks

- techniques
- being prepared to invest time and effort in learning new skills
- acknowledging the need to learn in order to accommodate change
- having a range of basic IT skills
- applying IT as a management tool
- using IT to organise data
- being willing to learn new IT skills
- having the OHS knowledge to apply technology
- having the appropriate physical capacity

This table is a summary of employability skills that are typical of this qualification and should not be interpreted as definitive.



1. Harassment:

Harassment is unacceptable in any AVAA TD environment. This includes:

- gender harassment of any kind
- undue pressuring of performance of any kind including phone or email communication and work environments through shouting or sarcasm
- harassment to seek favours including soliciting gifts or sales
- harassment through race, disability, appearance or cultural background
- harassment through unwanted approaches outside of the AVAA TD workplace

All staff, tutors and learners are encouraged to be proactive in exposing any cases of harassment.

All cases of harassment should be made in writing and submitted to the AVAA National Secretary.

2. Disclosure of Information:

Staff and Learners should avoid disclosing information which may be gathered through training.

Learners have a right of access to their personal files.

AVAA TD staff are expressly forbidden to disclose business aspects of the AVAA TD to outside parties.

3. Privacy:

Disclosure of personal privacy including personal contact information is expressly forbidden through the AVAA TD Privacy policy.

Reasonable security of enrolment and personnel computer data and paper files are maintained to ensure privacy.

4. Conflicts:

Conflicts of opinion or resources are seen to be natural in an educational environment. Learners and staff are expected to resolve issues through genuine communication. If this proves impossible then the AVAA National Secretary will initiate a conflict resolution process which may include internal mediation or the use of external mediation personnel.

5. Language:

Refer to Use of Language in this document.



As an educational organization the AVAA TD will attempt to be conscious of language requirements throughout its activities.

1. **Plain English:** All communication should be written or spoken in Plain English. Where any AVAA TD communication lacks Plain English then this should be expressed to the writer or speaker with a view to continuous improvement.
2. **Communicate Effectively:** All tutors and learners should aim at effective communication. This includes direct and appropriate feedback amongst staff and Learners.
3. **Spelling and Expression:** Written communication should always be spell checked to maintain a high standard of English usage appropriate to an educational organization.
4. **Discriminatory Language:** Discriminatory terms or expressions referring to race, gender, religion, sexual preference or the like are not acceptable within the AVAA TD even if used "in a joking way".
5. **Access and Equity:** Any language barriers to access or equity will be overcome wherever practical. This may include translation assistance for foreign languages or Auslan, and extra care with people who may have speech difficulties.
6. **Jokes:** The use of jokes should be weighed carefully by tutors, staff and learners to avoid offence. The use of humour can still cause distress and humorous intent does not lessen the perception of hurt.
7. **Modes of Address:** Learners or staff should be addressed appropriately. Slang expressions shall not be used as these can be offensive in individual cases. In some situations they may be construed as harassment.
8. **Swearing:** Staff and Learners should maintain a standard within accepted community values.
9. **Communications channels:** This policy applies to all communications forms or media.
10. **Redress:** The main form of redress is direct request by quoting this policy. If there is a continuing problem then a grievance process shall be implemented.
11. **Literacy:** Learners with language or literacy problems should be referred to the AVAA National Secretary.

The following topical areas are covered in the training course titled 'Valuation of Fine Arts and Antiques'.

Topic 2. Introduction to Valuations

- Valuation Process
- Purpose of Valuation
- Definition of Value
- Research & Collation of Data
- Identification of Assets
- Analysis and methodology
- Assessment of Value
- Client Consultation
- Compilation of Reports

Topic 3 – Valuation of Goods & Chattels

- Definition of 'Personal Property'
- Determinants of value
- Valuation Methodology
- Application of valuation methodology

Topic 4 – Valuation of Fine Art

- Fine art types
- Fine art Periods
- Fine Art Value Determinants
- Fine Art Terminology

Topic 5 – Valuation of Prints

- Print types & Periods
- Print value determinants
- Print terminology

Topic 6 – Valuation of Sculpture

- Sculpture Types
- Sculpture periods
- Sculpture Value Determinants
- Sculpture Terminology

Topic 7 – Valuation of China, Ceramics & Porcelain

- China, Ceramics and Porcelain Types
- China, Ceramics and Porcelain Periods and Makers
- China, Ceramics and Porcelain Types Value Determinants
- China, Ceramics and Porcelain Terminologies

Topic 8 – Valuation of Furniture

- Furniture types
- Furniture Periods
- Furniture value determinants
- Furniture terminology

Topic 9 - Ethics & Workplace Practice

- Occupational Health and Safety Considerations
- Office Management Procedures
- Valuer Ethics