



**Auctioneers and Valuers Association of
Australia Inc.**

Training & Development

ABN 21 000 109 544

Pre Enrolment Information

For

CPPDSM4038A

**Conduct Goods, Chattels Or Equipment Clearing
Sale Or Auction**

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INTRODUCTION

Auctioneers and Valuers Association of Australia Incorporated, Training & Development (AVAA T&D) is accredited by NSW Vocational Education & Training Accreditation Board (VETAB) as a Registered Training Organization (RTO) and meets the requirements of the Australian Quality Training Framework (AQTF) 2007 national set of standards.

AVAA T&D endeavours to provide nationally consistent, high-quality training and assessment services for the clients of Australia's vocational education and training system.

This document provides information about:

- CPPDSM4038A Conduct Goods, Chattels Or Equipment Clearing Sale Or Auction - Vocational course offered by AVAA T&D, and
- AVAA T&D 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.

Address & Postal Address:

Suite 105, 43 Majors Bay Road, Concord NSW 2137

Phone: 02 8765 1573

Fax: 02 9743 0672

Email: avaatd@isp.net.au

Web: www.avaa.com.au

GENERAL COURSE INFORMATION

Target Group:	AVAA members, individuals currently working within the auction industry or individuals with interest in the auction industry
Delivery:	Statewide
Course duration:	3 months
Nominal Learner Hours:	30 hours
Delivery Method:	Distance learning Training material is available for delivery electronically via internet or on CD rom. 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 avaatd@isp.net.au to the National Secretary on the due dates.
Certification:	On successful completion of the course AVAA T&D will award the Learner (who satisfies all assessment requirements) with a: <ul style="list-style-type: none">• Statement of Attainment in CPPDSM4038A Conduct Goods, Chattels or Equipment Clearing Sale.• Transcript of Competencies achieved for the nationally endorsed competency standard CPPDSM4038A Conduct Goods, Chattels or Equipment Clearing Sale or Auction. The Learner's full name as documented on a Birth Certificate, Driver's License or Passport will be used on all certification documents.
Learner Identification:	VETAB requires establishment of identification of the Learner on enrolment.

Copy of a birth certificate, driver's licence or passport certified by a Justice of the Peace (JP) 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 - \$1,300.00

Non – AVAA members - \$1,500.00

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 T&D 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**.

Privacy:

AVAA T&D are 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 and what assistance they may require to complete the course. Limits apply to types of assistance available.

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 the

AVAA National Secretary if they require variance to the standard time frames of the course.

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)

Learners applying for enrolment in CPPDSM4038A Conduct Goods, Chattels or Equipment Clearing Sale or Auction are able to apply for RPL / RCC. AVAA T&D recognises nationally recognised qualifications.

All applicants must satisfy competency requirements. Details of achievements and supporting documentation must be provided before RPL / RCC can be approved.

The RPL / RCC Application Forms are available on request from the AVAA National Secretary. A fee of \$300.00 (no GST) applies for processing RPL / RCC application forms.

Applicability / Employment Skills:

See Employability Skills in this document.

**Learner Selection
Criteria:**

Access and Equity

1. Selection of Learners for the AVAA T&D training courses is based on non-discriminatory selection procedures.
2. Access to training programmes is available irrespective of nationality / ethnicity, cultural differences or gender.
3. Learners will be selected if they can meet the stated Pre-Requisites outlined in the Pre-enrolment Information document.
4. Training courses have been structured to provide Learner oriented training.
5. Provision has been made for specific needs of Learners.

**Quality Of Training
Material:**

AVAA T&D are 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 to ensure continuous improvement.
4. Training material meets AQTF Standards.
5. Training material and services are continually improved through feedback from learners, employers and other training organizations.
6. Training material is written by qualified and experienced trainers.
7. Training material is written specifically for AVAA T&D to meet industry requirements.
8. Training material is original and copyrighted to AVAA T&D.

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 T&D 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 T&D Trainers and Staff.



COURSE SPECIFIC INFORMATION

Learner Material: Learner Guide with assessment activities.

Specialist Tutorial Assistance: The Tutor can be contacted via phone or email for assistance.

Prerequisites:

1. 1-2 Years experience in the Auction Industry or successful completion of 'Introduction to Auctions & Auctioneering'.
2. School Certificate or Higher School Certificate.
Submit copies of the following with the Enrolment Application:
 - School Certificate or Higher School Certificate
 - Summary of previous work experience
 - Other educational achievements which may be relevant i.e. demonstrated workplace skills,
3. Ability to read and communicate well in the English language.
4. Computer literacy.
5. Access to the web and ability to search and download readings.
6. Access to audio visual recording equipment to record auction practice.

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, regulations, contracts of sale and auction rules
- 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 auction practice
- literacy skills to prepare general information, papers, formal and informal letters, reports and applications; and complete standard forms
- research skills to search for documents and relevant information
- numeracy skills
- management and organisational skills to set up and conduct an auction or clearance sale.

Assessments:

Assessment tasks will vary and will include:

- Simulated / Role Play auction activity,
- Multiple choice questions
- Short answer questions
- Case study

Extension for Submission of Assessments:

Application for extension of submission of assessments 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 assessment.

Resubmission of assessment:

A Learner who does not meet all assessment criteria is allowed 1 resubmission of the assessment. A fee of \$75.00 (no GS) is applicable.

Desired Outcomes:

See Unit Content & Learning Outcomes in this document.

Assessment weighting:

Unit weighting is proportionate with total effort required of Learners.

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

Unit Content

Learning Outcomes

Introduction to Auctions

This topic is intended to develop learner knowledge of:

- Background of auctions, use and common terminology;
- Types of auction services and their merits;
- Specialist licensing, qualifications and continuing professional development; and,
- Communication and presentation skills used in conducting the auction.

Preparing for Auctions

This topic is intended to develop learner knowledge of:

- Agreement to auction goods, chattels and equipment is obtained in line with agency practice and legislative requirements;
- Assisting professionals are instructed to prepare auction documentation in line with seller instructions, agency practice and legislative requirements;
- Assisting professionals are followed up in a timely manner to ensure that auction documentation is delivered prior to auction;
- Auction details are established in line with agency practice;
- Ownership of goods, chattels and equipment to be sold is established to enable clear title to be passed to buyers in line with agency practice and legislative requirements;
- Inventory of reserve and non reserve items is prepared that includes pricing requirements in line with agency practice;
- Goods control and security systems are

- established in line with agency practice;
- Bidder security systems are put into effect to eliminate theft and non payment in line with agency practice;
- Goods, chattels and equipment are inspected by auctioneer prior to sale in line with agency practice and legislative requirements;
- Auction day procedures, method of conduct of sale and the reserve price are discussed with the seller prior to auction day;
- Staff and resource requirements for auction day are identified and booked in advance and in line with agency practice;
- Marketing is monitored on a regular basis to establish its effectiveness;
- Enquiries from prospective buyers and other interested parties are addressed and where required copies of relevant documentation are provided;
- Offers from prospective buyers prior to auction are referred to seller in line with agency practice; and,
- Order of auction is determined to permit preparation of catalogue in line with agency practice.

Conducting Auctions

This topic is intended to develop learner knowledge of:

- Auction area is prepared, including deployment of staff, promotional materials and equipment consistent with agency practice;
- Auction documentation is prominently displayed consistent with agency practice and relevant legislation;
- Inspection of goods, chattels and equipment is facilitated on auction day prior to the commencement of the auction;

- Previously identified potential buyers are located in the audience to facilitate sale;
- Questions from interested parties are answered or referred to informed sources in line with agency practice;
- Auction day procedures are implemented in line with agency practice and legislative requirements;
- Terms and conditions of sale are prominently displayed and read prior to the specified time of commencement of sale in line with agency practice and legislative requirements;
- Goods, chattels and equipment are presented to public using marketing materials agreed to by seller to create product image;
- Goods, chattels and equipment are submitted for sale to solicit bids;
- Auction process is conducted professionally to establish the optimum price possible for goods, chattels and equipment from the buyers in attendance; and,
- Appropriate communication and presentation skills are used in conducting the auction.

Completion of Auctions

This topic is intended to develop learner knowledge of:

- Goods, chattels and equipment and knocked down to the successful bidders or passed in, in line with seller's instructions, agency practice and legislative requirements;
- Interests of sellers are respected at all times according to agency practice and legislative requirements;
- Auction is conducted in a manner consistent with agency practice and legislative requirements;
- Follow up procedures for goods, chattels and equipment that are sold are implemented in

line with agency practice and legislative requirements;

- Sales documentation is accurately completed and deposits are taken in line with agency practice and legislative requirements;
- Accurate sales data is compiled that reflects auction outcomes for use in follow up procedures;
- Appropriate records of attendance or interest are compiled to expand agency contact lists of potential clients identified through the auction process; and,
- Publication of auction results and post auction information are arranged in line with agency practice and legislative requirements.

Land and Livestock Auctions

This topic is intended to develop learner knowledge of:

- Auction day procedures, method of sale and the reserve price are discussed with seller prior to the auction day;
- Questions from interested parties are answered or referred to informed sources in line with agency practice;
- Terms and conditions of sale are prominently displayed and read out prior to the specified time of commencement of sale in line with agency practice and legislative requirements;
- Auction is conducted in a manner consistent with agency practice and legislative requirements; and,
- Publication of auction results and post auction information are arranged in line with agency practice and legislative requirements.

Auction Ethics and Workplace Laws

This topic is intended to develop learner knowledge of:

- Questions from bidders and others engaged

in the auction are answered honestly and in line with agency practice, ethical standards and legislative requirements; and,

- Safety of auction goods and venue is inspected in line with agreed practice, OHS requirements and relevant legislative requirements.



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

Problem solving that contributes to productive outcomes:

- identifying the strengths of team members
- coaching and mentoring skills, 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

- managing time and priorities - setting time lines, coordinating tasks for self and with others

planning:

- 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 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

Technology that contributes to the effective carrying out of tasks:

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 T&D 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 T&D 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 T&D staff are expressly forbidden to disclose business aspects of the AVAA T&D to outside parties.

3. Privacy:

Disclosure of personal privacy including personal contact information is expressly forbidden through the AVAA T&D 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 T&D 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 T&D 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 T&D 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 organisation.
4. **Discriminatory Language:** Discriminatory terms or expressions referring to race, gender, religion, sexual preference or the like are not acceptable within the AVAA T&D 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 contact the AVAA National Secretary.