



Name: Real Estate Institute of Australia

Submission date: 4/06/2025

Improve school student outcomes with the best available tools and resources

What (if anything) needs to be done to improve the use of edtech tools (including GenAI) in schools?

The participant did not respond to this question.

What more (if anything) needs to be done to improve awareness and access to high quality lesson planning and curriculum materials in schools?

The participant did not respond to this question.

Is there anything more you would like to say about edtech, GenAI or lesson planning and curriculum materials?

The participant did not respond to this question.

Which of the following best describes you?

The participant did not respond to this question.

Are you currently using any edtech tools (including learning games and GenAI) to support teaching and learning in the classroom?

The participant did not respond to this question.

If yes, what has been your experience with using these tools?

The participant did not respond to this question.

Are there things you would like to do with GenAI or edtech tools that you can't do currently? What's stopping you from doing these things?

The participant did not respond to this question.

If no, can you tell us why you are not using any edtech tools?

The participant did not respond to this question.

Do you access lesson planning and curriculum materials online?

The participant did not respond to this question.

If yes, what has been your experience with using these tools?

The participant did not respond to this question.

If no, can you tell us why you are not using online lesson planning and curriculum materials?

The participant did not respond to this question.

Support the workforce through a flexible post-secondary education and training sector

Credit transfer and recognition of prior learning

In your experience, how well does the credit transfer and recognition of prior learning system operate in Australia? Does it adequately support students to move between courses or have their work experience recognised as part of a qualification? Are there ways it could be improved?

The participant did not respond to this question.

Which of the following best describes you? Please select all that apply.

The participant did not respond to this question.

In the past 3 years, have you applied for credit recognition or recognition of prior learning (RPL)?

The participant did not respond to this question.

If yes, what was your experience in applying for credit recognition or RPL like?

The participant did not respond to this question.

If no, can you elaborate on why you didn't apply?

The participant did not respond to this question.

Work related training

What are the main reasons individuals and/or businesses do or do not participate in work-related training?

The participant did not respond to this question.

What role, if any, should businesses be playing to address any barriers and better support the offer of work-related training to employees?

The participant did not respond to this question.

What, if anything, could government do to address barriers and better support the offer of work-related training to employees?

The participant did not respond to this question.

Which of the following best describes you? Please select all that apply.

The participant did not respond to this question.

For business owners, managers and sole traders, how many employees do you have?

The participant did not respond to this question.

For employees/individuals, have you participated in any work-related training in the last 12 months that did not relate to general compliance (such as WHS)?

The participant did not respond to this question.

If yes, can you elaborate on the reasons for the training and any benefits you received from doing it?

The participant did not respond to this question.

If no, can you elaborate on any challenges or barriers you faced in attempting to undertake work-related training?

The participant did not respond to this question.

For business owners, managers or sole traders, have you provided or supported your employees to participate in work-related training in the past 12 months?

The participant did not respond to this question.

If yes, can you elaborate on the reasons for the training and any benefits you or your employees received from doing it?

The participant did not respond to this question.

Can you describe whether you accessed any government assistance, what type, and the amount received? If you didn't access any financial assistance, please tell us the reasons why.

The participant did not respond to this question.

If no, can you elaborate on any challenges or barriers you faced in attempting to provide or support your employees to undertake work-related training, such as the time or cost, availability of relevant or high-quality courses, and level of interest from your employees?

The participant did not respond to this question.

Balance service availability and quality through fit-for-purpose occupational entry regulations

What are the effects of occupational entry regulations? Please describe your experience and name the specific occupations you are referring to.

As a licensed professional:

Occupational entry regulations for the real estate profession in Australia are necessary to ensure that real estate professionals meet the minimum standards required for skills and training, which is crucial for maintaining professionalism, protecting consumers from misconduct and upholding integrity in the property market. The occupational entry regulations for the real estate sector typically include jurisdictional licensing requirements, educational qualifications, ongoing professional development, and adherence to ethical standards. All jurisdictions have some form of licensing, though the approach to licensing varies across jurisdictions. Property agents wishing to work across multiple jurisdictions are required to obtain the relevant licence or licences in each of those jurisdictions through a process of automatic mutual recognition.

As a consumer:

Due to the information asymmetries that exist between a consumer and their real estate agent, occupational entry regulations ensure that licensed real estate agents possess the relevant expertise, including market insights, regulatory compliance, and pricing dynamics, to facilitate a seamless transaction process for the consumer. Most consumers lack the necessary insight, knowledge, professional network and negotiation expertise to effectively sell or buy a property themselves without the assistance of a real estate agent; therefore, the benefits of engaging a licensed real estate agent significantly outweigh the risks associated with purchasing or selling property without the guidance of a professional intermediary. The minimum qualification requirements ensure that a practitioner will meet standards or deliver high-quality services, reducing malpractice and protecting both buyers and sellers from unethical practices.

As an industry professional:

As the professional body for Australia's real estate sector, memberships are only awarded to licensed real estate practitioners who will need to demonstrate additional professional development and competency requirements. This membership enhances credibility with clients and colleagues, provides professional development opportunities to enhance skills and knowledge and champions industry excellence and recognition of skills.

As an employer:

However, it is worth noting that meeting the occupational entry regulations for the real estate profession does not necessarily guarantee that the licensed professional will meet said standards. Nevertheless, occupational entry regulations are necessary to ensure that employers only hire employees who meet the specific requirements of their profession. The main negative effects of occupational entry regulations are that they create barriers to entry for workers seeking to enter the real estate profession due to the associated costs, and they complicate interstate mobility. The challenges and improvements recommended to overcome the issues related to interstate mobility are addressed in the section that follows.

ANZSCO Job Code:

- Real Estate Agents (612114)
- Real Estate Representatives (612115)
- Real Estate Agency Principals (612113)
- Property Managers (612112)
- Business Brokers (612111)

Do you believe current occupational entry regulations are proportionate to the level of risk associated with different professions? Why or why not? If not, do you have any suggested improvements to regulations to better reflect risks? Please name the specific occupations you are referring to.

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To work as a real estate agent or representative, individuals must meet both the educational qualifications and jurisdictional licensing requirements. The extent to which the differences in licensing requirements impact and, in some jurisdictions, lower the standards set by that jurisdiction for real estate occupations varies. Some states and territories have more onerous requirements than others, which poses jurisdictional knowledge gap risks and differing levels of licensing/training requirements.

This disparity creates significant challenges, particularly with the introduction of Automatic Mutual Recognition (AMR), which aims to streamline interstate mobility but inadvertently highlights significant variance in compliance, qualifications required and entry levels from jurisdiction to jurisdiction.

For real estate practitioners, this means that completing licensing in one jurisdiction, especially a relatively easier one, is preferred. This, in turn, creates the possibility of insufficient knowledge leading to increased consumer risk, as the current system does not call for a person to be employed in the jurisdiction where they study. This “shopping and hopping” creates ambiguity in the scheme, and the government should work to improve the operation of the AMR scheme.

Additionally, the knowledge gap arising from state and territory-specific legislation further complicates the process, as real estate agents must stay informed about varying rules and requirements in the state or territory that they practice in.

In April, BuildSkills was granted approval by the Department of Employment and Workplace Relations to undertake a “Real Estate Licensing Review Project”, which aims to address the key issues raised above. REIA have engaged with BuildSkills to address our members ongoing concerns with the industry training quality and the adverse impacts of the impending AMR scheme.

The BuildSkills’ Real Estate Licensing Review Project will undertake a national study to understand licensing, qualifications and the impact of Automatic Mutual Recognition (AMR) on the Real Estate industry, ensure qualifications, including the CPP41419

Certificate IV in Real Estate Practice are fit for purpose, particularly in the context of AMR taking effect from 1 July 2025, explore opportunities to support quality delivery and assessment, use consultation findings to develop supporting information in the Training Package Companion Volume Implementation Guide (CVIG) and/or resources/advice for registered training organisations and industry to support quality training delivery and advocate for standardised licensing requirements across States and Territories in the real estate industry by engaging with established industry organisations and state regulators.

This project will help BuildSkills to understand the extent to which the differences in licensing requirements impact and, in some jurisdictions, lowers the standards set by that jurisdiction for real estate occupations, industry expectations around training and knowledge of legislation. This will allow BuildSkills to review and then clarify industry expectations, either through a revision of relevant units/quals or via the CVIG. It will also ensure that BuildSkills can identify where the best opportunities are for BuildSkills to influence state and territory regulators to work towards national harmonisation of licensing for the real estate industry.

Which of the following best describes your connection to occupational entry regulations? Please select all that apply.

Industry association or professional-body representative

Which state or territory are you predominantly based in?

Federal