

**CPD Course Proposal Form
 For Structured Learning/Prescribed Essential courses**

Important Notes

- CPD Course Providers (CP) conducting Structured Learning (including Prescribed Essential) courses must adhere to the CPD Guidelines for CPD Course Providers set out by the Council for Estate Agencies (CEA).
- Following CEA's accreditation of the course, the CP must develop the courseware in accordance with the course proposal which was submitted to CEA for accreditation. The CP will need to submit a NEW course application if any of the following changes are made to an accredited course proposal:
 - i. Changes in mode of learning; or
 - ii. Changes in assessment methods; or
 - iii. Reduction or increase in course duration by more than an hour.
- The CP must ensure accuracy and relevance of the training materials which are to reflect the latest policies and regulations governing the subject.

PART A- DETAILS OF COURSE PROVIDER

Name of Course Provider	ABC Pte Ltd
Type of Organisation <i>(Please tick.)</i>	<input checked="" type="checkbox"/> CEA Approved Course Providers (ACPs) <input type="checkbox"/> Estate Agents <input type="checkbox"/> Government Agencies <input type="checkbox"/> Local Tertiary Institutions <input type="checkbox"/> National Continuing Education & Training (CET) Centres <input type="checkbox"/> Real Estate and Related Industry Associations <input type="checkbox"/> Training Providers for Real Estate and Related Industry Associations <input type="checkbox"/> SkillsFuture Singapore (SSG) Training Providers ¹
Address	Blk 123 ABC Road, Singapore 123456
Email	ABC@ABCmail.com
Contact Number	91234567
Key contact person	John Tan

¹ SSG Training Providers must have SSG-supported courses with a validity period of at least two months from the time of application to CEA and can only offer courses based on the new course accreditation criteria.

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PART B – PARTICULARS OF COURSE	
Course Title	A Complete Guide in Closing Unusual HDB Cases
Mode of Learning <i>(You may select more than one if applicable.)</i>	<input checked="" type="checkbox"/> Synchronous online e.g. Zoom <input type="checkbox"/> Asynchronous e-learning <input type="checkbox"/> Physical (in-person) <input type="checkbox"/> Blended learning e.g., Part 1 by e-learning and Part 2 in person. *CP is not allowed to conduct any class in a hybrid manner, i.e. physical, in-person and synchronous online at the same time.
Structured Learning Topic	<input type="checkbox"/> Prescribed Essential Topics* or; <input checked="" type="checkbox"/> Professional Competencies *Minimum course duration 4 hours.
Proposed Sub-Topic for Prescribed Essential <i>(Only applicable for submission of course applications under Prescribed Essential.)</i>	<input type="checkbox"/> Specific Prescribed Essential topic <input type="checkbox"/> Laws, Regulations and Ethics
Proposed Sub-Topic for Professional Competencies <i>(Only applicable for submission of course applications under Professional Competencies.)</i>	<input type="checkbox"/> Laws and Regulations (P1) <input checked="" type="checkbox"/> Property Markets (P2) <input type="checkbox"/> Other Related Real Estate Knowledge (P3)
Training Hours <i>(To provide breakdown on the proposed course duration. Please indicate for each proposed instructional method(s), e.g. lecture, case study, group discussion, and proposed assessment method, e.g. MCQ, short answer question, the approximate duration allocated.)</i>	Total Duration: <u>Three (3)</u> training hours (break(s) not included) To provide details in Part D below
Course Materials <i>(Please list out the files which should include the presentation slides, learners, handouts, lesson plan, assessment plan, etc, and upload the documents in the system.)</i>	The following files are attached with this submission: <Presentation Slides> <Case Study> <Quiz – Google Form>

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PART C – CURRICULUM DESIGN

Course Design Plan

(Outline what the learners will achieve from the completion of this course.)

i) Description of Course

(To provide a brief summary of the course, highlighting the purpose and the main topics covered. It should answer what the course is about and how the course is valuable, addressing how it meets the needs of the industry.)

In the dynamic real estate industry, salespersons are often confronted with challenging and unique scenarios that go beyond standard transactions. Situations like divorce, bankruptcy, changes in citizenship, or the passing of a property owner require not only a solid understanding of the processes involved but also the ability to provide accurate and empathetic advice to clients. Navigating these cases can be daunting without the proper knowledge and experience.

As trusted RES, it is crucial for sales professionals to be well-versed in the appropriate procedures and legal requirements to offer the best support and guidance to their clients. This course aims to bridge that gap by empowering participants with the skills and confidence needed to handle unusual HDB transaction cases effectively, ensuring they remain reliable sources of expert advice in even the most complex situations.

ii) Course Objectives

(To provide an outline of the intended learning outcome or what the participants should achieve by the end of the course.)

At the end of the course, participants / learners will be able to:

1. Discover different types of uncommon scenarios in HDB flat transactions.
2. Illustrate necessary documentation and procedures when dealing with these cases.
3. Examine a Step-by-Step approach in handling these transactions.
4. Develop confidence and competencies in managing unusual scenarios.

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<p>iii) Assessment</p> <p>The purpose of the assessment component is to ascertain whether the course learning objectives have been achieved and to ensure that the course participants are engaged. Course Providers must have at least 1 mode of assessment for each course application.</p> <p>Some examples of assessment include:</p> <ul style="list-style-type: none"> • <i>Course Assignment or projects</i> • <i>Written Assessment (Short answer questions.)</i> • <i>Multiple choice Quizzes</i> • <i>Simulation (e.g. role play etc.).</i> • <i>Question & Answer segment</i> 	<p>16 Multiple Choice Questions (MCQs)</p> <p>50% passing rate (8 questions)</p>
<p>iv) Course Structure</p> <p><i>(To provide an overview of topics mapped to the acquired level of skills and knowledge against each LO.)</i></p>	
<p>Learning Outcomes</p>	<p>Topics</p>
<p>1. Discover different types of uncommon scenarios in HDB flat transactions.</p>	<p>a) Annulment of marriage / Break up of Fiancé and Fiancée. . b) Matrimonial property in a Divorce case. c) Bankruptcy. d) Change in Citizenship. e) Executors and Administrators. f) Demise of Joint tenancy / Sole ownership / Tenant-in-common. g) Presumption of Death.</p>
<p>2. Illustrate necessary documentation and procedures when dealing with these cases.</p>	<p>a) Interim and Final Judgement (court order) b) Intent to Sell preparation. c) Timeline for assisting HDB clients on unusual cases.</p>
<p>3. Examine a Step-by-Step approach in handling these transactions.</p>	<p>a) Process and procedures</p>
<p>4.</p>	

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<p>v) Target class size <i>(CEA recommends that class size should not be more than 200 participants per session.)</i></p> <p><i>Classes must not be conducted in a hybrid fashion, in which some participants attend a face-to-face class and some participants attend online at the same session.</i></p>	<p>100 to 150 participants in a synchronous online session via zoom; or 50 participants in a face-to-face class (if venue permits)</p>
<p>Details of Instructional Methods Proposed</p>	
<p>i) Proposed Instructional Method(s)</p> <p><i>(Use a separate line for each proposed instructional method (e.g. Interactive presentation, Class discussion, Case Study discussion, Role Play, Practical Performance.)</i></p>	<p>Elaborate on appropriateness of proposed instructional methods</p> <p><i>(Elaborate on appropriateness of instructional methods by providing examples how the proposed instructional method will be carried out to achieve the proposed learning outcomes.)</i></p>
<p>1. Interactive lecture</p>	<p>Interactive lectures are particularly effective for this course due to the complex and scenario-based nature of the content. Handling unusual HDB transaction cases involves understanding intricate procedures, legal implications, and real-life client situations that benefit from both expert guidance and active participant engagement. An interactive lecture allows the instructor to break down these complex topics systematically while immediately addressing participants' questions, ensuring clarity and understanding.</p>
<p>2. Group discussion</p>	<p>Group discussions are an effective instructional method for this course due to the collaborative and problem-solving nature of the content. Participants must navigate complex and nuanced scenarios that benefit from collective insights and diverse perspectives. This provides opportunities for them to share their personal experience and tap on their fellow participants' experiences, providing opportunities for collaborative learning.</p>
<p>3. Case study discussion</p>	<p>Case study discussions are an ideal instructional method for this course because they provide participants with practical, real-world examples that mirror the complex scenarios they will encounter in HDB transactions. By analyzing and discussing detailed cases involving situations like divorce, bankruptcy, changes in citizenship, or death of ownership, participants can apply theoretical knowledge in a realistic context. This approach not only enhances understanding but also develops problem-solving skills, as participants evaluate different strategies and solutions while considering the implications of each decision. Furthermore, the use of actual HDB resale cases adds relevance and credibility, allowing participants to explore challenges that have occurred in real situations. The guided discussion that follows encourages participants to share insights, compare approaches, and collaboratively develop best practices for handling similar cases in their professional roles, making case study discussions both engaging and directly applicable to their work.</p>

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Details of Assessment Method	
Proposed Assessment Method(s) <i>(e.g. Course Assignment, Written Assessment (Short answer or Multiple choice questions), Online quiz (e.g. Kahoot))</i>	Elaborate on appropriateness of proposed assessment methods <i>(Elaborate on appropriateness of assessment methods by providing examples how the proposed assessment method will be carried out.)</i>
1. Multiple Choice Question (MCQ) Quiz	<p>16 MCQ questions will be used to assess the participants' understanding. A 50% passing rate will be required.</p> <p>MCQ is appropriate as it provides an effective way to assess participants' understanding of the key concepts. The instant feedback provided from the quiz can highlight knowledge gaps and immediate feedback can be provided.</p> <p>The quiz will be administered using Google form, where participants will receive the quiz results together with the feedback on the right and wrong answers.</p>
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PART D – CPD Lesson Plan Proposal					
	Learning outcomes and contents	Time	Instructional Methods	Instruction to Trainers	Resources
1)	<p><i>Example:</i> Learning outcome 1: Elaborate the learning outcome.</p> <p>a. Topic A b. Topic B</p>	30 min	Presentation (Lecture)	<ul style="list-style-type: none"> • Welcome and introduction about the module and administration details. • Deliver lecture on Topic A and B. 	<ul style="list-style-type: none"> • Presentation slides • Learner hand-outs
2)	<p><i>Example:</i> Learning outcome 2: Elaborate the learning outcome.</p> <p>a. Topic C b. Topic D</p>	10 min 30 min	Video presentation Group Discussion	<ul style="list-style-type: none"> • Learners review video. • Question for discussion. • Group learners into groups of 3 to 6. After group discussion, pick a representative from the group to share the group's findings. 	<ul style="list-style-type: none"> • Video from YouTube. • Learner hand-outs • Activity booklet
3)	<p><i>Example:</i> Learning outcome 3: Elaborate the learning outcome.</p> <p>a. Topic E b. Topic F</p>	20 min 20 min	Presentation (Lecture) Case study and discussion	<ul style="list-style-type: none"> • Deliver lecture on Topic A and B. • Group learners into groups of 3 to 6. After group discussion, pick a representative from the group to share the group's findings. 	<ul style="list-style-type: none"> • Presentation slides • Learner hand-outs • Financial calculator

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4)	<i>Example: Assessment</i>	30 min	MCQ	<ul style="list-style-type: none"> • <i>Mini quiz via Kahoot!</i> • <i>There is a total of 10 questions.</i> • <i>Learners to access the quiz via their personal mobile devices.</i> 	<ul style="list-style-type: none"> • <i>Personal mobile device</i>
		10 min	<i>Group discussion on quiz</i>	<ul style="list-style-type: none"> • <i>Trainers to go through quiz questions and answers.</i> 	
		Total: 4 hours			

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