

Summary Document: Proposed Course Provider Application Process

RECA is looking for your feedback respecting the course and course provider application process and the ongoing course provider/RECA communications. To assist you with the Survey, please read the preliminary information below.

Application Process

A. Separate Course and Course Provider Applications

RECA envisions two applications: one for recognition as a course provider, and the other for recognition of a course. RECA envisions two applications for the following reasons:

1. Potential course providers can make an application as a course provider first to ensure they can be recognized as a course provider before going through the expense and effort of developing courses.
2. Once course provider recognition is obtained, course providers will only need to make application for recognition of individual courses.

B. Course Provider Application Process

Two application options are envisioned:

- A single entity application for those intending to provide the course(s) and
- A multiple entities application for those collaborating to develop/provide the course(s).

Applications will be approved based on course provider attestation. The course provider will only be required to submit their instructor code of conduct if they intend to offer physical or virtual classroom courses.

Why does RECA want to review course providers' instructor codes of conduct?

RECA recognizes that universities, colleges, and other course providers have robust instructor codes of conduct, however, there are four circumstances that are of concern to RECA that may not be addressed in these existing codes:

1. Prohibitions to prevent instructors from soliciting or prospecting for learners to work at their brokerage
2. Prohibitions to prevent Instructors teaching course content as the learner is going to be tested on it, but suggest they use different practices once they are licenced
3. Prohibitions to prevent instructors bad mouthing RECA, trade associations, and real estate boards, or seeding dissension between learners and other entities
4. Prevent instructors from undermining the integrity, efficacy, and efficiency of any aspect of RECA's credentialing system.

C. Course Application Process

Applications will be approved based on attestation. Some supporting materials are required depending on course modality. The key supporting documents to be included is a Course

Competency and Learning Outcome Alignment document linking the applicable Competency Profile Learning Outcomes to the course syllabus and/or course outline.

Course materials must follow the Fundamentals/Practice organization set out by RECA's Industry Councils and the Board. RECA will exempt universities and colleges from the Fundamental/Practice organization for degree or MBA programs that meet the competency profiles set out by RECA's Industry Councils.

All materials provided by course providers will be maintained in strict confidence and will not be shared with others.

Course providers are not required to include any of the supporting documents in their application to RECA. These documents must be maintained on file by the course provider, as RECA may request these documents to collaboratively resolve any concerns if they arise.

Course and course provider recognitions will be made by RECA's Board in consultation with the applicable RECA Industry Council(s).

D. Learner eligibility

RECA envisions a process where determining learner eligibility is partially within RECA's scope and partially within the scope of the course provider

RECA undertakes learner eligibility in respect to:

- Learner's identity, including age
- Learner's ability to study and work in Canada

Why does RECA undertake this eligibility requirement?

Unfortunately, the real estate industry sometimes attracts individuals who intend to commit fraud and/or money laundering. Verifying a learner's true identity enables RECA to better determine if the prospective licensee is suitable for licensing.

It is not consistent with Canadian law to provide licences to individuals who are not able to study or work in Canada.

Course providers undertake learner eligibility in respect to:

- Completion of high school education or equivalent
- Proficiency in the English language (per the guidelines below)

RECA's English Language Guidelines:

RECA requires the Canadian equivalent of grade 12 courses, or:

English as a Foreign Language (TOEFL)

- iBT test with an overall score of 92 and minimum scores of: Listening, 21; Speaking, 26; Reading, 21; Writing, 24

International English Language Testing System (IELTS)

- Academic Assessment minimum score of 6.5 in all areas with a minimum overall score of 6.5 (Listening, Speaking, Reading, Writing)

Canadian English Language Proficiency Index Program (CELPIP)

- General test with a minimum score of 7 in all areas (Listening, Speaking, Reading, Writing)

Canadian Academic English Language Assessment (CAEL)

- Minimum score of 60 in all areas, minimum overall score of 60 (Listening, Speaking, Reading, Writing)

There may be learners who do not meet the eligibility requirements but may want to enroll in the course provider's courses for personal reasons or advancement in their education. Course providers may enroll learners who do not meet the eligibility requirements, provided the learner signs a document that acknowledges they are unable to use the course to meet licensing requirements, and the course providers will not refer these individuals to RECA for examination purposes.

E. Course Provider/RECA Communications

Proposed communication process between RECA and course providers for non-degree and MBA programs¹.

RECA will provide course providers with a username and password that will enable them to:

- ensure learners have met: identity, study, and work in Canada eligibility requirements undertaken by RECA
- communicate to RECA that they have ensured the person meets high school and English language proficiency requirements prior to enrolling them in a fundamentals course
- verify the learner has successfully completed a fundamentals course and corresponding examination before enrolling them in a practice course
- communicate to RECA that the learner has completed course(s) and they are able to write RECA examinations

The anticipated steps are as follows:

1. When learners seek to enroll in the course provider's courses, the course provider will need to search the learner's legal name to ensure the learner has met RECA's eligibility requirements.
2. When the learner is seeking to enroll in a fundamentals course, the course provider logs in, and by toggling a switch, indicates the learner meets the high school education and English language requirements.
3. When the learner seeks to enroll in a practice course, the course provider logs in and verifies the learner has completed the fundamentals course.
4. When the learner has completed a course, the course provider logs in, and by toggling a switch, indicates the learner has completed a specific course. This will enable the learner to schedule a RECA exam.

Course providers will be able to run reports that provide the percentage of their learners who pass RECA's exams and the average exam mark.

¹ RECA will consult universities and colleges in respect to degree and MBA programs that meet applicable competency profiles.

Q&A: Questions that arose from RECA's previous consultation

During our last survey, course providers asked us various questions about the process to become a RECA-recognized course provider. See our answers below.

Why is RECA requiring that the courses be organized in "Fundamentals" and "Practice" components?

For multiple reasons:

- It reduces duplication for learners. Prospective licensees will avoid having to complete fundamental education when seeking to become licensed in other sectors.
- It allows course providers to focus their areas of expertise.
- It increases learner choice (enables learners to choose courses based on their perception of the course provider's expertise and/or course modality without having to duplicate education)
- It reduces examination duplication.
- It breaks down the examination process in manageable components.

Does RECA expect course providers to deliver identical courses?

No. Course providers have the freedom to create and organize courses, provided they keep to the fundamentals/practice structure. Even if they licence RECA's education materials, course providers may reorganize and adapt RECA's course content.

Will RECA share its learner's disability accommodation policy?

When considering learner accommodations, RECA requires the disability and the extent of the disability to be confirmed by an expert (i.e., a doctor's assessment). RECA then discusses accommodation options with learners. However, each course provider must undertake their own review and determine where there are options that do not cause undue hardship to the course provider. Course providers may also want to take into consideration competitors that offer courses in a modality that is better able to accommodate a learner's needs. There are specific legal requirements and tests associated with learner accommodation and potential course providers are encouraged to seek legal advice.

Are course providers required to have an exam at the end of the course and have learners meet a minimum grade before reporting course completion to RECA?

RECA does not prescribe lesson format, medium, activities, time assigned to each topic/competency/learning outcome, formative assessments, and summative assessments. Course providers have discretion whether to offer examinations at the conclusion of their course.

Having said this, course providers should consider the benefits of examinations at the conclusion of their courses. Some benefits are as follows:

- Safeguards course providers from allowing learners to book a licensing exam insufficiently prepared.
- Provides learners, at no additional cost, with a formal summative exam experience.
- Ensures learners have the final exam experience in a familiar setting where anxiety variables and cognitive load are minimized.
- Allows learners to address their performance in a familiar setting with a familiar instructor, facilitator, or course provider contact. This not only minimizes stress, but facilitates reflection on learning, needs, and preparation which historically minimizes complaints to course providers and regulators.
- Final exam data provides information to the regulator, course providers, learners, and stakeholders about: how in-class performance, in-class final exam results, and RECA licensing

exam results compare over time between learners, types of learners, course providers, different licences, and course delivery methods. This data then informs continuous improvement of exams and discussions between industry/stakeholder/course providers.

- Provides course providers with standardized course data that they can compare to their other courses, instructors, and mediums (eLearning vs. in-class vs. blended/hybrid).

My organization is considering licensing RECA's course materials. Will my organization be required to co-brand the course?

No. Course providers will adapt RECA course materials as they deem appropriate.

Will course providers be able to provide samples of the course materials (e.g. exercises, text, interactivities) as well as learner testimonials, to enable learners to make informed choices among providers?

Yes. RECA encourages course providers to provide this information so that learners can make informed decisions.

Why does RECA require course providers to report breaches of RECA's Education Code of Conduct for Learners and of breaches by course instructors that relate to recruiting, encouraging or acquiescing to schemes that involve breaches to RECA's Education Code of Conduct for Learners, and exam question harvesting?

RECA is concerned with the character of prospective licensees from a public interest perspective. Breaches of RECA's Education Code of Conduct for Learners may be taken into consideration when determining the learner's suitability for licencing.

Actions by course instructors that are licensed by RECA that relate to recruiting, encouraging, or acquiescing to schemes that involve breaches to RECA's Education Code of Conduct for Learners, and exam question harvesting may be considered conduct deserving of sanction.

I understand that RECA intends to do learner surveys. Will RECA share learner survey information with course providers? Can course providers work with RECA so that the survey captures questions that are specific to the course providers needs?

RECA will provide Course Providers with summaries that relate to their learners and to aggregate reports on all learners.

RECA will work with course providers to include questions that address course provider needs.

What criteria will RECA employ when deciding when to undertake classroom audits?

RECA will take a risk-based approach. RECA will prioritize instructors and courses based on complaints, learner feedback data, and examination results. RECA will share the result of its audit with the course provider and work collaboratively to resolve any concerns.

Will RECA offer practice exams?

RECA is considering offering practice exams as it has the potential to greatly benefit learners. By offering practice exams, learners can become familiar with the examination process. This reduces learner fear and anxiety during the examination process. It also provides learners with feedback about which topics they have mastered and where they need to improve. Learners are more likely to retain information as practice tests promote revision and studying.

Will RECA be offering virtual exams?

RECA has been offering virtually proctored exams as a result of the COVID-19 pandemic. However, going forward, RECA intends to limit virtually proctored exams to learner accommodation situations or to deal with future pandemic situations.