



Australian Government

Department of Education, Employment and Workplace Relations

BSBEDU302A Assist in resolution of issues and incidents in an international education environment

Release: 1

BSBEDI302A Assist in resolution of issues and incidents in an international education environment

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to contribute to the resolution of issues and incidents in an international education environment. It emphasises applying processes to appropriately deal with day to day issues and incidents, as well as serious issues and critical incidents, including providing support to clients and others. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.
------------------------	--

Application of the Unit

Application of the unit	This unit applies to individuals carrying out administration work, with some supervision and guidance, in an international education environment. They could work in the administration of education programs and projects in organisations from one or more international education sectors (schools, English language training organisations, vocational education and training, higher education, postgraduate education). These organisations could be onshore or offshore and public or private.
--------------------------------	---

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

Prerequisite units	

Employability Skills Information

Employability skills	This unit contains employability skills.
-----------------------------	--

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
---	--

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<p>1. Contribute to issue resolution and incident response processes</p>	<p>1.1. Deal effectively with <i>day-to-day issues</i> and <i>day-to-day incidents</i></p> <p>1.2. Identify and follow organisational policies and procedures for dealing with critical incidents</p> <p>1.3. Contribute to the resolution of <i>serious issues</i></p> <p>1.4. Contribute to response processes in the event of <i>critical incidents</i></p> <p>1.5. Assess own responses and seek assistance if needed and as guided by supervisor, manager or <i>external parties/professionals</i></p> <p>1.6. Use appropriate initiative in the event of a critical incident, with due regard for own health and safety and that of others, and organisational requirements</p> <p>1.7. Contribute to debriefing procedures after an issue/incident</p>
<p>2. Contribute information for distribution to those affected by issues and incidents</p>	<p>2.1. Identify types of information required for issues and incidents</p> <p>2.2. Collect and collate current, relevant information from <i>appropriate sources</i></p> <p>2.3. Maintain accessible files of current, relevant information</p> <p>2.4. Develop and maintain an accessible comprehensive <i>network contacts list</i></p> <p>2.5. Review and update information on a regular basis</p> <p>2.6. Record and report information, in accordance with <i>legislative and regulatory compliance requirements</i> and organisational procedures</p>
<p>3. Communicate effectively with those affected by issues and incidents</p>	<p>3.1. Assess situation according to organisational policy</p> <p>3.2. Use <i>communication strategies</i> appropriate for individual situations, in line with organisational requirements</p> <p>3.3. Communicate effectively with <i>clients of the organisation</i> and other <i>relevant stakeholders</i> when dealing with issues and critical incidents</p> <p>3.4. Arrange access to counsellors or other support people if and when required</p>
<p>4. Contribute to records and team reports on issues and incidents</p>	<p>4.1. Establish sensitivity of information and level of confidentiality required, in reporting issues and incidents</p> <p>4.2. Participate in team activities for assessing details of progress and outcomes of issues and incidents</p> <p>4.3. Interact and consult with team members to record and report on issues and incidents</p>

ELEMENT	PERFORMANCE CRITERIA
	4.4. Contribute to the debriefing process with teams and individuals including referring to network contacts as applicable
5. Contribute to development of organisational policies and procedures for the resolution of issues and incidents	5.1. Apply relevant organisational policies and procedures for the resolution of issues and incidents 5.2. Review organisational policies and procedures relevant to specific issues and incidents, with appropriate organisation officers 5.3. Suggest adjustments to organisational policies and procedures based on outcomes reports
6. Provide advice to clients in resolving issues and incidents	6.1. Establish or contribute to protocols and processes for resolving issues and dealing with incidents 6.2. Apply appropriate advisory processes according to individual client needs 6.3. Communicate processes to relevant stakeholders 6.4. Consult with relevant stakeholders to evaluate process outcomes

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to interact effectively and appropriately in an intercultural context with clients, co-workers and stakeholders dealing with incidents and issues relevant to work role; to be assertive as the situation requires, applying conflict resolution skills, including negotiation; to remain calm and controlled under pressure
- initiative and enterprise skills to set and maintain boundaries, to prioritise activities, to follow organisation policy and procedures, and to review and adjust policy and procedures with others
- learning skills to access and identify requirements in relation to compliance with legislation, particularly regarding occupational health and safety (OHS), privacy and confidentiality
- literacy skills to accurately record information, noting key facts and recording resolution processes; to prepare reports on incidents and related issues
- planning and organising skills to develop network contact lists and details; to record and file relevant information for ease of retrieval
- problem-solving skills to take action and to make referrals appropriate to the situation, own job role and responsibilities
- self-management skills to provide, identify and manage own responses; to apply appropriate responses to the specific situation
- technology skills to use a computer to access information online; to operate equipment such as fire extinguishers.

Required knowledge

- international education environment, student services requirements and workplace communication in line with work role specifications
- legislative and regulatory requirements including:
 - legislation and regulations governing overseas students studying in Australia or offshore under the auspices of an Australian organisation
 - other work-related legislation including OHS, privacy and confidentiality, security anti-discrimination, business legislation relevant to work role
- recognising own roles and responsibilities in the following types of incidents:
 - reporting crime, injury, serious or contagious illness or death
 - delivering sensitive information
 - dealing with academic difficulties or failure, breaches of confidentiality, unexplained absence of students, harassment, threats to personal safety and health problems
- types of issues that could concern international students such as:

REQUIRED SKILLS AND KNOWLEDGE

- student wellbeing and welfare such as cultural adjustment, cross-cultural communications and expectations, illnesses, accidents, mental health problems, accommodation, financial matters, loneliness and isolation
- course-related issues such as student progress, access to services, English language and other support
- grievances and concerns such as assessment and marking concerns, bullying or intimidation, crimes, property and personal security issues
- compliance related issues such as non-attendance or insufficient attendance, visa non-compliance, interruption of studies
- staffing related issues such as professional limitation of staff responsibility and parameters of roles, staff performance, student/teacher workplace behaviour expectations, differentiation among staff roles and managing staff workloads, time and resources.

Evidence Guide

EVIDENCE GUIDE	
<p>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • responding effectively and appropriately to issues and critical incidents in an international education environment, in line with work role levels, organisational requirements, and legislative and regulatory requirements • contributing to organisational capacity to respond to critical incidents • knowledge of relevant legislative and regulatory requirements.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to opportunities to participate in a range of practical exercises and projects • access to relevant documents.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • evaluation of supervisor's reports • analysis of projects, case studies, completed records and reports developed by the candidate • review of team member feedback regarding initiative taken during a critical incident • oral or written questioning to assess knowledge of types of issues that could concern international students • review of assessment of own responses and assistance sought • review of network contacts list • evaluation of suggested adjustments to organisational policies and procedures • review of contributions made to protocols and

EVIDENCE GUIDE	
	processes for resolving issues and dealing with incidents.
Guidance information for assessment	<ul style="list-style-type: none">• Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:• other educational administration units.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<i>Day-to-day issues</i> may include:	<ul style="list-style-type: none"> • academic and educational issues • accommodation and welfare issues • cultural adjustment issues • financial issues • minor illness • non-compliance situations • training and assessment issues • work role issues
<i>Day-to-day incidents</i> may include:	<ul style="list-style-type: none"> • conflict • delivering sensitive information • harassment • non-compliance situations • theft • unexplained absence of students
<i>Serious issues</i> may include:	<ul style="list-style-type: none"> • academic failure • accommodation issues • delivering serious and sensitive information • grievance issues • harassment or bullying • mental health issues • non-compliance issues
<i>Critical incidents</i> may include:	<ul style="list-style-type: none"> • accidents • crime affecting clients or workers • death • disappearance of students • incidents involving mental health problems • serious or contagious illness
<i>External parties/professionals</i> may include:	<ul style="list-style-type: none"> • counsellors • emergency services personnel e.g. ambulance, fire brigade, police • interpreters

RANGE STATEMENT	
<i>Appropriate sources</i> may include:	<ul style="list-style-type: none"> • organisational personnel • professional association • relevant government and agency personnel, and internet websites
<i>Network contacts list</i> may include:	<ul style="list-style-type: none"> • community services e.g. external crisis or counselling agencies • consular staff • counsellors • emergency services personnel e.g. ambulance, fire brigade, police • employer organisations • homestay providers • hospitals • interpreters • organisational officers • overseas recruitment agents • parents • unions
<i>Legislative and regulatory compliance requirements</i> may include:	<ul style="list-style-type: none"> • current relevant legislation, regulations, industry codes of practice and policy (commonwealth and state/territory) relating to: <ul style="list-style-type: none"> • anti-discrimination including equal opportunity and equal employment opportunity, disability discrimination, racial intolerance • business compliance relevant to work roles • Education Services for Overseas Students (ESOS) Act 2000, subsequent amendments and related legislation • employment, education and training - relevant to onshore and offshore provision • environmental issues • immigration related policies and procedures for example from commonwealth government departments such as Department of Education, Science and Training (DEST), Department of Immigration and Citizenship (DIAC), Department of Health and Ageing (DOHA), Department of Foreign Affairs and Trade (DFAT) • National Code of Practice for Registration

RANGE STATEMENT	
	<p>Authorities and Providers of International Education and Training</p> <ul style="list-style-type: none"> • OHS • privacy and confidentiality • Transnational Quality Strategy (2005) • workplace employment practices and industrial relations • quality assurance guidelines set by particular organisations e.g. cultural diversity, equity and access, critical incidents and workplace practices
<p><i>Communication strategies</i> may include:</p>	<ul style="list-style-type: none"> • adapting communication style to fit the situation • immediately contacting the person responsible for workplace health and safety • maintaining a calm, controlled demeanour • recording key information in notes • referring people to counselling or interpreting services • referring people to safe areas or responsible personnel • telephoning the duty officer or person responsible if the incident occurs after hours • telephoning the ambulance, fire brigade or police in an emergency if the responsible organisational officer is not present or available to do so
<p><i>Clients of the organisation</i> may include:</p>	<ul style="list-style-type: none"> • internal clients e.g. section, department and faculty staff • international student cohort • other clients of the organisation such as: <ul style="list-style-type: none"> • consular staff • education and migration agents • government and private organisations, departments and agencies • homestay providers • other educational organisations • parents or other relatives of students
<p><i>Relevant stakeholders</i> may include:</p>	<ul style="list-style-type: none"> • agents • consular staff • government or agency personnel

RANGE STATEMENT	
------------------------	--

	<ul style="list-style-type: none">• homestay providers• organisation personnel• parents• students
--	--

Unit Sector(s)

Unit sector	
--------------------	--

Competency field

Competency field	Administration - Educational Administration
-------------------------	---

Co-requisite units

Co-requisite units		