



Australian Government

Department of Education, Employment and Workplace Relations

TAEEDU501A Facilitate international education compliance

Revision Number: 1

TAEEDU501A Facilitate international education compliance

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to facilitate legislative and regulatory compliance governing the operations of an international education organisation. This involves managing the review, development and implementation of compliance related policies and procedures.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to individuals facilitating compliance within an international education provider context. 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 could be public or private.</p>
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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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.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Implement organisational policies and procedures to facilitate compliance with legislation and regulations	<p>1.1. Identify and correctly interpret legislative and regulatory requirements applicable to an international education organisation</p> <p>1.2. Plan for and develop strategies to effectively manage legislative and regulatory compliance</p> <p>1.3. Identify and apply organisational policies and procedures and systems to manage compliance</p> <p>1.4. Communicate organisational policies and procedures, and legislative and regulatory requirements to relevant organisational staff, international clients and stakeholders</p> <p>1.5. Gather and evaluate required information from internal and external sources, to ensure compliance with relevant legislative and regulatory requirements</p> <p>1.6. Consult with relevant organisational staff to ensure compliance policies and procedures are circulated, understood and applied</p>
2. Communicate with relevant stakeholders and bodies in relation to compliance with legislation and regulations	<p>2.1. Communicate organisational monitoring and reporting processes across the organisation</p> <p>2.2. Identify and apply effective communication strategies to facilitate implementation of processes</p> <p>2.3. Agree on effective internal operational procedures for administering insurance and finance requirements</p> <p>2.4. Consult external bodies in relation to issues arising from compliance with legislative and regulatory requirements</p>
3. Ensure organisation's monitoring and reporting systems are applied	<p>3.1. Record and report student monitoring and reporting information and statistics</p> <p>3.2. Conduct regular evaluation of student monitoring and reporting systems</p> <p>3.3. Consult with staff using monitoring and reporting systems to exchange information and to identify non-compliance</p> <p>3.4. Document legislative and regulatory non-compliance, follow-up corrective action reports and regularly review organisational processes</p> <p>3.5. Monitor and evaluate effectiveness of corrective action and report improvement suggestions in line with organisational policies and procedures</p>

ELEMENT	PERFORMANCE CRITERIA
4. Resolve issues relating to compliance	<ul style="list-style-type: none">4.1. Establish <i>case management procedures</i> for resolution of issues, observing protocols for client advocacy, privacy and confidentiality4.2. Implement communication strategies for interaction with government agencies and other <i>external bodies</i>4.3. Generate reports on progress of case management and other issues, and present to decision makers4.4. Identify organisational policy and procedures improvement/s to ensure resolution of issues

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 in an intercultural context with clients, co-workers and other stakeholders; to consult and negotiate to solve problems and to resolve conflict
- initiative and enterprise skills to investigate compliance issues and to ensure referrals to relevant people and agencies
- learning skills to monitor trends in compliance requirements
- literacy skills to prepare reports for management team and key stakeholders
- numeracy skills to analyse trends in visa compliance and cancellations
- planning and organising skills to maintain relevant compliance records
- problem-solving skills to address improvement of compliance
- teamwork skills to work effectively with a range of people performing various roles
- technology skills to use a computer and other office equipment to access information, to produce documents and to communicate in an international education compliance context; to use the Provider Registration and International Student Management System (PRISMS) database.

Required knowledge

- applicable aspects of the current Australian Quality Training Framework (AQTF) Standards for Registered Training Organisations
- compliance requirements for international education services as they relate to a frontline management work role and:
 - organisational leadership and strategic management
 - policy and procedures development and implementation
 - management of international education-related information and communications, operations and records
- government agencies and their roles in Education Services for Overseas Students (ESOS) Act 2000 compliance related matters including Department of Immigration and Citizenship (DIAC) requirements
- monitoring and reporting processes mechanisms and requirements via PRISMS
- organisational processes and policies in relation to monitoring and reporting international student progress
- range of potential issues in relation to student visa compliance, and trends in student visa compliance and cancellations
- requirements for education providers under the ESOS Act, any subsequent amendments and regulations, and the Australian National Code
- staff roles in monitoring and reporting compliance in international education.

Evidence Guide

EVIDENCE GUIDE

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.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- maintaining current and accessible organisational information about legislative and regulatory compliance requirements
- communicating effectively and accurately with diverse groups and individuals in relation to international education-related legislative and regulatory compliance requirements
- knowledge of compliance requirements for international education services.

Context of and specific resources for assessment

Assessment must ensure:

- access to opportunities to participate in a range of practical exercises and projects
- access to relevant documents.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- 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 strategies developed to effectively manage legislative and regulatory compliance
- oral or written questioning to assess knowledge of staff roles in monitoring and reporting compliance in international education
- review of documentation communicating organisational monitoring and reporting processes across the organisation
- review of evaluation of student monitoring and reporting systems
- evaluation of case management procedures

EVIDENCE GUIDE	
	established for resolution of issues.
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• customer service 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.

Legislative and regulatory requirements may include:

- current relevant legislation, regulations, industry codes of practice and policy (commonwealth and state/territory) relating to:
 - anti-discrimination including equal opportunity and equal employment opportunity, disability discrimination, racial intolerance
 - business compliance relevant to work roles
 - ESOS Act, 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 Authorities and Providers of International Education and Training
 - occupational health and safety
 - privacy and confidentiality
 - Transnational Quality Strategy (2005)
 - workplace employment practices and industrial relations
- National ELT Accreditation Scheme (NEAS) standards for young learners and for teaching English language to international students
- quality assurance guidelines set by particular organisations e.g. cultural diversity, equity and

RANGE STATEMENT	
	access, critical incidents and workplace practices
<i>Organisational policies and procedures</i> may include:	<ul style="list-style-type: none"> • international student-specific documented policies and procedures • other organisational documented procedures, for example for facilitating events and program activities, for resolving grievances, for managing human and other resources
<i>Relevant organisational staff</i> may include:	<ul style="list-style-type: none"> • academic staff • admissions officers • faculty managers • international education-specific and general staff • international student advisers • marketing officers • recruitment officers • regional managers
<i>International clients and stakeholders</i> may include:	<ul style="list-style-type: none"> • accommodation and homestay providers • dependents of international students • international students • parents and significant others of international students • recruitment agents
<i>Monitoring</i> may include:	<ul style="list-style-type: none"> • accessing student progress data • recording student attendance • liaising with institutional staff to determine student progress • meeting students on an individual basis to communicate legislative obligations • monitoring ESOS Assurance Fund compliance • monitoring processes under Section 5 of the ESOS Act • monitoring processes under the AQTF Standards for Registered Training Organisations (RTOs), where applicable • representing students, if necessary, on progress committees • reviewing student progress
<i>Reporting</i> may include:	<ul style="list-style-type: none"> • informing DIAC of student visa breaches through PRISMS • processes to comply with registration

RANGE STATEMENT	
	<ul style="list-style-type: none"> requirements for RTOs, where applicable processes to comply with the organisation's Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS) registration using online systems such as PRISMS and student database systems
<i>Insurance and finance requirements</i> may include:	<ul style="list-style-type: none"> Australian Student Tuition Assurance Scheme overseas student health cover arrangements refund processes under legislative requirements and institutional policies student fees administration
<i>External bodies</i> may include:	<ul style="list-style-type: none"> DEST staff DIAC staff education and training accreditation and registration authorities families of international students overseas student health cover providers recruitment agents staff in other educational institutions
<i>Case management procedures</i> may include:	<ul style="list-style-type: none"> coordinating individual or group discussion to resolve student issues processes to assist a student to access internal or external support referring students to individuals with specialised roles and expertise to resolve issues

Unit Sector(s)

Unit sector	Educational Administration
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Competency field

Competency field	
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Co-requisite units

Co-requisite units		