



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **BSBEDU304A Assist with the provision of pastoral care services to international students**

Release: 1

## BSBEDU304A Assist with the provision of pastoral care services to international students

### Modification History

Not applicable.

### Unit Descriptor

<b>Unit descriptor</b>	This unit describes the performance outcomes, skills and knowledge required to assist with the provision of pastoral care services to students of an international education organisation. It focuses on the support needs of international students studying on student visas in Australian institutions, onshore and offshore. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.
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### Application of the Unit

<b>Application of the unit</b>	This unit applies to individuals providing pastoral care services to international students, with some supervision and guidance, in an international education provider context. They will be working in the administration of education programs and projects in one or more international education sectors (schools, English language teaching organisations, vocational education and training, higher education, postgraduate education). These organisations could be onshore or offshore and public or private.
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### Licensing/Regulatory Information

Not applicable.

### Pre-Requisites

<b>Prerequisite units</b>	

<b>Prerequisite units</b>	

### **Employability Skills Information**

<b>Employability skills</b>	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. Identify pastoral care needs of international students	1.1. Identify potential pastoral care services requirements of <i>student groups and individuals</i> 1.2. Identify organisational risk management strategies in relation to providing pastoral care services 1.3. Review organisational surveys of international student expectations and needs
2. Provide advice to international students to meet pastoral care needs, within role parameters	2.1. Identify limitations and parameters of own role in relation to <i>pastoral care specialisations</i> for international students 2.2. Apply cross-cultural communication skills when assisting in a range of <i>student advisory settings</i> 2.3. Refer students to personnel in pastoral care specialisations as applicable 2.4. Communicate information about international student support programs and services to students 2.5. Apply negotiation skills when dealing with difficult situations, in line with role and organisational requirements 2.6. Manage student information and records in compliance with privacy and confidentiality standards 2.7. Consult and debrief with work colleagues
3. Identify compliance with legislative and regulatory requirements, and organisational policies and procedures	3.1. Identify <i>legislative and regulatory requirements</i> in relation to pastoral care services 3.2. Identify organisational policy and procedures in relation to pastoral care services 3.3. Review compliance with education and training industry standards and codes, in relation to pastoral care services, and report in line with organisational procedures 3.4. Identify and propose adjustments to organisational pastoral care policies and procedures to meet the needs of international students, and report in line with organisational procedures
4. Communicate pastoral care services to clients and stakeholders	4.1. Identify appropriate <i>external pastoral care services</i> and document their contact and service details 4.2. Prepare information about pastoral care services for international students that identifies pastoral care specialisations and external pastoral care services 4.3. Disseminate information about pastoral care services to international students in <i>appropriate formats</i> 4.4. Communicate information on organisational

ELEMENT	PERFORMANCE CRITERIA
	<p>policies and procedures to clients and stakeholders</p> <p>4.5. Review and monitor access to information and uptake of pastoral care services by international students</p> <p>4.6. Identify and propose improvements to communication processes, formats and strategies</p>
<p>5. Contribute to continuous improvement in pastoral care services</p>	<p>5.1. Record and maintain student case notes, in line with organisational requirements</p> <p>5.2. Develop appropriate <i>student support programs</i></p> <p>5.3. Review student uptake of pastoral care services</p> <p>5.4. Conduct student satisfaction surveys and make recommendations</p> <p>5.5. Identify and propose improvements in relation to access to and provision of pastoral care services</p>

## 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 effectively gather, convey and receive information; to act on advice and information; to use effective questioning and active listening techniques; to apply appropriate cross-cultural communication techniques, overcome communication barriers, and give and receive feedback
- initiative and enterprise skills to handle sensitive issues and matters; to monitor compliance with legislation, regulations and standards for pastoral care services
- learning skills to improve own skills and performance in areas relevant to provision of pastoral care services at required level of operation
- literacy skills to produce reports and maintain records
- planning and organising skills to maintain information about pastoral care services and programs
- problem-solving skills to interpret student requirements and to match with suitable pastoral care services
- technology skills to use a computer and other office equipment to access information, to produce documents and to communicate e.g. maintaining records, preparing professional reports.

#### Required knowledge

- aspects of pastoral care services offered in a range of international educational organisations
- cross-cultural communication principles and protocols
- impact and influence of culture on international student support and pastoral care services
- international education services environment
- limitations of responsibility and parameters in terms of pastoral care and incidents
- organisational policies and procedures
- positions and work roles of organisation including responsibilities of pastoral care role, team role and roles of student learning support and counselling services
- principles and practices of client services and continuous improvement
- programs for international student support
- relevant legislation and regulations relating to international education services such as child protection, occupational health and safety (OHS), privacy, security
- types of issues that could concern international students such as:
  - 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

## **REQUIRED SKILLS AND KNOWLEDGE**

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

<b>EVIDENCE GUIDE</b>	
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.	
<b>Overview of assessment</b>	
<b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b>	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> <li>effectively communicating cross-culturally with students of an international education organisation</li> <li>providing relevant information and advice to groups and individuals about the provision of pastoral care services to students of an international education organisation, at the appropriate work role level</li> <li>knowledge of relevant legislation and regulations relating to international education services.</li> </ul>
<b>Context of and specific resources for assessment</b>	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> <li>access to opportunities to participate in a range of practical exercises and projects</li> <li>access to relevant documents.</li> </ul>
<b>Method of assessment</b>	<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"> <li>direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate</li> <li>evaluation of supervisor's reports on how the candidate applies cross-cultural communication skills when assisting in a range of student advisory settings</li> <li>analysis of projects, case studies, completed records and reports developed by the candidate</li> <li>review of management of student information and records</li> <li>review of documentation outlining external pastoral care services contact and service details</li> <li>analysis of information prepared about pastoral care services for international students</li> <li>oral or written questioning to assess knowledge of limitations of responsibility and parameters in terms of pastoral care.</li> </ul>
<b>Guidance information for</b>	<ul style="list-style-type: none"> <li>Holistic assessment with other units relevant to the</li> </ul>



<b>EVIDENCE GUIDE</b>	
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<b>assessment</b>	industry sector, workplace and job role is recommended, for example: <ul style="list-style-type: none"><li>• other educational administration units</li><li>• customer service units.</li></ul>
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## 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.

<p><b><i>Student groups and individuals</i></b> may include:</p>	<ul style="list-style-type: none"> <li>• international students in:             <ul style="list-style-type: none"> <li>• English Language Intensive Courses for Overseas Students (ELICOS) centres</li> <li>• institutes and private colleges</li> <li>• pre-university and bridging programs</li> <li>• primary and secondary schools</li> <li>• universities</li> </ul> </li> <li>• students who could have specific support needs:             <ul style="list-style-type: none"> <li>• first year students</li> <li>• postgraduate students</li> <li>• students identified as being at risk</li> <li>• students under 18 years of age</li> <li>• students with dependents</li> </ul> </li> </ul>
<p><b><i>Pastoral care specialisations</i></b> may include:</p>	<ul style="list-style-type: none"> <li>• academic course advice</li> <li>• accommodation advice and information, including homestay programs</li> <li>• careers counselling</li> <li>• chaplaincy services</li> <li>• disability services</li> <li>• financial advice</li> <li>• international student advice</li> <li>• language and learning support</li> <li>• medical and health services</li> <li>• residential advisory services</li> <li>• student counselling</li> </ul>
<p><b><i>Student advisory settings</i></b> may include:</p>	<ul style="list-style-type: none"> <li>• formal information provision and advisory sessions such those provided during orientation programs, lectures and tutorials</li> <li>• individual advisory sessions being conducted by qualified student counsellors or advisors</li> <li>• small group sessions for disseminating</li> </ul>

<b>RANGE STATEMENT</b>	
	information and discussion

<b>RANGE STATEMENT</b>	
<p><b><i>Legislative and regulatory requirements</i></b> may include:</p>	<ul style="list-style-type: none"> <li>• current relevant legislation, regulations, industry codes of practice and policy (commonwealth and state/territory) relating to:                             <ul style="list-style-type: none"> <li>• anti-discrimination including equal opportunity and equal employment opportunity, disability discrimination, racial intolerance</li> <li>• business compliance relevant to work roles</li> <li>• Education Services for Overseas Students (ESOS) Act 2000, and subsequent amendments and related legislation</li> <li>• employment, education and training - relevant to onshore and offshore provision</li> <li>• environmental issues</li> <li>• 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 )</li> <li>• National Code of Practice for Registration Authorities and Providers of International Education and Training</li> <li>• OHS</li> <li>• privacy and confidentiality</li> <li>• Transnational Quality Strategy (2005)</li> <li>• workplace employment practices and industrial relations</li> </ul> </li> <li>• National ELT Accreditation Scheme (NEAS) standards for young learners and for teaching English language to international students</li> <li>• quality assurance guidelines set by particular organisations e.g. cultural diversity, equity and access, critical incidents and workplace practices</li> </ul>
<p><b><i>External pastoral care services</i></b> may include:</p>	<ul style="list-style-type: none"> <li>• community support services such as interpreters</li> <li>• ethnic support groups</li> <li>• gambling and drug-related support services</li> </ul>

<b>RANGE STATEMENT</b>	
	<ul style="list-style-type: none"> <li>• mental illness services</li> <li>• religious groups</li> <li>• telephone counselling emergency and crisis support services</li> </ul>
<i>Appropriate formats</i> may include:	<ul style="list-style-type: none"> <li>• fact sheets and brochures</li> <li>• handouts for discussion and group sessions</li> <li>• information printed in languages other than English</li> <li>• information adapted for younger students</li> <li>• online information and news updates</li> <li>• video and MS PowerPoint presentations for face-to-face formal information sessions</li> </ul>
<i>Student support programs</i> may include:	<ul style="list-style-type: none"> <li>• community links programs</li> <li>• crime awareness and prevention programs</li> <li>• cultural support programs</li> <li>• first year support programs</li> <li>• homestay programs</li> <li>• orientation programs</li> <li>• peer support and mentoring programs</li> <li>• postgraduate programs</li> <li>• pre-departure programs</li> <li>• returning home programs</li> <li>• spouse and dependent support programs</li> </ul>

### Unit Sector(s)

<b>Unit sector</b>	
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### Competency field

<b>Competency field</b>	Administration - Educational Administration
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## Co-requisite units

<b>Co-requisite units</b>		