Australian Government

Department of Education, Employment and Workplace Relations

BSBEDU502A Manage international education issues and incidents

Revision Number: 1

ISC INDUSTRY
SKILLS
COUNCILS
Creating Australia's Future

BSBEDU502A Manage international education issues and incidents

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to implement policies and procedures for resolving issues and managing incidents that could arise in the international education environment with particular emphasis on compliance, risk management and continuous improvement.
	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 who are required to manage resolution of issues and critical incidents that could occur in 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 of (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.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

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
1. Implement policies and procedures for managing issues and incidents	1.1. Distinguish between *day-to-day issues and incidents* and the more *serious issues and critical incidents* that could occur in an international education organisation
	1.2. Categorise possible organisational responses to the range of potential issues and incidents
	1.3. Research and analyse issues and incidents data in an international education services context, and propose mechanisms for gathering reliable data on issues and incidents
	1.4. Assess research data on issues and incidents to identify and evaluate organisational responses
	1.5. Establish and implement *organisational policies and procedures* for managing the resolution of a range of potential issues and incidents
	1.6. Undertake consultation periodically with *relevant stakeholders* regarding continued relevance of organisational policies and procedures that relate to issues and incidents
2. Communicate policies and procedures in relation to issues and incidents resolution	2.1. Identify relevant stakeholders and communicate organisational policies and procedures in relation to the treatment and resolution of issues and incidents
	2.2. Seek feedback from relevant stakeholders on communicated policies and processes, and identify required action as appropriate
	2.3. Communicate *legislative and regulatory compliance requirements* and any subsequent changes or amendments to relevant staff
	2.4. Provide appropriate information and support to staff who have responsibility for issues and incidents resolution
	2.5. Ensure debriefing opportunities by qualified personnel are available for those involved in any serious issue or critical incident
3. Facilitate and review compliance with organisational policies and procedures for dealing with and managing issues and	3.1. Establish procedures to ensure compliance with organisational policies and procedures in relation to issues and incidents across organisation's operations
	3.2. Establish processes and procedures for meeting legislative and regulatory compliance requirements in managing, issues and incidents resolution
	3.3. Apply *risk management processes and strategies* to

ELEMENT	PERFORMANCE CRITERIA
incidents	compliance requirements for dealing with and managing, issues and incidents resolution 3.4. Review and adjust compliance procedures on a regular basis, according to organisational policies and procedures for dealing with and managing, issues and incidents resolution
4. Resolve issues and incidents	4.1. Facilitate timely and appropriate response to issues and incidents in line with the seriousness of the issue or incident and with organisational policies and procedures 4.2. Use established reporting lines of communication in relation to issues and incident, and associated information requirements 4.3. Update records, files and other information sources in line with organisational policies and procedures regarding issues and incidents 4.4. Generate and present reports to decision makers on progress and outcomes of responses to issues and incidents 4.5. Follow-up with relevant personnel to ensure progress of resolution of issues or incidents 4.6. Ensure outcomes are agreed and signed off by personnel involved with issues and incidents resolution management, and any other parties to the resolution, in line with organisational requirements 4.7. Identify, document and implement required organisational policies and procedures improvement changes once issue or incident has been resolved

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 stakeholders dealing with issues and incidents relevant to work role; to communicate policies and procedures within a team; to apply conflict resolution skills, including negotiation in issues resolution; to interact appropriately with the variety of people who may be involved; to record key facts and related information during resolutions of issues and incidents; to participate in staff debriefing processes
- initiative and enterprise skills to arrange staff schedules and activities
- literacy skills to accurately report, record and present research information and information about issues and incidents
- management skills to manage information and communication processes; to lead and manage others in resolving issues and incidents; to ensure correct implementation of policies and procedures; to identify and manage risks; to manage for quality including reviewing and adjusting policies
- planning and organising skills to maintain relevant records, particularly files dealing with issues and incidents; to ensure availability of adequate resources; to refer to appropriate people or agencies
- problem-solving skills to investigate and resolve problems which could arise in providing information to stakeholders; to assist others to resolve issues
- research skills to conduct information research; to source, collect, analyse and evaluate data
- self-management skills to remain calm and controlled under pressure, to set and maintain boundaries, and to prioritise own activities
- technology skills to use technology appropriate to an issue and incident resolution context, such as communication technologies.

Required knowledge

- relevant legislative and regulatory requirements
- organisational development and behaviour, and human behaviour and responses to issues and incidents
- organisational structure and relationship of functions in an international education organisation
- principles and practices of quality management as they relate to managing issues and incidents in an international education organisation including:
  - continuous improvement
  - client service, leadership and strategic management
  - policies and procedures development and implementation
  - information and communication provision

REQUIRED SKILLS AND KNOWLEDGE

- - management of operations, resources, people and records
  - risk identification and management
- 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 occur in an international education organisation including:
  - 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	
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: • establishing, implementing and improving policies and procedures to manage the range of possible issues and incidents in an international education organisation • resolving issues and incidents using appropriate cross-cultural and other communication strategies, negotiation and communication skills, and undertaking appropriate consultation and reporting • knowledge of relevant legislative and regulatory requirements.
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 on how the candidate manages issues and critical incident resolution • analysis of projects, case studies, completed records and reports developed by the candidate • review of communication of organisational policies and procedures for managing the resolution of a range of potential issues and incidents • oral or written questioning to assess knowledge of risk identification and management • review of information provided to staff who have responsibility for issues and incidents resolution • observation of presentation of reports to decision

EVIDENCE GUIDE	
	makers on progress and outcomes of responses to issues and incidents.
Guidance information for assessment	• 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.	
Day-to-day issues may include:	• academic or educational progress • accommodation and welfare • cultural adjustment • illness • non-compliance situations • student finances • training and assessment • work role
Day-to-day incidents may include:	• conflict • harassment (for example, racial or sexual) • need to deliver sensitive information • non-compliance situations • theft • unexplained student absence
Serious issues may include:	• academic failure • accommodation including conflict and lack of accommodation • health issues including mental or physical illness • need to deliver serious and sensitive information, for example relating to family • non-compliance • unresolved or critical grievance
Critical incidents may include:	• accidents • critical, serious or contagious illness • death • disappearance of students • incidents involving mental health problems • serious crime affecting clients or co-workers
Organisational policies and procedures may include:	• international student-specific documented policies and procedures in relation to dealing with issues and incidents • other organisational documented procedures,

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RANGE STATEMENT

	for example for resolving grievances, for communicating with clients, for managing human and other resources
Organisational policies and procedures for managing the resolution of a range of potential issues and incidents must include:	• communication channels • reporting lines
Relevant stakeholders may include:	• agents • consular staff • government or agency personnel • homestay providers • organisation personnel • parents • students

Legislative and regulatory compliance 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
	  • child protection
	  • ESOS Act, subsequent amendments and related legislation
	  • employment, education and training - relevant to onshore and offshore provision
	  • environmental issues
	  • ESOS Assurance Fund requirements
	  • 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

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RANGE STATEMENT	
	• 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
Risk management processes and strategies may include:	• risk management and control measures could include: • coaching and training staff • communicating legislative and regulatory requirements • developing compliance strategies • undertaking a structured process that identifies possible risks, assesses the likelihood and consequences of risks, and identifies effective control measures

Unit Sector(s)

Unit sector	

Competency field

Competency field	Administration - Educational Administration

Co-requisite units

Co-requisite units		