Australian Government

Department of Education, Employment and Workplace Relations

TAEEDU504A Manage international education and training processes

Revision Number: 1

TAEEDU504A Manage international education and training processes

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to manage educational and training processes and performance in an international education organisation in relation to compliance with legislation, regulations and standards. It covers managing information provision, resources and records to support delivery of education and training programs in one or more educational sectors.
	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 managing international education and training processes and performance. They will be working in the administration of education programs and projects in one or more international education sectors (schools, vocational education and training, English language training organisations, vocational training and education, higher education, postgraduate education). These organisations could be onshore or offshore and could be public or private.

Licensing/Regulatory Information

Not applicable.

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. Facilitate compliance with legislative and regulatory requirements	1.1. Manage compliance with ***legislative and regulatory requirements*** in relation to application and enrolment processes for international students
	1.2. Manage compliance with legislative and regulatory requirements and ***standards*** that apply to the provision of international education and training
	1.3. Review and develop organisational policies and procedures for education and training processes and delivery with reference to relevant legislative and regulatory requirements, codes and standards
	1.4. Identify risk factors and controls, and manage risk in delivery of organisation's education and training programs
2. Manage provision of education and training information and services for international students	2.1. Manage information provision in relation to education and training courses and services, and address consequent information needs of international students
	2.2. Manage processes for updating education and training information through the organisation's processes
	2.3. Manage strategies to ensure the adequacy and effectiveness of international student study support through organisation's processes
3. Manage provision of and access to education and training resources for international students	3.1. Monitor provision of student facilities to ensure they are in accordance with relevant standards
	3.2. Monitor use of organisation's facilities that support learning and assessment in relation to their efficiency, availability, economy and maintenance
	3.3. Manage and monitor provision of equipment, materials, learning and assessment ***resources*** for students in conjunction with ***relevant personnel*** to ensure currency, relevance and adequacy of resources and compliance with organisational policies and relevant standards
	3.4. Develop forward estimates in relation to financing education and training programs, within work role parameters
	3.5. Monitor, review and adjust budgets to ensure economic viability of education and training program delivery, within work role parameters
	3.6. Disperse financial allocations in accordance with

ELEMENT	PERFORMANCE CRITERIA
	organisational policies, and rationalise and account for procedures and expenditure, within work role parameters
4. Review and develop teaching and training practices for international students	4.1. Review teaching and training practices in accordance with organisational policies and procedures 4.2. Assess periodically, the outcomes of teaching and training practices and evaluate against organisational client services objectives 4.3. Support consultation with staff and students regarding individual progress, and identify and address emerging needs 4.4. Review administrative support for organisation's education and training programs, and recommend improvements to higher level management 4.5. Monitor resourcing of education, training and administration functions to facilitate best practice outcomes from organisation's education and training programs 4.6. Identify staff professional development needs against organisation's skill set to meet organisational education and training objectives 4.7. Undertake mentoring to guide and support staff, and to encourage and facilitate professional development or training
5. Review and manage education and training record keeping for international students	5.1. Establish or develop a compliant record management system for completion and storage of education and training records, and review to ensure its efficiency and compliance 5.2. Facilitate compliance in relation to developing and implementing *student learning and assessment requirements* 5.3. Monitor *awards* documentation and registers for accuracy and compliance with organisational policies and standards 5.4. Manage staff and student information and records for compliance with privacy and confidentiality, legislation and standards 5.5. Monitor administrator scheduling of learning and assessment related activities, including accurate and timely communication of schedules and changes 5.6. Monitor student fees processes to facilitate compliance with standards

ELEMENT	PERFORMANCE CRITERIA
	5.7. Record, report and rectify non-compliance in relation to documents and records according to organisational policies and procedures

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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; to provide appropriate and accurate information to relevant people
- initiative and enterprise skills to access and consult relevant personnel; to establish organisational policies and procedures for education and training delivery
- literacy skills to record information accurately and to prepare professional reports
- management skills to:
- manage work activities of others and review performance
- lead a team, mentor, coach and train others or facilitate coaching or training
- manage education and training resource development and provision, education and training records, student education and training services
- ensure compliance with organisational policies and procedures, and external standards
- manage risk, manage for quality and manage change
- planning and organising skills to review and maintain records; to comply with legislation, regulations and standards
- problem-solving skills to negotiate and resolve problems in the international education context; to review and adjust policy and procedures with others
- self-management skills to reflect on and improve own work skills and performance; to respond appropriately in difficult situations
- technology skills to maintain an accessible contact list.

Required knowledge

- application of policies and procedures, and observance of relevant legislation and regulatory requirements and organisational policies and procedures in an international education services environment
- client services standards
- education and training management principles and practices including applicable Australian Quality Training Framework (AQTF) Standards, use of nationally endorsed Training Packages and competencies, records and awards requirements, positions and work roles
- leadership and mentoring approaches, and principles and practices of continuous improvement
- limitation of responsibility regarding compliance (staff role parameters)
- student education and training support services and resources management processes and roles e.g. learning support services, pastoral care services, budgeting, report writing.

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: • managing faculty or section staff, resources, records to support delivery of education and training programs • facilitating compliance and rectifying non-compliance with relevant legislation, regulations and standards for delivery of education and training • knowledge of relevant legislation 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 international education and training processes • analysis of projects, case studies, completed records and reports developed by the candidate • review of forward estimates developed in relation to financing organisational education and training programs • oral or written questioning to assess knowledge of education and training management principles and practices • evaluation of review of administrative support for organisation's education and training programs • review of documentation recording, reporting and rectifying non-compliance.

EVIDENCE GUIDE	
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.	
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 - child protection legislation and regulations - Education Services for Overseas Students (ESOS) Act 2000, and subsequent amendments and related legislation - employment, education and training - relevant to onshore and offshore provision - environmental issues - ESOS Act 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 - occupational health and safety - privacy and confidentiality - Transnational Quality Strategy (2005) - workplace employment practices and industrial relations • quality assurance guidelines set by particular

RANGE STATEMENT	
	organisations e.g. cultural diversity, equity and access, critical incidents and workplace practices
Standards may include:	• Australian Standards relevant to industry training conducted by the international education organisation • AQTF Standards for Registered Training Organisations (quality assurance mechanism for vocational education and training sector) • competency standards in endorsed Training Packages being provided by international education organisation • standards for teaching English to international students such as those developed by the National ELT Accreditation Scheme (NEAS)
Resources may include:	• financial resources such as budget allocations to support education and training programs • human resources such as teaching and training staff, administration staff to support education and training program delivery • physical resources such as adequate physical space, learning and assessment materials, recreational facilities, resources related to religious and cultural observance and requirements
Relevant personnel may include:	• administrative support personnel • directors • external writers or learning/assessment materials developers • faculty managers • managers • supervisors • teachers, trainers, tutors
Student learning and assessment requirements may include:	• developing learning and assessment strategies and individual assessment plans • integrity of assessments and records of learning and assessment events • sufficiency and authenticity of assessments including submitted work • validity of assessment tools and processes
Awards may include:	• Australian Qualifications Framework (AQF) qualifications

RANGE STATEMENT	
	• Statement of Attainment/s awarded on achievement of an individual unit/s of competency • qualifications awarded in accordance with relevant legislation and standards

Unit Sector(s)

Unit sector	Educational Administration

Competency field

Competency field	

Co-requisite units

Co-requisite units		

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