



Australian Government

Department of Education, Employment and Workplace Relations

TAEEDU507A Manage transnational offshore education programs

Revision Number: 1

TAEEDU507A Manage transnational offshore education programs

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to manage transnational offshore education programs including partnerships, twinning programs, and exchange and study abroad agreements.</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 who manage transnational offshore education programs 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 (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		

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. Manage strategic plans to establish transnational offshore education programs	<p>1.1. Develop and seek approval for strategic plans and protocols for working in <i>transnational offshore education programs</i></p> <p>1.2. Identify potential groups and partners with whom transnational offshore education programs could be developed, and analyse the suitability of a range of programs</p> <p>1.3. Identify risk factors and entry and exit strategies, and incorporate these into strategic plans for transnational offshore education program promotion and delivery</p> <p>1.4. Propose budgets and financial models for transnational offshore education program promotion and delivery, and agree with organisational stakeholders</p> <p>1.5. Establish and review procedures for establishing, managing and evaluating transnational offshore education programs</p>
2. Establish and develop relationships with offshore clients and partners	<p>2.1. Manage consultation and negotiation with potential <i>international clients and partners</i></p> <p>2.2. Monitor correspondence and follow-up action with international clients and partners</p> <p>2.3. Arrange meetings and interviews with current and prospective international clients and partners</p> <p>2.4. Manage records of discussions and correspondence with international clients and partners</p> <p>2.5. Develop plans for ongoing relationship management with international clients and partners</p>
3. Develop and review contracts and agreements for transnational offshore education program delivery	<p>3.1. Apply risk management processes to <i>contracts</i> and agreements with regard to transnational offshore education programs</p> <p>3.2. Review and manage contracts related to transnational offshore education programs, according to organisational policies and <i>relevant legislation, regulations and codes</i></p> <p>3.3. Seek and use, advice in developing and managing contracts related to transnational offshore education programs</p> <p>3.4. Adapt contracts and agreements to a range of transnational offshore education program delivery functions</p>

ELEMENT	PERFORMANCE CRITERIA
4. Develop and promote transnational offshore education programs to clients and stakeholders	<p>4.1. Provide information about transnational offshore education programs to clients and stakeholders</p> <p>4.2. Adapt methods of promotion for transnational offshore education programs for a range of clients and stakeholders</p> <p>4.3. Include relevant organisational staff in consultation and negotiation about delivery methods and arrangements for transnational offshore education programs</p> <p>4.4. Review client services delivery for transnational offshore education programs and incorporate results in forward planning strategies</p> <p>4.5. Develop improvement strategies for transnational offshore education programs and communicate to clients and stakeholders</p> <p>4.6. Manage access to and use of, information and services with regard to transnational offshore education programs</p> <p>4.7. Identify and implement improvements to communication processes in transnational offshore education programs</p>
5. Manage infrastructure and operations for transnational offshore education programs	<p>5.1. Propose and develop models for service and transnational offshore education program delivery</p> <p>5.2. Develop <i>client services</i> to meet client and stakeholder needs in transnational offshore education program delivery</p> <p>5.3. Develop and manage operational procedures and protocols for transnational offshore education programs</p> <p>5.4. Apply financial models to delivery of transnational offshore education programs</p> <p>5.5. Survey client satisfaction on processes and outcomes of transnational offshore education programs and make recommendations for improvements</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 stakeholders; to consult with diverse international clients and to manage relationships; to negotiate and manage conflict in difficult and complex situations
- initiative and enterprise skills to work effectively with others in offshore settings
- learning skills to understand and comply with relevant legislation, regulations and standards
- literacy skills to record and report information accurately
- planning and organising skills to manage administrative functions and performance; to plan and deliver transnational offshore education program support within relevant organisational policies and procedures
- problem-solving skills to solve problems with transnational offshore education; to review and manage contracts and agreements
- self-management skills to manage own work and the work of others; to provide appropriate, adequate and timely information to relevant people
- technology skills to use technology for transnational offshore education communication in work role.

Required knowledge

- business planning and financial models relevant to transnational offshore education programs; international banking principles and practices, and methods for transfer of funds internationally
- characteristics of transnational offshore education programs and educational trade practices
- client services standards
- impact and influence of culture on offshore education and training delivery
- intellectual property rights and issues, and copyright legislation
- legal liability in contracts and agreements
- legislative and regulatory requirements
- limitations of responsibility in dealing with offshore partners
- methods for promoting programs to offshore partners
- online delivery and communication methods
- organisational policies and procedures relating to offshore partnerships
- principles of transnational offshore education program development and delivery
- protocols for dealing with incidents in offshore locations
- responsibilities of working with staff in offshore settings
- student and staff support services and systems e.g. learning support, counselling

REQUIRED SKILLS AND KNOWLEDGE

- and interpreting services in offshore settings
- support systems and procedures in receiving countries and institutions
- technology relevant to promotion, delivery and management of transnational offshore education programs, and managing associated projects (including adjusted technology for people with a disability, where required)
- technological requirements and support mechanisms in online delivery.

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:

- developing and managing transnational offshore education contracts and agreements
- applying effective cross-cultural communication skills in relation to international education activities
- managing administration of transnational offshore education programs in line with Australian and international legislation, and organisational policy guidelines
- knowledge of business planning and financial models relevant to international education programs.

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 transnational offshore education programs
- analysis of projects, case studies, completed records and reports developed by the candidate
- oral or written questioning to assess knowledge of characteristics of international education programs and educational trade practices
- review of analysis of the suitability of a range of international education programs
- review of risk factors and entry and exit strategies incorporated into strategic plans for international education program promotion and delivery

EVIDENCE GUIDE	
	<ul style="list-style-type: none">• review of information provided to clients and stakeholders about international education programs• evaluation of operational procedures and protocols developed for international education programs.
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>Transnational offshore education programs</i> may include:	<ul style="list-style-type: none"> • associated projects • exchange and study abroad agreements • franchises • offshore or cross-border education and training programs conducted 'in a country other than Australia by an Australian-approved provider, where the delivery includes a face-to-face component' (Transnational Quality Strategy, 2005) • partnerships • twinning programs
<i>International clients and partners</i> may include:	<ul style="list-style-type: none"> • accredited providers • contractors • education and training organisations (all sectors) in countries other than Australia • franchisees • overseas corporations • overseas government agencies
<i>Contracts</i> may include:	<ul style="list-style-type: none"> • agreements for one-off or ongoing supply of goods or services • electronic or paper-based agreements • formal agreements with Australian or overseas individuals, contractors, corporations, individuals and government agencies
<i>Relevant legislation, regulations and codes</i> may include:	<ul style="list-style-type: none"> • applicable legislation in offshore settings • 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 • child protection legislation and regulations

RANGE STATEMENT

	<ul style="list-style-type: none"> • Education Services for Overseas Students (ESOS) Act 2000, subsequent amendments and related legislation • consumer legislation such as that relating to trade practices • 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 • occupational health and safety • privacy and confidentiality • Transnational Quality Strategy (2005) • workplace employment practices and industrial relations • government policy on educational trade in countries where transnational offshore education programs are conducted such as Free Trade Agreements (FTAs) and General Agreement on Trade and Services (GATS) • quality assurance guidelines set by particular organisations e.g. cultural diversity, equity and access, critical incidents and workplace practices
<i>Client services</i> may include:	<ul style="list-style-type: none"> • cross-cultural training for staff and other clients • staff support for relocation and family services • support for development of program materials • support for students taking offshore programs • technological back-up for programs conducted internationally

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		