



Australian Government

Department of Education, Employment and Workplace Relations

TAEEDU509A Use information to enhance international education work role performance

Release: 1

TAEEDU509A Use information to enhance international education work role performance

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to identify, locate, access, collect and apply information relevant to own and team performance in an international education services environment. Its focus is on applying industry knowledge to work tasks in a range of settings and professional domains. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.
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Application of the Unit

Application of the unit	This unit applies to individuals working in the international education industry providing administration services at a range of levels of responsibility. 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 public or private.
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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. Locate and record industry information relevant to work role	1.1. Establish and maintain contacts, networks and sources of information 1.2. Access information on work role, skills and attributes in international education organisations from appropriate sources 1.3. Apply information in work situations to assist effectiveness in work role 1.4. Record and securely store relevant information, reviewing and updating as necessary 1.5. Collate and record contact details of relevant individuals, groups and agencies in an accessible location
2. Enhance work quality	2.1. Source information on international education services and operations and use it effectively 2.2. Identify employer and employee rights and responsibilities in international education services organisations under workplace relations legislation 2.3. Identify role, responsibilities and criteria for performance review based on relevant work standards, key activities and own job description 2.4. Develop processes to improve work practices using collated and analysed information 2.5. Disseminate information to colleagues in similar work roles and to other appropriate stakeholders 2.6. Observe privacy and confidentiality requirements regarding personal or organisational information, in accordance with relevant legislation
3. Use information to improve own and team work practices	3.1. Review own performance in work role to identify gaps in work skills and future skill requirements 3.2. Source and act upon professional development and training opportunities for self and team 3.3. Develop and use systems of reporting and performance appraisal to assess own and team performance 3.4. Apply processes to improve own and team work practices by referring to research and best practice in international education services, in accordance with organisational policies 3.5. Evaluate effectiveness of processes and strategies

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- analytical and research skills to critically assess information relevance, accuracy and completeness; to record information accurately; to integrate information into reports and presentations; to report information (oral and written) in a range of formats and for a range of individuals or groups
- communication skills to interact effectively in an intercultural context with clients, co-workers, team members and other stakeholders; to negotiate in relation to performance agreements, professional development and training opportunities
- initiative and enterprise skills to source information on work practice improvement opportunities such as client service standards, work standards, best practice examples, and professional development and training opportunities; to develop performance improvement plans; to refer to relevant legislative and regulatory frameworks
- learning skills to participate in formal and informal professional development
- planning and organising skills to identify and address future skills requirements
- self-management skills to manage time
- technology skills to use a computer and other office equipment to access, process and research information from a range of sources including websites; to use electronic communication technology.

Required knowledge

- international education environment including specific organisational work environment and workplace practices such as:
 - best practice in international education services
 - quality principles and processes, client services and work standards
 - relevant professional associations, employer and employee associations
 - roles and responsibilities of workers in international education
- sources of information, contacts support networks and referral systems
 - sources of professional development opportunities
- cross-cultural communication principles and practices in relation to diverse countries and cultures including formal and informal communication channels
- overview of trends in Australian international education, statistics and analysis
- relevant current legislation for international education services such as the Education Services to Overseas Students Act 2000 and associated regulations and codes, and employment related information and regulations.

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	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> identifying issues and sources of information in relation to improving workplace performance in an international education environment developing and applying strategies to improve international education work practices knowledge of relevant current legislation for international education services.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> access to opportunities to participate in a range of practical exercises and projects access to current relevant reference materials, professional expertise, and assessment equipment and materials.
Method of assessment	<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"> 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 recorded contact details for individuals, groups and agencies review of processes developed to improve work practices analysis of identified work skills gaps and identified future skills requirements review of reporting and performance appraisal systems developed to assess own and team performance oral or written questioning to assess knowledge of cross-cultural communication principles and

EVIDENCE GUIDE	
	practices.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: <ul style="list-style-type: none">• 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.

Contacts, networks may include:

- clients
- colleagues or team members
- Department of Education, Science and Training (DEST) - including Australian Education International
- Department of Health and Ageing (DOHA)
- Department of Immigration and Citizenship (DIAC)
- employee and employer organisations
- educational institutions
- international education professional associations
- other international education organisations
- state/territory education departments
- supervisors or other organisation personnel

Sources of information may include:

- contacts and networks
- education and training organisation websites - national and international
- employer and employee associations
- formal and informal communication channels
- government departments and agencies
- professional associations

Information may include:

- academic research relating to international education services
- cultural information describing educational practice in source countries
- employer and employee association publications
- examples of programs and activities to support students
- intelligence obtained through formal and informal communication channels
- information describing cultural practices in source countries

RANGE STATEMENT	
	<ul style="list-style-type: none">• job descriptions and position specifications for work roles• market intelligence for source countries• organisational policies and procedures• overseas student health cover information• professional association publications and codes of practice• records of work practice in own and other organisations• relevant legislation and codes of practice• statistics and reports relating to international education• work standards

RANGE STATEMENT	
Work role may include:	<ul style="list-style-type: none"> • type and level of work being undertaken in international education organisation • typical roles and responsibilities
Recording information may include:	<ul style="list-style-type: none"> • documentation in: <ul style="list-style-type: none"> • internal organisational documents • job descriptions and position specifications • performance review documents • records of discussions with colleagues • reports, publications, conference papers, training sessions (attended or presentations made at) • staff development plans
Relevant individuals, groups and agencies may include:	<ul style="list-style-type: none"> • clients • colleagues and team members • DEST • DOHA • DIAC • educational institutions • employee and employer organisations • professional associations • state/territory education departments • supervisors and other organisation personnel
Rights and responsibilities may include:	<ul style="list-style-type: none"> • awards, enterprise agreements, contracts and industrial instruments (e.g. job specification, industry standards, performance agreements) relevant to the work role • workplace relations legislative requirements for employers and employees
Systems of reporting and performance appraisal may include:	<ul style="list-style-type: none"> • data from tailored software • feedback from peers, customers or clients • qualitative or quantitative measurement of performance • perspective of manager • perspective of person being reviewed • range of systems for describing and evaluating what an individual or group achieves against a set of agreed criteria or key performance indicators

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		