



**Australian Government**

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

# **TAEEDU702A Establish international onshore education initiatives**

**Revision Number: 1**

## TAEEDU702A Establish international onshore education initiatives

### Modification History

Not applicable.

### Unit Descriptor

<b>Unit descriptor</b>	<p>This unit describes the performance outcomes, skills and knowledge required to develop, implement and evaluate international onshore education initiatives in one or more education sectors and within relevant international, cultural, legal and political contexts.</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

<b>Application of the unit</b>	<p>This unit applies to administrators with managerial responsibility who are required to establish and evaluate international onshore initiatives. They will be managing education programs and projects in organisations from one or more international education sectors (schools, 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.</p>
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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. Propose strategic directions for international onshore education initiatives	1.1. Analyse the diversity and economic significance of Australian <i>international onshore education initiatives</i> 1.2. Review the implications of the internationalisation of education for future onshore initiatives 1.3. Determine <i>influences</i> on the strategic directions of Australian international onshore education initiatives 1.4. Analyse the strengths and weaknesses of an international onshore education operator 1.5. Identify <i>opportunities and threats</i> likely to influence international onshore education initiatives
2. Develop strategies to deal with regulatory and financial issues relating to international onshore education initiatives	2.1. Identify the responsibilities arising from <i>relevant legislation, regulations and codes</i> in relation to the management of international onshore education initiatives 2.2. Develop and implement approaches to communicate and manage regulatory responsibilities and bureaucratic requirements 2.3. Determine strategies to ensure that the business imperatives of international onshore education initiatives can be met
3. Develop appropriate marketing strategies for international onshore education initiatives	3.1. Investigate factors influencing international client selection of onshore education initiatives 3.2. Analyse available market information, including the impact of competitors, for international onshore education initiatives 3.3. Determine the appropriateness of international client qualifications for participation in onshore education initiatives 3.4. Determine effective communication protocols for use with potential clients and associated educational and diplomatic agencies 3.5. Determine marketing strategies that take into account cultural, marketing and business environments of relevant international client countries
4. Develop an implementation plan for international onshore education initiatives	4.1. Determine <i>required resources</i> for an international onshore education initiatives 4.2. Develop strategies to deal with possible conflict between educational, cultural, institutional and economic objectives that could affect the

ELEMENT	PERFORMANCE CRITERIA
	<p>management of international onshore education initiatives</p> <p>4.3. Determine <i>procedures to deal with learning and cultural differences</i> among clients of international onshore education</p> <p>4.4. Determine professional development requirements of staff involved in international onshore education</p> <p>4.5. Determine a process for costing international onshore education initiatives</p> <p>4.6. Develop strategies to emphasise customer focus and to meet the <i>pastoral care needs</i> of clients of international onshore education</p>
5. Develop evaluation procedures for international onshore education initiatives	<p>5.1. Determine key areas of activity to be monitored and evaluated</p> <p>5.2. Develop an appropriate evaluation methodology</p> <p>5.3. Determine sources and type of information to be used for making judgements</p> <p>5.4. Develop appropriate tools and processes to gather and analyse information</p> <p>5.5. Identify possible actions and strategies that effectively respond to evaluation outcomes</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 work with people from a range of social, cultural and ethnic backgrounds
- initiative and enterprise skills to develop effective business and educational practice in establishing international onshore education initiatives
- learning skills to investigate and apply information to decision making in relation to establishing international onshore education initiatives
- literacy skills to research strategic directions, legal requirements, marketing strategies, best practice systems and evaluation methodologies
- numeracy skills to manage the financial and budgetary aspects of international onshore education initiatives
- planning and organising skills to research and act upon opportunities
- problem-solving skills to develop innovative strategies for identifying potential international onshore education initiatives
- self-management skills to monitor own performance in relation to establishing new international onshore education initiatives
- teamwork skills to work as part of an international onshore education management team
- technology skills to use the internet to research relevant information.

#### Required knowledge

- best practice in international onshore education management
- evaluation methodologies and tools
- factors influencing strategic directions in international onshore education
- marketing processes and strategies for international onshore education initiatives
- relevant legislative and regulatory requirement, organisational policies, procedures and guidelines, standards, codes and industry codes of practice.

## Evidence Guide

<b>EVIDENCE GUIDE</b>	
<p>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.</p>	
<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>identifying, researching, reviewing and evaluating a specific international onshore education initiative including marketing and meeting, regulatory and financial requirements</li> <li>knowledge of relevant legislative and regulatory requirements; organisational policies, procedures and guidelines; standards, codes and industry codes of practice.</li> </ul>
<b>Context of and specific resources for assessment</b>	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> <li>activities are related to an international onshore education context and a specific education sector</li> <li>access to international education-related workplace information and data.</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 developed an onshore educational program</li> <li>analysis of projects, response to a problem-based case study-related task, completed records and reports developed by the candidate</li> <li>review of opportunities and threats identified as likely to influence international onshore education initiatives</li> <li>oral or written questioning to assess knowledge of factors influencing strategic directions in international onshore education</li> <li>review of marketing strategies and implementation plan developed for international onshore education initiatives.</li> </ul>

**EVIDENCE GUIDE****Guidance information for assessment**

- Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:
- with other units in the qualification in which this unit is packaged.



## 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>International onshore education initiatives</i></b> may include:</p>	<ul style="list-style-type: none"> <li>• exchanges and study abroad programs including postgraduate and other academic and work placements</li> <li>• onshore education programs and projects in:             <ul style="list-style-type: none"> <li>• primary and secondary schools</li> <li>• English language and preparatory schools</li> <li>• higher education organisations</li> <li>• vocational education and training organisations</li> </ul> </li> <li>• onshore study tours</li> </ul>
<p><b><i>Influences</i></b> may include:</p>	<ul style="list-style-type: none"> <li>• competitors</li> <li>• costs</li> <li>• cross credit arrangements</li> <li>• current stakeholders</li> <li>• demand for skills and knowledge</li> <li>• economic growth trends</li> <li>• international trade agreements and liberalisation</li> <li>• language</li> <li>• local capacity</li> <li>• local policies</li> <li>• political</li> <li>• quality</li> <li>• social</li> </ul>
<p><b><i>Opportunities and threats</i></b> may include:</p>	<ul style="list-style-type: none"> <li>• economic</li> <li>• educational</li> <li>• financial</li> <li>• political</li> <li>• public health</li> <li>• resourcing</li> </ul>
<p><b><i>Relevant legislation, regulations and codes</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:</li> </ul>

<b>RANGE STATEMENT</b>	
	<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>• occupational health and safety</li> <li>• privacy and confidentiality</li> <li>• Transnational Quality Strategy (2005)</li> <li>• workplace employment practices and industrial relations</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>
<b><i>Required resources</i></b> may include:	<ul style="list-style-type: none"> <li>• communications and information technology</li> </ul>
<b><i>Procedures to deal with learning and cultural differences</i></b> may include:	<ul style="list-style-type: none"> <li>• clear guidance for staff about cross-cultural issues</li> <li>• cultural and academic induction programs</li> <li>• language support</li> <li>• mentoring and buddy systems</li> <li>• pre-departure information</li> </ul>

<b>RANGE STATEMENT</b>	
	<ul style="list-style-type: none"> <li>• social and cultural events</li> <li>• staff cross-cultural training, coaching and mentoring</li> <li>• study skills support</li> </ul>
<i>Pastoral care needs</i> may include:	<ul style="list-style-type: none"> <li>• academic</li> <li>• accommodation</li> <li>• cultural and religious</li> <li>• financial</li> <li>• health</li> <li>• language and learning</li> <li>• social</li> </ul>

### Unit Sector(s)

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

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

<b>Co-requisite units</b>		