



**Australian Government**

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

# **BSBIND302A Work effectively in the international education services industry**

**Revision Number: 1**

## **BSBIND302A Work effectively in the international education services industry**

### **Modification History**

Not applicable.

### **Unit Descriptor**

|                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| <b>Unit descriptor</b> | This unit describes the performance outcomes, skills and knowledge required to provide administration services in an international education organisation. Particular emphasis is on workplace practices such as the application of intercultural protocols, cross cultural communication, identification of job role requirements and career planning. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement. |
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### **Application of the Unit**

|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <b>Application of the unit</b> | This unit applies to individuals providing administration services at various levels of responsibility in the international education services industry. They apply broad background industry knowledge to their business practice and could be involved with 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. |
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### **Licensing/Regulatory Information**

Not applicable.

## Pre-Requisites

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| <b>Prerequisite units</b> |  |  |
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## Employability Skills Information

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| <b>Employability skills</b> | This unit contains employability skills. |
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## Elements and Performance Criteria Pre-Content

|                                                                   |                                                                                                                                                                                                                                                                                                                  |
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| 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. Access information on work roles and career planning  | 1.1. Identify information on career prospects in the international education industry from <b>appropriate sources</b><br>1.2. Identify the range of <b>work roles</b> in international education organisations from appropriate sources<br>1.3. Identify a <b>professional career pathway plan</b>                                                                                                                                    |
| 2. Interact effectively with clients                     | 2.1. Identify and respect cultural and intercultural protocols of the industry and organisation<br>2.2. Identify and comply with organisational client services policies and guidelines<br>2.3. Apply appropriate cross-cultural communication skills in interactions with international clients<br>2.4. Interact effectively with internal and external clients, <b>co-workers</b> and the public<br>2.5. Work effectively in a team |
| 3. Perform work tasks effectively                        | 3.1. Manage time and prioritise work role tasks efficiently and effectively<br>3.2. Follow organisational work procedures and work behaviour guidelines<br>3.3. Seek feedback on personal performance in work role from others including <b>appropriate organisation officer</b><br>3.4. Review own performance and identify any areas for improvement                                                                                |
| 4. Comply with legislative and regulatory requirements   | 4.1. Identify <b>legislative and regulatory compliance requirements and codes</b> relevant to work role<br>4.2. Comply with legislative and regulatory requirements relevant to work role<br>4.3. Comply with industry codes of practice<br>4.4. Check validity of work task processes and outcomes in relation to legislative and regulatory compliance and in accordance with organisational procedures                             |
| 5. Participate in learning to promote career development | 5.1. Undertake an audit of relevant work skills, knowledge and attributes<br>5.2. Determine appropriate ways of bridging gaps in own work skills related to international education work role requirements<br>5.3. Identify future skills requirements<br>5.4. Identify and participate in <b>professional development</b> learning opportunities                                                                                     |

## 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, potential clients and their significant others, co-workers and other stakeholders
- initiative and enterprise skills to clarify instructions through discussion and feedback, and to access and follow organisational policies and procedures
- learning skills to participate in relevant formal and informal professional development
- literacy skills to read and interpret documentation relating to job role, career planning, compliance requirements, professional development and to produce documents required by work role
- planning and organising skills to identify and address future skills requirements
- problem-solving skills to distinguish between issues that can be resolved within own delegated work role authority and those that must be passed on to a higher level
- self-management skills to perform tasks efficiently and on time in work role; to identify areas for improvement in own work performance; to adjust work practices to the satisfaction of supervisor or manager
- technology skills to use a computer and other office equipment to access information, to produce documents and to communicate in work role.

#### Required knowledge

- career pathways and roles in the international education services industry
- cross-cultural communication and intercultural protocols for dealing with international clients and co-workers relevant to the level of work role
- industry codes of practice, in particular the National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students
- legislative and regulatory requirements relating to international education services provision, work role and responsibilities (e.g. occupational health and safety (OHS), industrial relations and anti-discrimination legislation)
- organisational policies, procedures and protocols relevant to work role
- range of services offered to clients (internal and external) of an international education organisation
- responsibilities, duties and tasks of work role.

## 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:

- performing work tasks related to the international education services environment efficiently and effectively according to organisational requirements and values
- applying interpersonal and cross-cultural communication skills effectively to international education services work roles
- transferring skills and knowledge to a range of work environments and contexts - including a range of work role scenarios in relation to clients from diverse cultures and countries
- knowledge of legislative and regulatory requirements relating to international education services provision, work role and responsibilities.

#### Context of and specific resources for assessment

Assessment must ensure:

- access to current relevant reference materials and relevant professional expertise.

#### 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
- analysis of projects, case studies, records and reports developed by the candidate
- review of professional career pathway plan
- review of audit of relevant work skills, knowledge and attributes
- oral or written questioning to assess knowledge of career pathways and roles in the international education services industry.

#### Guidance information for

Holistic assessment with other units relevant to the

**EVIDENCE GUIDE****assessment**

industry sector, workplace and job role is recommended, for example:

- 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.

|                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b><i>Appropriate sources</i></b> may include:                                          | <ul style="list-style-type: none"> <li>• government and private organisations and agencies, professional associations</li> <li>• internet</li> <li>• personnel in international education services organisations e.g. schools, colleges, institutes, universities</li> <li>• relevant publications such as government papers and reports, newspapers, magazines, journals</li> </ul>                                                                                                                                                                                                                                                                      |
| <b><i>Work roles</i></b> may include:                                                   | <ul style="list-style-type: none"> <li>• type and level of jobs being undertaken in international education organisations</li> <li>• typical roles and responsibilities</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b><i>Professional career pathway plan</i></b> may include:                             | <ul style="list-style-type: none"> <li>• mechanisms for entry to the industry</li> <li>• short-, medium- and long-term goals for progression in the industry</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b><i>Co-workers</i></b> may include:                                                   | <ul style="list-style-type: none"> <li>• peers</li> <li>• supervisors or managers</li> <li>• any other person working in the organisation</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b><i>Appropriate organisation officer</i></b> may include:                             | <ul style="list-style-type: none"> <li>• designated work supervisor</li> <li>• line manager with responsibility for overseeing staff in the work role</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b><i>Legislative and regulatory compliance requirements and codes</i></b> may include: | <ul style="list-style-type: none"> <li>• current relevant legislation, regulations, industry codes of practice and policy (commonwealth and state/territory) relating to:             <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, subsequent amendments and related legislation</li> <li>• employment, education and training - relevant to onshore and offshore provision</li> </ul> </li> </ul> |

**RANGE STATEMENT**

|                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                              | <ul style="list-style-type: none"> <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>• OHS</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>Professional development</b> may include: | <ul style="list-style-type: none"> <li>• conferences</li> <li>• learning through any medium</li> <li>• lectures</li> <li>• mentoring activities</li> <li>• seminars</li> <li>• short-, medium- or long-term courses</li> <li>• staff exchange learning that enhances work skills and career progress</li> <li>• workshops</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

**Unit Sector(s)**

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| <b>Unit sector</b> |  |
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## Competency field

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|-------------------------|----------------------------------------|
| <b>Competency field</b> | Industry Capability - Industry Context |
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## Co-requisite units

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|---------------------------|--|--|
| <b>Co-requisite units</b> |  |  |
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