



Australian Government

Department of Education, Employment and Workplace Relations

TAEEDU703A Establish transnational offshore education initiatives

Revision Number: 1

TAEEDU703A Establish transnational offshore education initiatives

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to develop, implement and evaluate transnational offshore education initiatives in one or more education sectors and within relevant international, cultural, legal and political contexts. 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 relates to administrators with managerial responsibility who are required to establish and evaluate transnational offshore education initiatives. They will be managing 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

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. Propose strategic directions for transnational offshore education initiatives	1.1. Review the diversity and economic significance of Australian transnational offshore education initiatives 1.2. Distinguish trends in the activities of competitors 1.3. Analyse factors impacting positively and negatively on transnational offshore education initiatives 1.4. Identify innovative possibilities in offshore education for Australian entrepreneurs
2. Develop marketing strategies appropriate for transnational offshore education initiatives	2.1. Determine roles and responsibilities of participants in international bidding processes 2.2. Develop protocols for effective communication with relevant agencies and bureaucracies 2.3. Investigate curriculum and qualification issues for potential clients 2.4. Review Australian education marketing strengths in relation to specific customer focus 2.5. Determine appropriate product development and customisation to address specific transnational offshore education opportunities 2.6. Develop appropriate documentation relating to an offshore education initiative
3. Develop strategies to deal with legal and financial issues associated with transnational offshore education initiatives	3.1. Compare a range of funding models, networks and partnerships that support offshore education ventures 3.2. Determine the tax implications associated with transnational offshore education projects 3.3. Develop a process for costing offshore initiatives 3.4. Determine the impact of local infrastructures and bureaucratic practices on transnational offshore education initiatives 3.5. Develop procedures to comply with and take account of, Australian and local legal and regulatory requirements that could affect transnational offshore education projects
4. Develop an implementation plan for transnational offshore education initiatives	4.1. Identify business imperatives and best practice for transnational offshore education initiatives 4.2. Determine the resources and infrastructure required by transnational offshore education initiative 4.3. Develop communication guidelines for transnational offshore education personnel 4.4. Develop procedures to select and manage local and

ELEMENT	PERFORMANCE CRITERIA
	expatriate personnel 4.5.Determine appropriate implementation strategies, contingency plans, risk assessment strategies and quality management procedures for transnational offshore education initiatives
5. Develop evaluation procedures for transnational offshore education initiatives	5.1. Identify key areas of activity to be monitored and evaluated 5.2. Determine an appropriate evaluation methodology 5.3. Determine sources and type of information to be used in evaluating the initiative 5.4. Develop appropriate tools and processes to gather and analyse information 5.5. Identify possible actions that effectively respond to an evaluation process and implement within organisational guidelines

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 appropriately with students, co-workers, partners and other stakeholders
- initiative and enterprise skills to identify innovative approaches to transnational offshore education challenges
- learning skills to familiarise self and colleagues with needs of a range of country and cultural contexts
- literacy skills to record and report information accurately
- numeracy skills to understand and analyse financial and budgetary requirements of transnational offshore education programs and projects
- planning and organising skills to plan and deliver transnational offshore education program support
- problem-solving skills to resolve conflict and to negotiate outcomes
- self-management skills to manage own work and performance
- teamwork skills to work effectively with groups and teams in offshore settings
- technology skills to use the internet to research relevant information and to communicate internationally.

Required knowledge

- best practice in transnational offshore education management
- evaluation methodologies and tools
- factors influencing strategic directions in transnational offshore education
- marketing processes and strategies for transnational offshore education initiatives
- relevant requirements of Australian and offshore legislation and regulations; organisational policies, procedures and guidelines; standards, codes and industry codes of practice; duty of care and visa requirements.

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:

- identifying, researching, reviewing and evaluating transnational offshore education initiatives including marketing and meeting, regulatory and financial requirements
- knowledge of relevant requirements of Australian and offshore legislation and regulations; organisational policies, procedures and guidelines; standards, codes and industry codes of practice; duty of care and visa requirements.

Context of and specific resources for assessment

Assessment must ensure:

- activities are related to a transnational offshore education context
- access to a range of practical exercises and other practical and knowledge assessments.

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, responses to a problem-based case study-related task, completed records and reports developed by the candidate
- review of marketing strategies and implementation plan developed for transnational offshore education initiatives
- oral or written questioning to assess knowledge of factors influencing strategic directions in transnational offshore education
- review of evaluation methodology.

Guidance information for assessment

- Holistic assessment with other units relevant to the industry sector, workplace and job role is

EVIDENCE GUIDE

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| | <p>recommended, for example:</p> <ul style="list-style-type: none">• with other units in the qualification in which this unit is packaged. |
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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.

Transnational offshore education initiatives may include:

- AUSAID and Australian government department educational programs
- industry placements
- licensing arrangements with overseas institutions
- offshore campuses
- partnerships
- program delivery
- projects
- study abroad programs
- study tours
- twinning arrangements

Factors impacting positively and negatively on transnational offshore education initiatives may include:

- competition
- economic and financial factors
- language
- long-term outlook
- political and social factors
- stakeholders

Innovative possibilities may include:

- new arrangements
- new clients
- new pedagogical and curriculum-related concepts
- new programs and projects

Appropriate product development and customisation may include addressing:

- cultural factors
- language requirements
- pedagogical and curriculum-related requirements
- pricing requirements

Appropriate documentation may include:

- concept proposal
- expression of interest
- Memorandum of Agreement
- Memorandum of Understanding
- tender

RANGE STATEMENT	
<i>Impact</i> of local infrastructures may include:	communications and information technologies
<i>Australian and local legal and regulatory requirements</i> 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 - Education Services for Overseas Students (ESOS) Act 2000, subsequent amendments and related legislation - employment, education and training - relevant to onshore and offshore provision - environmental issues - 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 - legislation, regulations, codes, standards and protocols that apply in offshore location - National ELT Accreditation Scheme (NEAS) standards for young learners and for teaching English language to international students - quality assurance guidelines set by particular organisations e.g. cultural diversity, equity and access, critical incidents and workplace practices

RANGE STATEMENT	
<i>Communication guidelines</i> may include:	• reference to local protocols and cross-cultural communication and issues
<i>Appropriate evaluation methodology</i> may include:	• custom-designed program-specific methodologies • standardised in-house evaluation methodologies
<i>Tools and processes to gather and analyse information</i> may include:	• interviews • online feedback forms • questionnaires • structured focus group tools • surveys

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		