



**Australian Government**

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

# **BSBIND301A Work effectively in an educational environment**

**Revision Number: 1**

## BSBIND301A Work effectively in an educational environment

### Modification History

Not applicable.

### Unit Descriptor

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| <b>Unit descriptor</b> | <p>This unit describes the performance outcomes, skills and knowledge required to effectively apply industry knowledge in educational support roles in an educational environment. This includes applying broad knowledge of the Australian education system and its sectors and specific knowledge of an organisation and job role, working with diversity, and recognising access and equity issues in education.</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

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| <b>Application of the unit</b> | <p>This unit applies to individuals providing educational support services at various levels of responsibility in the education industry - they need to apply broad background industry knowledge to their business practice and could be working in a range of education sectors (schools, vocational education and training, higher education, postgraduate education).</p> |
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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. Develop and maintain knowledge of Australian education system and sectors | <p>1.1. Identify and apply knowledge of the <i>Australian education system and its sectors</i></p> <p>1.2. Identify potential <i>student pathways between different sectors</i></p> <p>1.3. Identify <i>types of programs and qualifications</i> available in different sectors</p> <p>1.4. Apply knowledge of educational programs and services offered in a specific educational organisation</p> <p>1.5. Determine the relationship of <i>educational support job roles</i> to the <i>structure and functions of a specific organisation</i>, and to related job roles in the organisation</p> <p>1.6. Apply knowledge of educational terminology and acronyms used in a specific education sector</p> |
| 2. Perform education job role tasks effectively                              | <p>2.1. Identify and carry out educational support job roles and responsibilities</p> <p>2.2. Apply <i>values of the organisation</i> to educational support job roles</p> <p>2.3. Identify and follow organisational work procedures, protocols and other guidelines</p> <p>2.4. Comply with <i>legislative and regulatory compliance requirements</i> and related organisational policies and procedures</p> <p>2.5. Improve own performance and career opportunities through identifying and participating in <i>learning and development activities</i> related to identified needs</p>   |
| 3. Work effectively with diversity in an educational context                 | <p>3.1. Apply an awareness of <i>culture</i> as a factor affecting the behaviour of students, clients and colleagues</p> <p>3.2. Conduct all work-related activities in a way which respects the diversity of culture and the ability of students, clients and colleagues</p> <p>3.3. Communicate effectively and respectfully with students, clients and colleagues from diverse cultures and with diverse abilities</p>   |
| 4. Practise inclusivity in an educational context                            | <p>4.1. Identify <i>factors promoting access and equity</i> in relation to an educational organisation and educational support job role</p> <p>4.2. Recognise <i>factors potentially impacting on educational access and equity</i></p> <p>4.3. Apply awareness of access and equity issues to the</p>  |

| ELEMENT | PERFORMANCE CRITERIA                                  |
|---------|---|
|         | requirements of specific educational support job role |

## 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 diverse cultural contexts with students, clients, and colleagues
- problem-solving skills to distinguish between issues that can be resolved within the parameters of delegated work role authority, and those that must be passed on to higher level personnel
- initiative and enterprise skills to clarify instructions
- planning and organising skills to identify and address future skills requirements
- self-management skills to perform tasks efficiently and in a timely manner
- learning skills to participate in relevant learning and development activities, formal and informal
- technology skills to use a computer and other office equipment for the purposes of work role
- literacy skills to read and interpret documentation relating to job role, compliance requirements and learning and development planning.

#### Required knowledge

- the scope of the Australian educational industry and its sectors
- a specific educational organisation structure including lines of supervision and management, communication lines, protocols of working relationships with supervisors, managers and other colleagues
- standards of performance required of an organisation's employees, responsibilities, duties and tasks involved at the level of a specific work role
- the range of educational programs offered in the different sectors and in a specific organisation
- the legislative and regulatory requirements relevant to educational administration work role, including occupational health and safety; industrial relations and anti-discrimination
- factors affecting educational equity and access in a specific organisation.

## 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:

- accurately applying information about the Australian education industry sectors and the services, qualifications, student pathways of a specific organisation
- performing work-related tasks effectively in line with organisational requirements, in compliance with relevant legislation and regulations, and in a manner which respects and promotes diversity
- knowledge of relevant legislative and regulatory requirements.

#### 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 report on how the candidate effectively carries out educational administration job role
- demonstration of work-related activities
- evaluation of projects, research reports or case study exercises
- oral or written questioning to assess knowledge of factors affecting educational equity and access in a specific organisation
- review of participation in learning and development activities.

#### Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

**EVIDENCE GUIDE**

- 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.

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| <b><i>Australian education system and its sectors</i></b> may include: | <ul style="list-style-type: none"> <li>• schools, including: <ul style="list-style-type: none"> <li>• primary and secondary</li> <li>• public, private, independent, religious</li> </ul> </li> <li>• vocational training and education, including: <ul style="list-style-type: none"> <li>• VET in Schools</li> <li>• technical colleges</li> <li>• apprenticeships</li> <li>• TAFE institutes</li> <li>• private RTOs</li> </ul> </li> <li>• adult and community education</li> <li>• universities and other higher education organisations</li> </ul> |
| <b><i>Student pathways between different sectors</i></b> may include:  | <ul style="list-style-type: none"> <li>• school to university</li> <li>• school to vocational training and education</li> <li>• vocational training and education to higher education</li> <li>• school to work</li> <li>• work to vocational training and education</li> <li>• work to higher education</li> <li>• work combined with training and education</li> <li>• apprenticeships to higher level qualifications in vocational training and education</li> </ul>  |
| <b><i>Types of programs and qualifications</i></b> may include:        | <ul style="list-style-type: none"> <li>• qualifications in the Australian Qualifications Framework</li> <li>• Year 12 Certificates</li> <li>• non-award programs</li> <li>• professional qualifications (such as those for engineers, accountants, barristers)</li> </ul>  |
| <b><i>Educational support job roles</i></b> may include:               | <ul style="list-style-type: none"> <li>• administrative services</li> <li>• disability support services</li> <li>• information services financial services roles</li> <li>• information technology services</li> </ul>   |



| <b>RANGE STATEMENT</b>  |  |
|---|--|
|   | <ul style="list-style-type: none"> <li>• janitorial services</li> <li>• library services</li> <li>• science education support</li> <li>• student support services</li> <li>• technological services support</li> <li>• teacher support</li> </ul>  |
| <b><i>Structure and functions of a specific organisation</i></b> may include:   | <ul style="list-style-type: none"> <li>• purpose and mission</li> <li>• departments and sections, and their functions</li> <li>• relevant titles and job roles</li> <li>• campus names and locations</li> <li>• lines of management</li> <li>• ownership, decision making and governance</li> </ul>  |
| <b><i>Values of the organisation</i></b> may include:   | <ul style="list-style-type: none"> <li>• explicit values described in organisational documents</li> <li>• implicit, undocumented organisational cultural values</li> </ul>   |
| <b><i>Legislative and regulatory compliance requirements</i></b> may include legislation, regulations, industry codes of practice and policy (Federal and State) relevant to: | <ul style="list-style-type: none"> <li>• anti-discrimination including equal opportunity and equal employment opportunity legislation, disability discrimination legislation and standards, racial intolerance legislation</li> <li>• business compliance</li> <li>• employment, education and training</li> <li>• environmental issues</li> <li>• international education</li> <li>• occupational health and safety</li> <li>• privacy and confidentiality</li> <li>• quality assurance</li> <li>• working with children and young people</li> <li>• workplace employment practices and industrial relations</li> </ul> |
| <b><i>Learning and development activities</i></b> may include:  | <ul style="list-style-type: none"> <li>• formal or informal learning activities</li> <li>• learning from peers</li> <li>• mentoring</li> <li>• award and non-award courses and programs</li> </ul>   |
| <b><i>Culture</i></b> may include shared values and beliefs affecting behaviour, which may be based on factors such as:   | <ul style="list-style-type: none"> <li>• ethnicity, nationality or race</li> <li>• gender</li> <li>• politics</li> <li>• religion</li> <li>• socio-economic background</li> </ul>  |
| <b><i>Factors promoting access and</i></b>  | <ul style="list-style-type: none"> <li>• providing clear opportunities for applicants and</li> </ul>   |

**RANGE STATEMENT**

|   |  |
|---|--|
| <i>equity</i> may include:  | <p>enrolled learners to provide information about their needs, and considering these fairly</p> <ul style="list-style-type: none"> <li>• providing reasonable adjustments to learning activities and assessments to meet individual needs and circumstances (such as those related to disabilities, language and literacy issues)</li> <li>• communicating in a manner that respects all cultures and abilities</li> <li>• ensuring a welcoming environment which recognises and values diversity</li> <li>• providing learning resources that acknowledge and value cultural and individual differences</li> <li>• marketing activities in a manner that encourages all clients to apply and have their application fairly considered</li> <li>• providing easy physical access to educational venues</li> <li>• having policies and practices which encourage under-represented or otherwise disadvantaged individuals or groups to participate in education and to achieve positive educational outcomes</li> <li>• proving fee reductions</li> <li>• providing specific support staff and training all staff in the requirements and practicalities of access and equity</li> <li>• using selection criteria that do not discriminate against clients</li> </ul> |
| <i>Factors potentially impacting educational access and equity</i> may include: | <ul style="list-style-type: none"> <li>• organisational attitudes, stereotyping and other barriers to access and participation</li> <li>• those related to the potential or enrolled student such as: <ul style="list-style-type: none"> <li>• socio-economic status</li> <li>• cultural 'discomfort', including that based on a lack of familiarity with educational institutions and bureaucratic processes</li> <li>• abilities and disability</li> <li>• age</li> <li>• gender, especially those people seeking to enter non-traditional areas of training</li> <li>• ethnicity, including language and cultural issues</li> </ul> </li> </ul>   |

**Unit Sector(s)**

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|--------------------|--|
| <b>Unit sector</b> |  |
|--------------------|--|

**Competency field**

|                         |  |
|-------------------------|--|
| <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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