



Australian Government

BSBIND301 Work effectively in an educational environment

Release: 1

BSBIND301 Work effectively in an educational environment

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to work in educational support roles applying a broad knowledge of the Australian education system, and specific knowledge of an organisation and job role.

It applies to individuals providing educational support services at various levels of responsibility in the education industry.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Industry Capability – Industry Context

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1 Develop and maintain knowledge of Australian education system and sectors	1.1 Identify and apply knowledge of Australian education system and its sectors 1.2 Identify potential student pathways between different sectors 1.3 Identify types of programs and qualifications available in different sectors 1.4 Apply knowledge of educational programs and services offered in a specific educational organisation 1.5 Determine relationship of educational support job roles to structure and functions of a specific organisation, and to related job roles in the organisation 1.6 Apply knowledge of educational terminology and acronyms

ELEMENT	PERFORMANCE CRITERIA
	used in a specific education sector
2 Perform education job role tasks effectively	2.1 Identify and carry out educational support job roles and responsibilities 2.2 Apply values of the organisation 2.3 Identify and follow organisational work procedures, protocols and other guidelines 2.4 Comply with legislative and regulatory compliance requirements and related organisational policies and procedures 2.5 Improve own performance and career opportunities by identifying and participating in learning and development activities related to identified needs
3 Work effectively with diversity in an educational context	3.1 Apply an awareness of culture as a factor affecting behaviour of students, clients and colleagues 3.2 Conduct all work-related activities respecting diversity of culture and ability of students, clients and colleagues 3.3 Communicate effectively and respectfully with students, clients and colleagues from diverse cultures and with diverse abilities
4 Practise inclusivity in an educational context	4.1 Identify factors promoting access and equity in an educational organisation and educational support job role 4.2 Recognise factors potentially impacting educational access and equity 4.3 Apply awareness of access and equity issues to requirements of specific educational support job role

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning	2.5	Identifies and participates in activities to update and improve own performance
Reading	1.1-1.3, 1.5, 2.1,	Identifies and applies information from a range of written and online texts relating to the educational

	2.3-2.5, 4.1	environment, organisation and job role
Oral Communication	1.4, 1.6, 2.1, 2.5, 3.1-3.3, 4.1	- Clarifies needs and potential issues by using questioning and listening techniques - Uses vocabulary and naming conventions relevant to job role and educational sector to communicate information about the organisation and its programs
Navigate the world of work	1.5, 2.2-2.4, 4.1-4.3	- Ensures knowledge of legislative requirements and products is kept up-to-date to provide accurate information - Understands rights and responsibilities and complies with legal and regulatory requirements - Complies with explicit policies and procedures
Interact with others	3.1-3.3, 4.3	- Selects and uses appropriate strategies to establish and maintain communication with others from a variety of cultures and diverse backgrounds - Recognises when personal attributes impact communications in the workplace
Get the work done	1.1, 1.4-1.6, 2.1	Plans and implements routine tasks and workload according to legislative and organisational requirements

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBIND301 Work effectively in an educational environment	BSBIND301A Work effectively in an educational environment	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10>

Assessment Requirements for BSBIND301 Work effectively in an educational environment

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Performance Evidence

Evidence of the ability to:

- apply information about Australian education industry sectors and the services, qualifications, and student pathways of the Australian education system and its sectors
- perform work-related tasks to organisational standards, in compliance with relevant legislation and regulations, respecting and promoting diversity
- practice effective communication principles
- identify and participate in professional development opportunities
- recognise potential barriers to access and equity.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify the scope of Australian educational industry and its sectors
- describe a specific educational organisation structure including:
 - lines of supervision and management
 - communication lines
 - protocols of working relationships with supervisors, managers and other colleagues
- explain standards of performance required of an organisation's employees, responsibilities, duties and tasks involved at level of specific work role
- outline range of educational programs offered in different sectors in a specific organisation
- identify and describe legislative and regulatory requirements relevant to educational administration work role.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the industry capability – industry context field of work and include access to:

- legislation, regulations and codes of conduct relevant to job role, occupation or profession
- information on relevant professional associations
- organisation's policies and procedures relevant to job role, occupation or profession
- case studies and, where possible, real situations.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

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