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# Section 1: Meeting VET sector requirements

Training organisations have a range of requirements that they must meet in developing and implementing quality training and assessment strategies and practices for course programs. As a trainer, you also have a range of requirements that must be considered when implementing programs for your specific group of learners.

## 1.1 How Aspire's resources assist in meeting requirements

The following section outlines a range of VET sector requirements and how Aspire's resources may assist you and your training organisation in implementing a quality learning experience.

VET sector requirement	Aspire's approach
<p><b>Australian Qualifications Framework</b></p> <p>The Australian Qualifications Framework is the national policy for regulated qualifications in the Australian education and training system. The AQF incorporates the quality assured qualifications from each education and training sector into a single comprehensive national qualifications framework.</p> <p>You and your training organisation must be aware of the requirements of the relevant AQF qualification or course requirements, from the endorsed training package, as you implement course delivery.</p>	<p>Aspire's learning resources, practice tasks and learning checkpoints have been pitched at a level suitable for the unit of competency and the qualifications for which it is relevant, based on the specifications in the Australian Qualifications Framework (AQF) (Second edition, January 2013). For more information regarding these specifications, and to download the Australian Qualifications Framework, visit the AQF website at: <a href="http://www.aqf.edu.au">www.aqf.edu.au</a>.</p>
<p><b>Volume of learning</b></p> <p>When developing training and assessment strategies for this unit and the qualification for which it is relevant, you and your training organisation must take into account the volume of learning requirements as defined by the Australian Qualifications Framework. An explanation of volume of learning can be accessed at: <a href="http://www.aqf.edu.au/wp-content/uploads/2013/06/Volume-of-Learning-Explanation.pdf">www.aqf.edu.au/wp-content/uploads/2013/06/Volume-of-Learning-Explanation.pdf</a></p>	<p>The sample delivery plans provided in section 3.2 include suggested time allocations. You may need to adjust these allocations when planning delivery in the context of a whole qualification to meet volume of learning requirements and learner needs.</p>

## Section 2: Unit of competency information

### 2.1 Unit of competency

#### BSBSUS301 Implement and monitor environmentally sustainable work practices

##### 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 effectively analyse the workplace in relation to environmentally sustainable work practices and to implement improvements and monitor their effectiveness.

It applies to individuals with responsibility for a specific area of work or who lead a work group or team and addresses the knowledge, processes and techniques necessary to implement and monitor environmentally sustainable work practices, including the development of processes and tools.

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

##### Prerequisite units

None

##### Unit Sector

Industry Capability – Sustainability

## 2.2 Unit of competency assessment requirements

### Assessment requirements for BSBSUS301 Implement and monitor environmentally sustainable work practices

#### Modification History

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

<b>Performance evidence</b>	<p>Evidence of the ability to:</p> <ul style="list-style-type: none"> <li>• analyse information from a range of sources to identify current procedures, practices and compliance requirements in relation to environmental and resource sustainability</li> <li>• consult and communicate with relevant stakeholders to seek input and encourage engagement with developing and implementing sustainability improvements, encourage feedback and suggestions and report on outcomes</li> <li>• plan and organise work group activities to: <ul style="list-style-type: none"> <li>– measure current resource usage</li> <li>– solve problems and generate ideas for improvements</li> <li>– evaluate and implement strategies to improve resource usage</li> <li>– plan, implement and integrate improvements into operations</li> <li>– meet environmental requirements</li> </ul> </li> <li>• apply continuous improvement approach to sustainability performance</li> <li>• apply change management techniques to support sustainability performance.</li> </ul> <p>Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.</p>
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## 3.2 Delivery plans

The following sample delivery plans can be used to deliver *BSBSUS301 Implement and monitor environmentally sustainable work practices*. These plans, including the time allocations, are suggestions only. You may need to add to them, change them or substitute your own activities according to the interest level, experience of the learners and the specific situation. Remember, it is your responsibility as the trainer to use the most appropriate strategies for your learners.

The delivery plans have been developed for use in a face-to-face delivery environment. However, certain features of the delivery plans can be adapted to be used for individual/online learners, particularly for those parts of the learning content that necessitate some form of group interaction or communication.

Topic: Investigate current practices in relation to resource usage	
<p><b>Suggested time allocation:</b> 12 hours</p> <p><b>Suggested resources:</b></p> <ul style="list-style-type: none"> <li>• Recommended reading</li> <li>• Slide presentation software</li> </ul>	<p><b>Slide nos:</b> 2–13</p>
<p><b>Recommended reading</b></p>	<p><b>Terminology checklist</b></p>
<p>Aspire learner guide <i>BSBSUS301 Implement and monitor environmentally sustainable work practices</i>, Release 1</p> <p>Topic 1: Investigate current practices in relation to resource usage</p>	<ul style="list-style-type: none"> <li>• Environmental sustainability</li> <li>• Renewable resources</li> <li>• A green workplace</li> <li>• Reduce, reuse, recycle</li> <li>• Environmental regulations</li> <li>• Codes of practice and industry standards</li> <li>• Best-practice models</li> <li>• Best-practice comparison</li> <li>• Performance reporting</li> <li>• Audit</li> <li>• Objectives, targets and actions plans</li> <li>• Quality assurance system</li> <li>• Environmental performance process</li> <li>• Sustainable management organisation</li> <li>• Environmental footprint</li> <li>• Consumption</li> <li>• Waste volume</li> <li>• Greenhouse gas emissions</li> <li>• Consumption patterns</li> <li>• Visual waste assessments</li> <li>• Physical waste audits</li> <li>• Procurement decisions</li> <li>• Consumption patterns</li> </ul>
<p><b>Suggested training strategies</b></p>	

## 3.3 Learning mapping

*BSBSUS301 Implement and monitor environmentally sustainable work practices, Release 1*

Unit of competency	Content	Practice tasks	Learning checkpoint
Element 1: Investigate current practices in relation to resource usage	Topic 1: Investigate current practices in relation to resource usage	n/a	n/a
1.1 Identify environmental regulations applying to the enterprise	1A Identify environmental regulations	1	LC1: 1–6
1.2 Analyse procedures for assessing compliance with environmental/sustainability regulations	1B Assess compliance with environmental regulations	2	LC1: 8, 9
1.3 Collect information on environmental and resource efficiency systems and procedures, and provide to the work group where appropriate	1C Collect information on resource efficiency procedures for the work group	3	LC1: 7
1.4 Collect, analyse and organise information from a range of sources to provide information/advice and tools/resources for improvement opportunities	1D Identify sources of information to support improvement	4	LC1: 5, 10
1.5 Measure and document current resource usage of members of the work group	1E Measure and report current resource usage	5	LC1: 10
1.6 Analyse and document current purchasing strategies	1F Analyse and document current purchasing strategies	6	LC1: 11
1.7 Analyse current work processes to access information and data to assist in identifying areas for improvement	1G Identify areas for improvement	7	LC1: 12
Element 2: Set targets for improvements	Topic 2: Set targets for improvement	n/a	n/a

## 4.3 Assessment mapping

*BSBSUS301 Implement and monitor environmentally sustainable work practices, Release 1*

Unit of competency	Part A – Questioning	Part B – Project: Scenario	Part C – Project: At work	Part D – Observation	Part E – Third-party report
<b>Element 1: Investigate current practices in relation to resource usage</b>	n/a	n/a	n/a	n/a	n/a
1.1 Identify environmental regulations applying to the enterprise		P1	P1		
1.2 Analyse procedures for assessing compliance with environmental/sustainability regulations				O1	O1
1.3 Collect information on environmental and resource efficiency systems and procedures, and provide to the work group where appropriate		P2	P2	O4	O4
1.4 Collect, analyse and organise information from a range of sources to provide information/advice and tools/resources for improvement opportunities		P5	P5		
1.5 Measure and document current resource usage of members of the work group		P6	P6	O7	O7
1.6 Analyse and document current purchasing strategies		P7	P7		
1.7 Analyse current work processes to access information and data to assist in identifying areas for improvement		P8	P8		
<b>Element 2: Set targets for improvements</b>	n/a	n/a	n/a	n/a	n/a

## Part D – Observation

The observation checklist provided in the assessment task should be used to judge and record candidate observations. You should record your observations of the candidate's performance directly onto the checklist. You are able to record your observations during and/or after the observation.

The observation checklist has a series of items related to the unit of competency, which form the evidence criteria. Instructions on how to make an overall judgment of the satisfactory performance of the candidate are provided within the checklist.

The checklist allows you to record that you have had the opportunity to observe the candidate applying these skills and knowledge. All items on the checklist must be observed in order to record a satisfactory performance.

<p><b>Instructions to the assessor</b></p>	<p>Please refer to the assessment task as outlined in the Aspire learner guide.</p> <p>The candidate must complete the observation unassisted by you or other personnel, except in cases where assistance is noted within the observation checklist. The candidate may refer to reference material as needed.</p> <p>Please use your judgment to decide whether the performance delivered by the candidate is satisfactory against the observation criteria.</p>
<p><b>Reasonable adjustment</b></p>	<p>If the candidate is unable to undertake the observation assessment as designed, a third-party report within a workplace environment may be used as an alternative approach if negotiated with the assessor.</p>
<p><b>Feedback/unsatisfactory outcomes</b></p>	<p>All observation criteria must be satisfactorily demonstrated by the participant.</p> <p>For any observation assessment conducted that is incomplete, or without satisfactory performance, the observation will need to be completed again after further training support.</p> <p>The observation may be re-attempted on two further occasions (maximum three attempts in total).</p> <p>As a further option, an alternative assessment task may be selected (for example, a third-party report).</p>



## 4.5 Completing the record of outcome

Once all required assessment tasks and options have been completed satisfactorily by the candidate, the final assessment record of outcome form must be completed.

This must be submitted to your training organisation's records administration as soon as possible after the final assessment tasks are completed and marked. An example is provided here.

### Record of outcome

<b>Training organisation name:</b>		
<b>Candidate name:</b>		
<b>Unit code and title:</b>	<i>BSBSUS301 Implement and monitor environmentally sustainable work practices, Release 1</i>	
<b>Assessor name:</b>		
<b>Assessor email:</b>		
<b>Assessor phone number:</b>		
<b>Assessment tasks:</b>		<b>Satisfactorily completed</b>
	Part A – Questioning	<input type="checkbox"/>
	<input type="checkbox"/> Part B – Project: Implementing and monitoring environmentally sustainable practices at BizOps Enterprises OR <input type="checkbox"/> Part C – Project: Implementing and monitoring environmentally sustainable practices at work	<input type="checkbox"/>
	<input type="checkbox"/> Part D – Observation OR <input type="checkbox"/> Part E – Third-party report	<input type="checkbox"/>