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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

#### BSBSUS401 Implement and monitor environmentally sustainable work practices

##### Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 2.0.  Version created to better align unit to AQF level.

##### 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

## Section 3: Training requirements

### 3.1 Delivery approach

To comply with the requirements of the VET Quality Framework (VQF) and the Standards for Registered Training Organisations/Australian Quality Training Framework (AQTF), RTOs must develop a training and assessment strategy for the training programs they deliver. The training and assessment approach adopted by an RTO must accord with the need of their learners, current industry requirements and the requirements of the training package.

Trainers and assessors must make judgments about the most appropriate way to meet these requirements. These judgments should form part of the organisation's overall training and assessment strategy.

## 3.2 Delivery plans

The following sample delivery plans can be used to deliver *BSBSUS401 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>BSBSUS401 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

*BSBSUS401 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

## 3.4 Solutions – general guidance

Practice tasks and learning checkpoints within Aspire's learner guides are designed for formative assessment only; that is, for the purpose of determining how well a learner is progressing in their learning. These activities are not designed for use in summative (final) assessments.

The solutions to practice tasks and learning checkpoints presented in sections 3.5 and 3.6 should serve as a reliable guide to the type of information that should be included in the learner's response. Refer to the learning checkpoints when evaluating learner responses.

The answers provided by the learner will vary due to a number of factors, including the:

- learner's own experiences
- learner's workplace experiences
- training situations and strategies presented by the trainer
- interpretation of the activity by the learner/trainer
- type of organisation, work practices, processes and systems encountered by the learner.

The nature and variety of the tasks presented means that, in some cases, there will be numerous correct responses and the solutions provided cannot cater for all contexts and eventualities.

In general terms:

- For questions with a single answer, Aspire has provided the correct answer.
- For questions that do not have a single answer, it is understood that answers will vary within certain parameters.
- For questions where the candidate has to list a certain number of items, Aspire has provided a more comprehensive listing from which candidate responses may be drawn. However, this list may not in all cases be definitive, and trainers should account for other possible correct responses.
- For activities that involve responding to a case study, Aspire has provided an example of how the learner may respond. Depending on the question, the terminology used will indicate either what the learner should have included in their response, or may have included. However, trainers should take into account different phrasing used by the learner, or different responses that may be equally correct.
- For activities that take place in the workplace or involve workplace documentation, Aspire can only provide an example response. Trainers should consider whether the learner has achieved the intent of the activity, taking into account the learner's workplace context.
- For activities that involve writing reports or completing documentation provided, Aspire can only provide an example response. Trainers should again consider whether the learner's response is appropriate to the task within the context of the learner's training and/or workplace.

## How to use the assessment plan

Once assessment tasks and options have been discussed with the candidate, required and preferred tasks should be selected and documented in the assessment plan. An example of the assessment plan is provided here.

Assessment plan	
<b>Training organisation name:</b>	
<b>Candidate name:</b>	
<b>Phone number:</b>	
<b>Date:</b>	
<b>Email:</b>	
<b>Assessor name:</b>	
<b>Unit of competency:</b>	<i>BSBSUS401 Implement and monitor environmentally sustainable work practices, Release 1</i>
<b>Assessment tasks selected:</b>	Part A – Questioning Select and complete one of the following: <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  Select and complete one of the following: <input type="checkbox"/> Part D – Observation OR <input type="checkbox"/> Part E – Third-party report

## 4.3 Assessment mapping

*BSBSUS401 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

## 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>BSBSUS401 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	<input type="checkbox"/>
	OR	
	<input type="checkbox"/> Part C – Project: Implementing and monitoring environmentally sustainable practices at work	
	<input type="checkbox"/> Part D – Observation	<input type="checkbox"/>
	OR	
	<input type="checkbox"/> Part E – Third-party report	