
Contents

About this guide	1
Section 1: Unit of competency	3
1.1 Elements of competency and performance criteria	4
1.2 Assessment requirements	6
1.3 Dimensions of competency	9
1.4 Foundation skills	10
1.5 Skill sets	11
1.6 Recognition of prior learning (RPL)	11
1.7 Glossary of terms	13
Section 2: Training requirements	17
2.1 Training and assessment strategy	18
2.2 Training strategies	22
Section 3: Assessment resources	33
3.1 Alternative final assessment	34
3.2 Assessment mapping	37
3.3 Solutions – general guidance	43
3.4 Solutions to practice tasks	44
3.5 Solutions to assessment activities	51
3.6 Solutions to final assessments	66
3.7 Evidence of competency	86
3.8 Assessment records	88
Glossary	101

Section 1:

Unit of competency

The CHC Community Services Training Package was developed by the Community Services and Health Industry Skills Council in consultation with industry stakeholders including employers, unions, peak bodies, professional associations, regulatory bodies, registered training organisations (RTOs) and other relevant parties. The training package specifies the skills and knowledge required to perform effectively in the workplace.

Individual units of competency are nationally agreed statements that describe work outcomes and can stand alone when applied in the workplace.

This section outlines the requirements of the unit of competency *CHCECE025 Embed sustainable practices in service operations* and other information relevant to it.

It contains the following information:

- 1.1 Elements of competency and performance criteria
- 1.2 Assessment requirements
- 1.3 Dimensions of competency
- 1.4 Foundation skills
- 1.5 Skill sets
- 1.6 Recognition of prior learning (RPL)
- 1.7 Glossary of terms

1.1 Elements of competency and performance criteria

The elements of competency define the skills required to perform a work activity. They describe the required outcomes that need to be assessed.

The performance criteria define the level of skill necessary to achieve the requirements of the element.

The following table maps the content in the Aspire learner guide *CHCECE025 Embed sustainable practices in service operations* to the unit of competency.

CHECE025 Embed sustainable practices in service operation	Where covered in the learner guide
Element 1: Develop a sustainability management plan	Chapter 1: Developing a sustainability management plan
1.1 Identify aspects of sustainability in the service	1A Identifying aspects of sustainability
1.2 Consider areas of potential change in all aspects of the service's delivery and environments	1B Identifying areas for change and enhancing environmental sustainability
1.3 Ensure that nature, waste, energy and toxins have been considered	1A Identifying aspects of sustainability
1.4 Identify areas where change can be instigated to enhance environmental sustainability and increase children's connection with nature, in consultation with children	1B Identifying areas for change and enhancing environmental sustainability
1.5 Develop strategies to address these areas of change in consultation with children	1C Developing, implementing and evaluating strategies to address changes
1.6 Implement strategies and evaluate outcomes	1C Developing, implementing and evaluating strategies to address changes
Element 2: Support children to develop an understanding and respect for the natural environment	Chapter 2: Supporting children to develop an understanding and respect for the natural environment
2.1 Provide children with a wide range of natural and recycled materials in their indoor and outdoor environments	2A Creating opportunities to discuss the environment and providing children with appropriate materials
2.2 Create opportunities to discuss with children, the natural environment and the interdependence between people, plants, animals and the land	2A Creating opportunities to discuss the environment and providing children with appropriate materials
2.3 Role-model respect, care and appreciation for the natural and constructed environments	2B Role-modelling respect for the environment and encouraging children's ideas

2.1 Training and assessment strategy

Training organisations must develop a training and assessment strategy for each training program they deliver. The training and assessment strategies developed and implemented by an RTO must take into account and be contextualised to:

- the needs of the learner or learner group
- the learning context
- the requirements of the training package.

RTOs must:

- meet the requirements of the training package including language, literacy and numeracy requirements
- document information according to AQTF or VET Quality Framework audit requirements
- meet the needs of particular target groups
- provide learning pathways
- seek input from industry and other relevant stakeholders.

Structuring a training program

The following checklist outlines the type of information you may wish to include in your training and assessment strategy:

- ☐ Details of the training organisation, including the contact person
- ☐ The unit/s of competency to be delivered in the program of study
- ☐ Pathways
- ☐ The learner or target group
- ☐ Delivery mode/s
- ☐ Training resources including facilities required for delivery and assessment, and other infrastructure requirements
- ☐ Methods of assessment and evidence gathering
- ☐ Program duration and delivery schedule
- ☐ Session locations including workplace assessment information
- ☐ Delivery and assessment staff
- ☐ Assessment validation process

2.2 Training strategies

The following training strategies can be used to deliver *CHCECE025 Embed sustainable practices in service operations*. These strategies, 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.

Topic: Developing a sustainability management plan	
Suggested time allocation: 8 hours Suggested resources: <ul style="list-style-type: none"> ▪ Recommended reading ▪ Slide presentation software 	Slide nos: 2–20
Recommended reading	Terminology checklist
Aspire learner guide <i>CHCECE025 Embed sustainable practices in service operations</i> Chapter 1: Developing a sustainability management plan	<ul style="list-style-type: none"> ▪ Sustainability management plan ▪ Climate change and the greenhouse effect ▪ Ozone layer effects ▪ Earth resources ▪ Biodiversity ▪ Barriers ▪ Drivers ▪ Quantitative evaluation ▪ Qualitative evaluation
Suggested training strategies	
<ul style="list-style-type: none"> ▪ Commence facilitation of this unit of competency by introducing learners to the Aspire learner guide for <i>CHCECE025 Embed sustainable practices in service operations</i>. Appendix 1 of the learner guide describes the elements, performance criteria and performance and knowledge evidence that are required to demonstrate competence in this unit. You may wish to discuss recognition of prior learning processes with learners at this stage. 	
<ul style="list-style-type: none"> ▪ Discuss with learners the importance of identifying the foundation skills that they develop as they progress through this unit. Appendix 2 of the learner guide provides useful advice regarding foundation skills. The learner guide includes a template where learners may record the activities they have performed that relate to specific foundation skills; this template can be found following the final assessment. 	
<ul style="list-style-type: none"> ▪ Encourage learners to develop a personal glossary to record any terms that are new to them. They should record a definition and use the term in the correct context. The personal glossary could be included in a portfolio of evidence for assessment. 	

3.1 Alternative final assessment

Your trainer or assessor may require you to complete this assessment activity and will provide you with instructions as to how to present your responses. They may adjust the assessment activity depending on the circumstances of your training program.

The following activity forms part of your assessment of competence. You may also be required to demonstrate your skills and/or provide various workplace documents or third-party reports. Your trainer will give you guidance in this area.

The following table maps this final assessment activity against the elements and performance criteria of *CHCECE025 Embed sustainable practices in service operations*.

Part	Element	Performance criteria
A	1, 2, 3, 4	1.1, 1.2, 1.3, 1.4, 2.7, 3.2, 4.1, 4.2, 4.3, 4.4
B	1, 2, 3	1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1
C	1, 2, 3, 4	1.1, 1.4, 1.5, 1.6, 2.2, 3.2, 4.1, 4.2

Purpose

This assessment activity is designed to assess your skills and knowledge across the whole unit *CHCECE025 Embed sustainable practices in service operations*.

Requirements

To complete this assessment activity, you need:

- access to a children's services environment and its sustainability philosophy, policies and procedures
- to complete the tasks outlined in Part A, Part B and Part C and submit responses to your trainer/assessor/training organisation.

Part A

1. Design an evaluation to assess the sustainability of your workplace philosophy, policies, procedures and/or practices in one of the following areas:

- Cleaning and maintenance
- Materials and equipment for learning
- Buildings

Your evaluation design should:

- consider nature, waste, energy and toxins
- use both qualitative and quantitative evaluation methods
- describe the tools that will be used to conduct the evaluation
- identify the key stakeholders who will be involved in the evaluation process

3.2 Assessment mapping

Methods of assessment mapped to the learner guide

Assessment methods are the particular techniques used to gather different types of evidence. The mix of evidence gathered to demonstrate competency is dependent on the context of the assessment and the background of the candidate.

The following table outlines the different methods of assessment used in the Aspire learner guide *CHCECE025 Embed sustainable practices in service operations*.

Methods of assessment				
Assessment method	Practice task	Assessment activity	Final assessment	Alternative final assessment
Question/answer	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	Activity 1; Part 1, B, C Activity 2: Part A 3, 4 Part B 2, 3 Activity 3: Part A Part B 2, 3 Activity 4: Part B 1, 2, 4	Part B 1, 5, 6	Part C 4
Observation/demonstration			Part A 1, 2, 3, 4, 5 Part B 4 Part D 3	Part A 1, 2, 3, 4, 5 Part B 1, 2, 3 Part C 1, 2, 3
Case study				
Role-play				
Training log, diary or journal			Part B 4	
Portfolio, reports, work samples	7, 8	Activity 2: Part A 1, 2 Part B 1 Activity 3: Part A Part B 1 Activity 4: Part A 1, 2, 3, 4 Part B 1, 2, 3, 4	Part B 1, 2, 3, 5 Part C Part D 1, 2	Part A 3 Part B 3
Third-party reports		Activity 4: Part B 4		

Gathering evidence

Evidence can be gathered through:

- real work/real-time activities through observation and third-party reports
- structured activities.

Evidence can also be gathered through:

- **formative assessments:** where assessment is progressive throughout the learning process and validated along the way by the trainer – also known as assessment for learning
- **summative assessment:** where assessment is an exercise or simulation at the end of the learning process – also known as assessment of learning.

Evaluating evidence

The following steps may help you evaluate evidence.

Step 1: Evidence is gathered.

Step 2: Rules of evidence are applied – evidence is valid, sufficient, current and authentic.

Step 3: Evidence meets the full requirements of the unit/s of competency.

Step 4: The assessment process is valid, reliable, fair and flexible.

Step 5: The trainer or assessor makes a straightforward and informed judgment about the candidate and completes assessment records.

3.8 Assessment records

Learners must provide evidence of how they have complied with the performance and knowledge evidence requirements outlined in the unit of competency. These requirements should be assessed in the workplace or in a simulated workplace; assessment conditions are specified in each unit of competency.

You can use the following assessment forms to record the learner's evidence of competency:

- The **assessment instructions checklist** helps the trainer/assessor provide clear instructions to the candidate as to which assessment activities to complete.
- The **pre-assessment checklist** helps the trainer determine if the learner is ready for assessment.
- The **self-assessment record** allows the learner to assess their own abilities against the requirements of the unit of competency.
- The **recognition of prior learning interview questions** help the trainer match the learner's previous training, work or life experience to the requirements of the unit/s of competency.
- The **performance evidence checklist** facilitates the observation process; it allows trainers to identify skill gaps and provide useful feedback to learners.
- The **knowledge evidence checklist** can be used to record the learner's understanding of the knowledge evidence; it allows trainers to identify knowledge gaps and to provide useful feedback to learners.
- The **portfolio of evidence checklist** helps the trainer annotate or detail aspects of the learner's portfolio of evidence.
- The **workplace assessment checklist** can be used by the learner's supervisor to show workplace-based evidence of competence.

Self-assessment record

Institution: Candidate's name: Unit of competency: <i>CHCECE025 Embed sustainable practices in service operations</i> Trainer/assessor: Date:		
I can: <ul style="list-style-type: none"> support sustainable practices within at least one education and care service, including: <ul style="list-style-type: none"> undertaking an analysis of the environmental sustainability of the workplace 	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	Comments
<ul style="list-style-type: none"> identifying and supporting potential for workplace change to enhance environmental sustainability 	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	
<ul style="list-style-type: none"> supporting children to develop respect for the natural environment 	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	
<ul style="list-style-type: none"> designing, implementing and reviewing a program to enhance environmental sustainability in the child care workplace 	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	
<ul style="list-style-type: none"> using a variety of strategies to involve colleagues, children, families and the broader community in participating in and evaluating a program to enhance environmental sustainability. 	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	
I understand: <ul style="list-style-type: none"> how to access: <ul style="list-style-type: none"> the National Quality Framework the National Quality Standard the relevant approved learning framework. 	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	