Contents

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
Australian Qualifications Framework 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. 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.	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: www.aqf.edu.au.
Volume of learning 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: www.aqf.edu.au/wp-content/uploads/2013/06/Volume-of-Learning-Explanation.pdf	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.

Section 2: Unit of competency information

2.1 Unit of competency

BSBSUS201 Participate in 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 measure current resource use and carry out improvements, including reducing the negative environmental impact of work practices.

It applies to individuals, working under supervision or guidance, who are required to follow workplace procedures and instructions, and work in an environmentally sustainable manner within scope of competency, authority and own level of responsibility.

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

Prerequisite units

None

2.2 Unit of competency assessment requirements

Assessment requirements for BSBSUS201 Participate in environmentally sustainable work practices

Modification History

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

Performance evidence	Evidence of the ability to: • locate and interpret a range of environment/sustainability legislation and procedural requirements • participate in and support discussions for an improved resource efficiency process • identify, document and measure usage of resources • collaborate with team members on suggestions for improving workplace practices. 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 environmental and resource hazards/risks as well as environmental or sustainability legislation, regulations and codes of practice applicable to own role • outline sustainability requirements in the workplace • identify reporting channels and procedures to report breaches and potential issues • identify where to find environmental and resource efficiency systems and procedures.

3.2 Delivery plans

The following sample delivery plans can be used to deliver *BSBSUS201 Participate in 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: Identify current resource use	
Suggested time allocation: 10 hours **Suggested resources**: • Recommended reading • Slide presentation software	**Slide nos**: 2–13
Recommended reading	**Terminology checklist**
Aspire learner guide *BSBSUS201 Participate in environmentally sustainable work practices*, Release 1 Topic 1: Identify current resource use	• Environmental sustainability • Renewable and non-renewable resources • Extended waste management hierarchy • Reduce, re-use, recycle • Perpetual resources • Tangible and intangible waste • Greenhouse gas emissions • Data comparison • Environmental hazards • Noise and air pollution • Disposal hazards • Environmental risk register
Suggested training strategies	
• Commence facilitation of this unit of competency by introducing learners to the Aspire learner guide for *BSBSUS201 Participate in environmentally sustainable work practices*. The appendices of the learner guide provide details of 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.	
• Discuss with learners the importance of identifying the foundation skills that they develop as they progress through this unit. The preliminary pages of the learner guide include useful information regarding the foundation skills relevant for this unit.	
• 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.	

3.3 Learning mapping

BSBSUS201 Participate in environmentally sustainable work practices, Release 1

Unit of competency	Content	Practice tasks	Learning checkpoint
Element 1: Identify current resource use	Topic 1: Identify current resource use	n/a	n/a
1.1 Identify workplace environmental and resource efficiency issues	1A Identify workplace environmental and resource efficiency issues	1	LC 1: Part A 1 Part B 1
1.2 Identify resources used in own work role	1B Identify resource used in work role	2	LC 1: Part B 2
1.3 Document and measure current usage of resources using appropriate techniques	1C Document and measure current usage of resources	3	LC 1: Part A 2 Part B 3
1.4 Record and file documentation measuring current usage, using technology (such as software systems) where applicable	1D Record and file documentation measuring current usage	4	LC 1: Part A 3 Part B 4
1.5 Identify and report workplace environmental hazards to appropriate personnel	1E Identify and report workplace environmental hazards	5	LC 1: Part A 4 Part B 5, 6
Element 2: Comply with environmental regulations	Topic 2: Comply with environmental regulations	n/a	n/a

Final assessment tasks and recommended options

The final assessment provided in Aspire's print learner guide or online resource includes an overview that is laid out as follows (or similar):

To demonstrate your competency using this final assessment you must successfully complete three assessment tasks.

Complete the following task	Part A – Questioning You will demonstrate a sound knowledge of the unit requirements in your responses.
Select and complete one of the following	Part B – Project: Participating in environmentally sustainable work practices at BizOps Enterprises You will demonstrate your skills and knowledge by completing a project using a case study or simulated environment. OR Part C – Project: Participating in environmentally sustainable work practices at work You will demonstrate your skills and knowledge by completing a project in your workplace.
Select and complete one of the following	Part D – Observation Your work performance will be documented while being observed by an assessor. OR Part E – Third-party report Your work performance will be documented using a third-party report completed by a relevant supervisor.

Negotiating assessment tasks

It is critical that candidates understand the assessment tasks and expectations of their performance, as well as any options that may be available. Aspire's learner guides include a range of options for assessment (as outlined), depending on the unit being assessed and the characteristics of the candidate.

For example, a candidate completing assessment in a workplace (their own or via a work placement) may rely on a third-party report assessment. However, candidates completing assessment after a workshop-based program may require assessor observations in a simulated workplace task.

Candidates may also typically have the option of a verbal interview with their assessor or a written assessment (written questions) to demonstrate their knowledge of the unit being assessed. It should be noted that, even where only a written assessment option is provided, assessors may undertake this assessment in a verbal interview mode if suitable for the unit content, as a reasonable adjustment strategy.

4.3 Assessment mapping

BSBSUS201 Participate in 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
Element 1: Identify current resource use					
1.1 Identify workplace environmental and resource efficiency issues		P1	P1		
1.2 Identify resources used in own work role	Q2, Q3				
1.3 Document and measure current usage of resources using appropriate techniques		P3	P3		
1.4 Record and file documentation measuring current usage, using technology (such as software systems) where applicable	Q5, Q6, Q7				
1.5 Identify and report workplace environmental hazards to appropriate personnel		P8, P9	P8, P9		
Element 2: Comply with environmental regulations					
2.1 Follow workplace procedures to ensure compliance		P4, P5	P4, P5		
2.2 Report breaches or potential breaches to appropriate personnel		P8, P9, P10	P8, P9, P10		

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

Training organisation name:	
Candidate name:	
Unit code and title:	*BSBSUS201 Participate in environmentally sustainable work practices*, Release 1
Assessor name:	
Assessor email:	
Assessor phone number:	

Assessment tasks:		**Satisfactorily completed**
	Part A – Questioning	❑
	❑ Part B – Project: Participating in environmentally sustainable work practices at BizOps Enterprises OR ❑ Part C – Project: Participating in environmentally sustainable work practices at work	❑
	❑ Part D – Observation OR ❑ Part E – Third-party report	❑