BSBSUS401
Implement and Monitor Environmentally Sustainable Work Practices

Student Study Guide
Acoustar and Noise Measurement Services Pty Ltd is a registered training organization
(RTO Registration Identifier Code 41013)
under the Australian Skills Quality Authority (ASQA)
providing BSB41415 Certificate IV Work Health and Safety qualification and
MSS11 Sustainability Training Package (noise and noise management)
units of competency

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WELCOME!

The Acoustar course content is designed to be easy to understand. We provide practical work with theory to give a rounded understanding of a particular topic. Your trainers are practical people who work in industry and show you how to promote best practice in the workplace and avoid pitfalls in legislation, codes of practice and workplace guidelines.

Our projects relate to your work, and we guide you through each assignment so the key issues become clear and can be used in your workplace. Our study guides allow an easy progression from identifying basic issues to assessing complex solutions.

STUDY GUIDE

Your study guide has been carefully developed and customised for this unit of competency. Read and research the following information carefully. It is important not to limit your research to the sources provided.

Course Learning Guides
Acoustar BSBSUS401 Study Guide

Recommended reading (texts available in hardcover from Acoustar library)
Chapter 23 Managing for Sustainability; page 712

Program pre-reading recommended – external study preparation (not included)
External or self-paced study is a convenient and effective means of achieving a Nationally Recognised qualification. It can also present challenges within the work / life / study balance for some students. These books are intended to provide valuable insight and assistance when establishing your study pattern. It is recommended each student read these books before commencing study.

  ISBN 0733969771
Program recommended reading (not included)

- Management Strategies & Skills by Judyth Dwyer and Nicole Hopwood
- Understanding Marketing Research by Elvan Tong and Doug Taylor Pearson Education
- Marketing Plans, How to prepare them, how to use them 6th Edition by Malcolm McDonald
  ISBN 0750683864
- Organizations and Sustainability Mosaic: Crafting Long-Term Ecological and Societal
  Solutions by Sharma, Starik and Husted ISBN 9781845426422
- Sustainability Accounting and Accountability by Unerman, Bebbington and O'Dwyer
- Embedded Sustainability: The Next Big Competitive Advantage by Laszlo and Zhexembayeva

The following resources are available from the Acoustar Library

- AS/NZS ISO 14001 Environmental Management Systems

Useful websites

- [www.aries.mq.edu.au](http://www.aries.mq.edu.au)
- [www.cloudinstitute.org](http://www.cloudinstitute.org)
- [www.sustainableschools.sa.edu.au](http://www.sustainableschools.sa.edu.au)
- [www.sustainableschools.nsw.edu.au](http://www.sustainableschools.nsw.edu.au)
- [www.greenlanediary.com](http://www.greenlanediary.com)
- [www.thehotrock.org.au](http://www.thehotrock.org.au)
- [www.catholicearthcare.org.au](http://www.catholicearthcare.org.au)
STUDYING

Your Study materials consist of a set of documents:

- This Study Guide
- The set texts
- The assessment tasks; and
- A face-to-face tutorial program

The training program is arranged over a tutorial program and assessment tasks to be completed. A trainer-assessor will be assigned to you to help you through the program. The program is weighted towards practical work. Theory and background readings will be made available.

The assessment tasks are in three groups:

- Learning the **knowledge** underpinning the real-world building, environmental and workplace acoustics and noise control. The assessment tasks will be discussed briefly in the tutorials and are completed at home.

- **Case scenarios** dealing with real-world situations.

- **Practical** assessments that are the heart of the training program. These are done at home.

The unit is based on a minimum of 40 hours tutorial and at-home / work related activity for a person without prior knowledge. A person with prior knowledge may complete the unit in less time.

**There are strict rules governing study and factual evidence of your work. Please read your assessment questions carefully.**

The next section presents summary information to the content and structure of the unit.
BSBSUS401

Overview
Slide 1

BSBSUS401
Implement and monitor environmentally sustainable work practices

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Slide 2

Element 1 Investigate current practices in relation to resource usage

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Slide 3

- Environmental sustainability means using the earth’s resources without affecting the ability of future generations to have access to the same things and enjoy the beauty of the natural environment.
Slide 4

The best way to start reducing environmental impact is to:
- reduce
- reuse
- recycle.

Slide 5

An important part of encouraging good environmental practice in the workplace is complying with all relevant laws and regulations.
- There are many areas that these laws and regulations cover such as:
  - handling dangerous materials
  - limiting the pollution emitted by cars and trucks
  - disposing potentially dangerous wastes.

Slide 6

The Australian Government Department of the Environment, Water, Heritage and the Arts (formerly Department of the Environment and Water Resources) is responsible for national environmental issues.
Best practice models provide information to organisations about how to implement environmentally sustainable policies and procedures.

In Victoria, the Environment Protection Agency (EPA) created guidelines for major construction sites, which provide detailed recommendations for:
- managing noise pollutions
- dealing with contaminated materials
- minimising waste
- other environmental issues.

Compliance tools include the following:
- Best practice comparison
- Audit or survey
- Checklists
- Objectives, targets and action plans
- Environmental performance process
- Performance reporting
- Environmental risk register
- Training register
- Quality assurance systems

To communicate and influence a green initiative policy, answer the following questions before you make your presentation:
- Who am I telling?
- What am I telling them?
- Where am I telling them?
- Why am I telling them?
- What is important to them?
- Why not? Try thinking about some of the objections people might raise before you give your presentation.
There are a number of ways to present your information such as:
- staff meetings
- posters or visual materials
- emails
- green teams.

You can gather information about appropriate environmental initiatives from:
- government department websites, which provide links or suggestions on environmentally sustainable initiatives
- industry groups, which may publish information on industry initiatives
- workplace environmental policies and procedures, which may provide additional information.

Workplace resources include:
- paper
- energy
- transport
- waste
- water
- production materials
- packaging materials.
Slide 13

- You can measure resource usage using the following tools:
  - Consumption patterns
  - Visual waste assessments
  - Physical waste audits
  - Waste disposal methods
  - Lighting assessment
  - Heating/cooling usage
  - Suppliers/purchasing decisions
  - Transport usage

Slide 14

- Reporting tools include:
  - spreadsheets
  - regular reports
  - emails
  - staff meetings
  - presentations
  - posters
  - staff newsletters.

Slide 15

- Ask the following questions of each product you review, to help you choose the most environmentally friendly option:
  - Where do the raw materials come from? Is it an environmentally friendly source?
  - What production and manufacturing methods are used?
  - How much packaging is used?
  - Is the packaging material reusable or recyclable?
  - How is the material distributed?
  - Is it produced locally or from overseas?
  - Can the product be recycled when finished with?
  - Is it efficient to use and operate?
  - How will the product be disposed of?
If it is part of your role to make people environmentally aware in their daily activities, you should be striving to continually improve your performance and your team’s performance.

Element 2
Setting targets for improvement

You may need to consult with the following external stakeholders:
- Suppliers
- Investors
- Customers
- Government bodies
- Councils
- Technical specialists
- Local community
- Industry bodies
Slide 19

- To communicate clearly with others, ask yourself the following questions:
  - Is English their first language?
  - Do they have a similar education level?
  - Do they have the same cultural or ethical background?
  - Do they have the same physical capabilities?

Slide 20

- Any proposal you make must not breach existing workplace policies and procedures.
- Occupational health and safety requirements must always be considered.
  - For example, changing the setting on heating or air conditioning can dramatically reduce electricity bills, but there may be guidelines in place about appropriate temperatures for the work environment.

Slide 21

- Diagram showing the relationship between People, Profit, Sustainability, and Planet.
Slide 22

• Seek input from stakeholders
  - Choosing the best idea can be difficult when there are a lot of options available.
  - Think about each idea in terms of its:
    • effectiveness
    • ease of implementation.

Slide 23

• Efficiency targets are used to define the amount by which we want to improve performance.
• For example, the Victorian Government set an overall efficiency target in 2006 to reduce greenhouse gas emissions by 10% by 2010.

Slide 24

• The best targets are SMART targets.
  - Specific: Do your targets state exactly what you need to do?
  - Measurable: Can you demonstrate you have met your target?
  - Assigned: Have tasks been clearly assigned where required?
  - Realistic: Can you meet the target?
  - Time-bound: Have dates been set for each target?
Element 3
Implement performance improvement strategies

Slide 26

- Measuring and reporting progress is an important part of achieving any target.
- Without it, targets tend to become too general and less is achieved.

Slide 27

- There are many different tools that can be used to measure or demonstrate progress towards a target, including:
  - fishbone diagrams
  - resource usage trends
  - workplace audits
  - benchmarking
  - graphical data summaries.
The five steps of a continuous improvement cycle are:
1. Define the objective
2. Measure the process
3. Analyse the results
4. Improve the process
5. Control the process so that it becomes standard

An environmental improvement plan generally includes:
- a summary of the environmental goals of an organisation
- a timeline for these goals
- ongoing monitoring and reporting of environmental performance
- a medium-term plan, which is regularly reviewed and updated.

The proposals in an environmental improvement plan may include:
- waste minimisation
- cleaner production technologies
- water and energy efficiencies
- assessment of new and emerging technologies
- green office programs operating in the organisation.
The waste-management hierarchy

- Avoid
- Reduce
- Reuse
- Recycle
- Recover
- Treat
- Dispose

People might not follow environmental practices because they:
- can’t be bothered
- don’t see the reason for doing so – it doesn’t seem to relate to getting their work done
- think it will take too long and their task is urgent
- forget how important environmental practices are.

Many changes to workplace procedures have been made over recent years. Changes can occur for a variety of reasons; for example:
- people recognise that the impact of the workplace can be harmful to the environment
- new government regulations or incentives might mean a change to environmental practices
- an organisation might adopt better environmental workplace practices in response to consumer demand
- suggestions from employees might encourage an organisation to change its purchasing policy
- a business might change workplace practices in response to an incident or concern about an environmental hazard.
Effective communication is probably the most important part of change management. 
- Start at the top.
- Lead by example.
- Make a case for change.
- Create ownership.
- Involve everyone.
- Plan for the unexpected.
- Prepare for resistance.

Key steps to remember when conducting a cost–benefit analysis: 
- State the objectives clearly
- Consider the alternatives
- Evaluate financial costs and benefits
- Evaluate other costs and benefits
- Make a recommendation

Element 4
Monitor performance
An organisation’s environmental performance can be determined by measuring, for example:
- its use of resources; for example, energy, paper
- how much it contributes to environmental pollution of any kind
- how it handles waste
- the basis of its purchasing decisions.

Your organisation needs to monitor its environmental performance in order to:
- make sure it complies with government regulations
- manage its impact on the environment
- continuously improve workplace procedures and systems
- measure progress towards a goal or target.

To promote an environmentally responsible culture, you may need to:
- publish an environmental policy statement on the intranet or external websites
- develop and publish an environmental improvement plan
- ensure objectives and targets are widely communicated and part of a performance management process where appropriate
- provide regular feedback on environmental targets and objectives
- document environmental procedures so they are part of the formal workplace policy and procedure manual
- include environmental policies and procedures as part of induction to the organisation
- formally document any reporting requirements for compliance with legislation, regulations or accreditation programs such as ISO 14001
- ensure external reporting requirements are clearly assigned to appropriate staff and followed up
- regularly communicate at all levels to maintain awareness.
Developing a standard report that is completed at the end of each implementation period can be a useful way to provide information in a brief, condensed form. Such reports may include:

- a program background
- a program objective
- an action plan
- a communication plan
- the results of the program
- revisions and future plans
- key contacts.

Assessment

Underpinning knowledge questions review

Case Scenario assessments review

Practical assessment
- In your presentation explain an environmentally sustainable practice you have implemented and how you monitor it
BSBSUS401

Course Content
COURSE CONTENT

This Study Guide describes the performance outcomes, skills and knowledge required to implement an organisation’s continuous improvement systems and processes. Particular emphasis is on using systems and strategies to actively encourage your participation in the process, monitoring and reviewing performance, and identifying opportunities for further improvements.

The BS807 Business Services Training Package was developed by the Innovation and Business Skills Australia 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.

Q. What is ‘competency’?

A. Competency means the consistent application of knowledge and skill to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situations and environments.

Every job requires a specific set of knowledge and skills and this varies depending on the type and complexity of the job. Competency assessment is about providing a way of building the skills and knowledge people need to perform a job. It is a combination of work practice and knowledge learned through training programs or own study.

To be competent in a task you must have the necessary skills and knowledge to do so. This is the purpose of our training program.

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

- identifying areas for improvement
- developing plans to make improvements
- implementing and monitoring improvements in environmental performance.

A person who demonstrates competence in this unit must be able to provide evidence of the ability to implement and monitor integrated environmental and resource efficiency management policies and procedures within an organisation. Evidence must be strictly relevant to the particular workplace role.
## Elements and Performance Criteria

**Elements** describe the essential outcomes of a unit of competency.  
**Performance criteria** describe the performance needed to demonstrate achievement of the element.  
Assessment of performance is to be consistent with the evidence guide.

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<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
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</table>
| 1. Investigate current practices in relation to resource usage | 1.1 Identify environmental regulations applying to the enterprise  
1.2 Analyse procedures for assessing compliance with environmental/sustainability regulations  
1.3 Collect information on environmental and resource efficiency systems and procedures, and provide to the work group where appropriate  
1.4 Collect, analyse and organise information from a range of sources to provide information/advice and tools/resources for improvement opportunities  
1.5 Measure and document current resource usage of members of the work group  
1.6 Analyse and document current purchasing strategies  
1.7 Analyse current work processes to access information and data to assist in identifying areas for improvement |
| 2. Set targets for improvements | 2.1 Seek input from stakeholders, key personnel and specialists  
2.2 Access external sources of information and data as required  
2.3 Evaluate alternative solutions to workplace environmental issues  
2.4 Set efficiency targets |
| 3. Implement performance improvement strategies | 3.1 Source and use appropriate techniques and tools to assist in achieving efficiency targets  
3.2 Apply continuous improvement strategies to own work area of responsibility, including ideas and possible solutions to communicate to the work group and management  
3.3 Implement and integrate environmental and resource efficiency improvement plans for own work group with other operational activities  
3.4 Supervise and support team members to identify possible areas for improved practices and resource efficiency in work area  
3.5 Seek suggestions and ideas about environmental and resource efficiency management from stakeholders and act upon where appropriate  
3.6 Implement costing strategies to fully utilise environmental assets |
| 4. Monitor performance | 4.1 Use and/or develop evaluation and monitoring, tools and technology  
4.2 Document and communicate outcomes to report on efficiency targets to key personnel and stakeholders  
4.3 Evaluate strategies and improvement plans  
4.4 Set new efficiency targets, and investigate and apply new tools and strategies  
4.5 Promote successful strategies and reward participants where possible |
<table>
<thead>
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<th><strong>Definitions to assist in understanding the Performance Criteria</strong></th>
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<tbody>
<tr>
<td><strong>Compliance</strong> may include:</td>
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<tr>
<td>meeting relevant laws, by-laws and regulations or best practice or codes of practice to support compliance in environmental performance and sustainability at each level as required (such as Environmental Protection or Biodiversity Conservation Act):</td>
</tr>
<tr>
<td>➢ international</td>
</tr>
<tr>
<td>➢ commonwealth</td>
</tr>
<tr>
<td>➢ state/territory</td>
</tr>
<tr>
<td>➢ industry</td>
</tr>
<tr>
<td>➢ organisation.</td>
</tr>
<tr>
<td><strong>Sources</strong> may include:</td>
</tr>
<tr>
<td>• organisation specifications</td>
</tr>
<tr>
<td>• regulatory sources</td>
</tr>
<tr>
<td>• relevant stakeholders</td>
</tr>
<tr>
<td>• resource use.</td>
</tr>
<tr>
<td><strong>Purchasing strategies</strong> may include:</td>
</tr>
<tr>
<td>• influencing suppliers to take up environmental sustainability approaches</td>
</tr>
<tr>
<td>• researching and participating in programs such as a supply chain program to purchase sustainable products</td>
</tr>
<tr>
<td><strong>Stakeholders, key personnel and specialists</strong> may include:</td>
</tr>
<tr>
<td>• individuals and groups both inside and outside the organisation who have direct or indirect interest in the organisation’s conduct, actions, products and services, including:</td>
</tr>
<tr>
<td>➢ customers</td>
</tr>
<tr>
<td>➢ employees at all levels of the organisation</td>
</tr>
<tr>
<td>➢ government</td>
</tr>
<tr>
<td>➢ investors</td>
</tr>
<tr>
<td>➢ local community</td>
</tr>
<tr>
<td>➢ other organisations</td>
</tr>
<tr>
<td>➢ suppliers</td>
</tr>
<tr>
<td>• key personnel within the organisation, and specialists outside the organisation who may have particular technical expertise.</td>
</tr>
<tr>
<td><strong>Techniques and tools</strong> may include:</td>
</tr>
<tr>
<td>• examination of invoices from suppliers</td>
</tr>
<tr>
<td>• examination of relevant information and data</td>
</tr>
<tr>
<td>• measurements made under different conditions</td>
</tr>
<tr>
<td>• others as appropriate to the specific industry context.</td>
</tr>
<tr>
<td><strong>Environmental and resource efficiency improvement plans</strong> may include:</td>
</tr>
<tr>
<td>• addressing environmental and resource sustainability initiatives such as environmental management systems, action plans, green office programs, surveys and audits</td>
</tr>
<tr>
<td>• applying the waste management hierarchy in the workplace</td>
</tr>
<tr>
<td>• determining organisation’s most appropriate waste treatment including waste to landfill, recycling, re-use, recoverable resources and wastewater treatment</td>
</tr>
<tr>
<td>• initiating and/or maintaining appropriate organisational procedures for operational energy consumption, including stationary energy and non-stationary (transport)</td>
</tr>
<tr>
<td>Preventing and Minimising Risks, and Maximising Opportunities such as:</td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td>• improving resource/energy efficiency</td>
</tr>
<tr>
<td>• reducing emissions of greenhouse gases</td>
</tr>
<tr>
<td>• reducing use of non-renewable resources</td>
</tr>
<tr>
<td>• referencing standards, guidelines and approaches such as:</td>
</tr>
<tr>
<td>• ecological footprinting</td>
</tr>
<tr>
<td>• Energy Efficiency Opportunities Bill 2005</td>
</tr>
<tr>
<td>• Global Reporting Initiative</td>
</tr>
<tr>
<td>• green office program – a cultural change program</td>
</tr>
<tr>
<td>• green purchasing</td>
</tr>
<tr>
<td>• Greenhouse Challenge Plus (Australian government initiative)</td>
</tr>
<tr>
<td>• ISO 14001:1996 Environmental management systems life cycle analyses</td>
</tr>
<tr>
<td>• product stewardship</td>
</tr>
<tr>
<td>• supply chain management</td>
</tr>
<tr>
<td>• sustainability covenants/compacts</td>
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<tr>
<td>• triple bottom line reporting.</td>
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<table>
<thead>
<tr>
<th>Suggestions may include ideas that help to:</th>
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<tbody>
<tr>
<td>• prevent and minimise risks and maximise opportunities such as:</td>
</tr>
<tr>
<td>• usage of solar or renewable energies where appropriate</td>
</tr>
<tr>
<td>• reducing emissions of greenhouse gases</td>
</tr>
<tr>
<td>• reducing use of non-renewable resources</td>
</tr>
<tr>
<td>• making more efficient use of resources, energy and water</td>
</tr>
<tr>
<td>• maximising opportunities to re-use, recycle and reclaim materials</td>
</tr>
<tr>
<td>• identifying strategies to offset or mitigate environmental impacts:</td>
</tr>
<tr>
<td>• purchasing carbon credits</td>
</tr>
<tr>
<td>• energy conservation</td>
</tr>
<tr>
<td>• reducing chemical use</td>
</tr>
<tr>
<td>• reducing material consumption</td>
</tr>
<tr>
<td>• expressing purchasing power through the selection of suppliers with improved environmental performance e.g. purchasing renewable energy</td>
</tr>
<tr>
<td>• eliminating the use of hazardous and toxic materials.</td>
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<table>
<thead>
<tr>
<th>Environmental assets may include:</th>
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<tbody>
<tr>
<td>• assets of the natural environment such as:</td>
</tr>
<tr>
<td>• biological assets (produced or natural)</td>
</tr>
<tr>
<td>• land</td>
</tr>
<tr>
<td>• water areas with their ecosystems</td>
</tr>
<tr>
<td>• subsoil, and</td>
</tr>
<tr>
<td>• air.</td>
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</tbody>
</table>
What skills and knowledge do I need to demonstrate?

Skill set

Every job requires a specific set of skills and knowledge and this varies depending on the type and complexity of the job. Competency assessment is about providing a way of building the skills and knowledge people need to perform a job. It is a combination of work practice and knowledge learned through training programs or own study.

Improved skills & knowledge – improved performance capability

The key to competency assessment is that it is based on actual skills and knowledge that a person can demonstrate in the workplace or other contexts. In this unit the competencies are benchmarked against a pre-set of performance criteria.

These are described the section “Elements and Performance Criteria” This is different to other approaches where there is no requirement to demonstrate knowledge and skills – like approaches where people just answer questions as a test of their general or specific knowledge and skills.

The problem with testing is that it doesn’t guarantee that a person will be able to do something – it just verifies that they know something. To assist you our approach is:

- Assess yourself against a set of competencies.
- Compile a list of evidence that shows your level of competency.
- Identify your development needs.
- Study the assessment questions (“Learning”) and work through the Project (“Understanding, Skill and Application of Knowledge”)
- Send your completed Project to your Trainer / Assessor for Assessment. You are awarded competence in this Unit if you can demonstrate the required level of skills and knowledge.
## Foundation Skills

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

<table>
<thead>
<tr>
<th>Skill</th>
<th>Performance Criteria</th>
<th>Description</th>
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</thead>
</table>
| Reading                | 1.1-1.4, 1.6, 1.7, 2.3, 3.1 | - Identifies and analyses complex texts to determine legislative, regulatory and business requirements  
- Reviews reported information to evaluate workplace strategies and improvement practices |
| Writing                | 1.5, 1.6, 2.1, 2.2, 2.4, 3.1-3.3, 4.4, 4.5 | - Documents findings of investigations from written and oral sources according to organisational requirements  
- Provides updates about progress using formats and language appropriate to the audience and context |
| Oral Communication     | 2.1, 2.2, 3.3-3.5, 4.4, 4.5 | - Presents information and seeks advice using structure and language appropriate to audience  
- Participates in discussions using listening and questioning to elicit the views of others and to clarify or confirm understanding |
| Numeracy               | 1.5, 2.4, 3.1, 3.6, 4.4 | - Analyses numerical information to measure usage and calculates metric measurements, quantities/ratios and financial data using appropriate tools |
| Navigate the world of work | 1.1, 1.2 | - Recognises and follows legislative requirements and organisational policies and procedures associated with own role |
| Interact with others   | 1.3, 2.1, 2.2, 3.3-3.5, 4.2, 4.4, 4.5 | - Selects and uses appropriate conventions and protocols when communicating with internal and external stakeholders to seek or share information  
- Collaborates and consults with a range of stakeholders to achieve shared understanding of individual roles in meeting objectives |
| Get the work done      | 1.2, 1.4-1.7, 2.3, 2.4, 3.1, 3.2, 3.3, 3.5, 3.6, 4.1, 4.3, 4.4 | - Develops plans to manage routine and non-routine tasks for own work group with an awareness of how they contribute to the broader organisation  
- Uses systematic, analytical processes to set environmental targets, gather relevant information, identify and evaluate alternative approaches  
- Evaluates outcomes of decisions to identify opportunities for improvement  
- Uses the main features and functions of digital tools to complete work tasks and access information |
The required performance and knowledge for this Unit

During the Assessment your Trainer will be looking for evidence that you have achieved the required performance and knowledge. For most items the evidence can be presented in your Project.

**Performance Evidence**

Evidence of the ability to:

- analyse information from a range of sources to identify current procedures, practices and compliance requirements in relation to environmental and resource sustainability
- 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
- plan and organise work group activities to:
  - measure current resource usage
  - solve problems and generate ideas for improvements
  - evaluate and implement strategies to improve resource usage
  - plan, implement and integrate improvements into operations
  - meet environmental requirements
- apply continuous improvement approach to sustainability performance
- apply change management techniques to support sustainability performance.

**Knowledge Evidence**

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

- identify relevant internal and external sources of information and explain how they can be used to identify sustainability improvements
- explain the compliance requirements for the work area with reference to legislation, regulations, codes of practice and workplace procedures that relate to environmental and resource issues
- outline common environmental and energy efficiency issues within the industry
- give examples of benchmarks for environmental and resource sustainability that are relevant to the organisation
- outline organisational systems and procedures that relate to environmental and resource sustainability improvements including:
  - supply chain, procurement and purchasing
  - quality assurance
  - making recommendations and seeking approvals
Skills self-assessment

In this section you are asked to make a realistic assessment of your skills BEFORE starting the Unit. If you are unsure mark the Level as ‘Low’. Your trainer will use this assessment to help you complete the Unit.

<table>
<thead>
<tr>
<th>Investigate current practices in relation to resource usage</th>
<th>Current Skill level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify environmental regulations applying to the enterprise</td>
<td>High Medium Low</td>
</tr>
<tr>
<td>Analyse procedures for assessing compliance with environmental/sustainability regulations</td>
<td>High Medium Low</td>
</tr>
<tr>
<td>Collect information on environmental and resource efficiency systems and procedures and provide to the work group where appropriate</td>
<td>High Medium Low</td>
</tr>
<tr>
<td>Collect analyse and organise information from a range of sources to provide information/advice and tools/resources for improvement opportunities</td>
<td>High Medium Low</td>
</tr>
<tr>
<td>Measure and document current resource usage of members of the work group</td>
<td>High Medium Low</td>
</tr>
<tr>
<td>Analyse and document current purchasing strategies</td>
<td>High Medium Low</td>
</tr>
<tr>
<td>Analyse current work processes to access information and data to assist in identifying areas for improvement</td>
<td>High Medium Low</td>
</tr>
</tbody>
</table>

Set targets for improvements

<table>
<thead>
<tr>
<th>Set targets for improvements</th>
<th>Current Skill level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seek input from stakeholders key personnel and specialists</td>
<td>High Medium Low</td>
</tr>
<tr>
<td>Access external sources of information and data as required</td>
<td>High Medium Low</td>
</tr>
<tr>
<td>Evaluate alternative solutions to workplace environmental issues</td>
<td>High Medium Low</td>
</tr>
<tr>
<td>Set efficiency targets</td>
<td>High Medium Low</td>
</tr>
<tr>
<td>Implement performance improvement strategies</td>
<td>Current Skill level</td>
</tr>
<tr>
<td>Task</td>
<td>High</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Source and use appropriate techniques and tools to assist in achieving efficiency targets</td>
<td></td>
</tr>
<tr>
<td>Apply continuous improvement strategies to own work area of responsibility including ideas and possible solutions to communicate to the work group and management</td>
<td></td>
</tr>
<tr>
<td>Implement and integrate environmental and resource efficiency improvement plans for own work group with other operational activities</td>
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</tr>
<tr>
<td>Supervise and support team members to identify possible areas for improved practices and resource efficiency in work area</td>
<td></td>
</tr>
<tr>
<td>Seek suggestions and ideas about environmental and resource efficiency management from stakeholders and act upon where appropriate</td>
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</tr>
<tr>
<td>Implement costing strategies to fully value environmental assets</td>
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</tbody>
</table>

**Monitor performance**

<table>
<thead>
<tr>
<th>Task</th>
<th>High</th>
<th>Medium</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use and/or develop evaluation and monitoring tools and technology</td>
<td></td>
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<td></td>
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<tr>
<td>Document and communicate outcomes to report on efficiency targets to key personnel and stakeholders</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Evaluate strategies and improvement plans</td>
<td></td>
<td></td>
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<tr>
<td>Set new efficiency targets and investigate and apply new tools and strategies</td>
<td></td>
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<tr>
<td>Promote successful strategies and reward participants where possible</td>
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</table>
What is evidence?

Evidence is a body of facts that proves or supports a belief or proposition to support your competency in this unit. An Assessment needs to contain evidence from your own work and understanding.

The rules of evidence are closely related to the principles of assessment and provide guidance on the collection of evidence to ensure:

- Validity
- Sufficiency
- Authenticity
- Currency

Validity
The assessor is assured that the learner has the skills, knowledge and attributes as described in the module or unit of competency and associated assessment requirements.

Sufficiency
The assessor is assured that the quality, quantity and relevance of the assessment evidence enables a judgment to be made of a learner’s competency.

Authenticity
The assessor is assured that the evidence presented for assessment is the learner’s own work.

Currency
The assessor is assured that the assessment evidence demonstrates current competency. This requires the assessment evidence to be from the present or the very recent past.

What evidence do I need to provide?

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, Range Statement and the Assessment Guidelines for the Unit.
## Evidence Guide

<table>
<thead>
<tr>
<th>Overview of assessment</th>
<th>Evidence of the following is essential:</th>
</tr>
</thead>
</table>
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | ▪ knowledge of relevant compliance requirements within work area  
▪ developing plans to make improvements  
▪ planning and organising work group activities in relation to measuring current use and devising strategies to improve usage  
▪ monitoring resource use and improvements for environmental performance relative to work area and supervision  
▪ ensuring appropriate action is taken within work area in relation to environmental/sustainability compliance and potential hazards  
▪ implementing new approaches to work area in an effort to resolve and improve environmental and resource efficiency issues and reporting as required. |

<table>
<thead>
<tr>
<th>Context of and specific resources for assessment</th>
<th>Assessment must ensure:</th>
</tr>
</thead>
</table>
| | ▪ access to an actual workplace or simulated environment  
▪ access to a range of environment/sustainability legislation, standards, guidelines and procedural requirements relevant to specific work area, daily responsibilities and supervision  
▪ access to a range of information, workplace documentation and resources such as compliance obligations, organisation plans, work supervision and responsibilities  
▪ access to reports from other parties involved in the process of identifying and implementing improvements  
▪ evidence is relevant to the particular workplace role, including work area, staff, stakeholders, equipment, systems and documentation. |

<table>
<thead>
<tr>
<th>Method of assessment</th>
<th>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</th>
</tr>
</thead>
</table>
|                    | ▪ direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate  
▪ response to case studies  
▪ review of reports of activities of work group in relation to measuring resource use and developing improvement strategies  
▪ review of work plans outlining approaches to improved practices with documented benchmarks |
- Analysis of the way in which advice is sought and suggestions are made about improvements.
- Observation over time and in a range of situations in relation to review of overall work area and staff, to assess and measure resource use, hazards and compliance.
- Review of checklists to identify and assess resource usage at the beginning and end of the unit; reports on meetings around procedures and improvement processes and monitoring within the workplace; lists of environmental hazards/risks or inefficiencies or opportunities for improvements identified in the workplace.
- Analysis of implementation of programs such as a green office program, supply chain program for purchasing sustainable products, or an environmental management framework.
- Oral or written questioning to assess knowledge of environmental and energy efficiency issues, systems and procedures specific to industry practice.

| Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |
What is an assessment?

**Assessment** is the process of checking your competence to perform to the standard detailed in each element’s performance criteria against a set of pre-determined benchmarks.

**Principles of assessment**

To ensure quality outcomes, assessment should be:

- Fairness
- Flexibility
- Validity
- Reliability

**Fairness**

The individual learner’s needs are considered in the assessment process. Where appropriate, reasonable adjustments are applied by the RTO to take into account the individual learner’s needs. The RTO informs the learner about the assessment process, and provides the learner with the opportunity to challenge the result of the assessment and be reassessed if necessary.

**Flexibility**

Assessment is flexible to the individual learner by:

- reflecting the learner’s needs;
- assessing competencies held by the learner no matter how or where they have been acquired; and
- drawing from a range of assessment methods and using those that are appropriate to the context, the unit of competency and associated assessment requirements, and the individual.

**Validity**

Any assessment decision of the RTO is justified, based on the evidence of performance of the individual learner. Validity requires:

- assessment against the unit/s of competency and the associated assessment requirements covers the broad range of skills and knowledge that are essential to competent performance;
- assessment of knowledge and skills is integrated with their practical application;
- assessment to be based on evidence that demonstrates that a learner could demonstrate these skills and knowledge in other similar situations; and
- judgment of competence is based on evidence of learner performance that is aligned to the unit/s of competency and associated assessment requirements.
Reliability
Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.

How will I be assessed?

The assessment activities are in the Assessment Guide and designed to enable you to collect evidence for assessment and to assess your skills and knowledge.

Work through the activities. While the activities are listed separately they are designed to build up into an integrated project which is described at the end of the assessment guide.

You should clearly reference your work with full citations for any quotes or references, and list all materials that provided background information for completion of an activity.

While access to an actual workplace is desirable, part of the assessment may be through simulated project activity, scenarios, case studies, role-plays or actual activities.

The integrated project and presentation activity in each assessment guide provides you with an opportunity to consolidate your learning. Ideally the project will be an application of what you have learnt as applied to a workplace, thus providing evidence of your ability to transfer and apply skills and knowledge to new situations.

A mentor, or an appropriate third party familiar with your work, can help provide an independent evaluation of your ability to work consistently and effectively at the required level.

Underpinning Knowledge and Practical Assignments

This is where you show that you have achieved an acceptable level of competence in skills and knowledge for this Unit.

Confidentiality

When collecting material, please ensure that you protect the confidentiality of colleagues, workers and other persons, and block out any sensitive information.

All evidence and coursework you send to Acoustar will be treated in the strictest confidence by your Trainer / Assessor and not made available to any third party.
Assessments

There are three formal assessments:

1. Classwork and completing the Underpinning Knowledge questions with the help of others and your trainer
2. Completing the Case Scenarios in your own time but with the help of others and your trainer as needed
3. Completing the Practical Assessments in your own time and by yourself. You can ask your trainer for assistance.

In addition the Skills and Knowledge questions cover the range of topics in the Foundation Skills. These questions are in the ‘Underpinning Knowledge - Tutorials’ section.

Assessment Conditions

Information for assessors:

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced by individuals using interpersonal communication skills in the workplace and include access to:

- equipment, materials and business software packages for making a presentation
- business technology
- interaction with others.
BSBSUS401

Underpinning Knowledge
Underpinning Knowledge

Instructions to the student

1. Read all of the questions for this unit of competency before commencing.

2. Answer all the questions for this unit of competency. Keep in mind you are studying a Nationally Recognised Certificate IV unit of competency.

3. Your answers must reflect the depth of knowledge and understanding expected of a person who can work without supervision, and demonstrate a level of judgement and decision making.

4. This assessment is to be conducted in a supervised classroom environment. Computers may be used for the purpose of presenting the answers in a neat and professional manner.

5. You must complete all your own work without assistance from other persons and/or sources:
   - The assessor will take steps/make arrangements to ensure students do not share their work and/or answers
   - The assessor will predetermine the timeframe for the assessment and advise the students
   - The assessor will make arrangements to receive the completed assessment via email, USB, printed or similar

6. Unless otherwise specified, your answers should be 100 to 250 words.

7. All questions and tasks must be true and correct to be assessed as satisfactory.

8. Complete the assessment sign off sheet with your assessor.
Underpinning Knowledge Questions

**Question 1**
Define sustainability and outline why organisations should develop workplace sustainability policies.

**Question 2**
Nominate three (3) areas that should be included in the scope of an organisation’s sustainability policy.

**Question 3**
Identify six (6) sustainability standards/guidelines that a sustainability policy should adhere to.

**Question 4**
Identify the key stakeholders that should be involved in the development of an organisation’s sustainability policy.

**Question 5**
Nominate one (1) strategy that an organisation could implement to address each of the following sustainability issues:
- Minimise resource usage
- Reduce toxic material use
- Reduce hazardous chemical use
- Employing life cycle management approaches

**Question 6**
Nominate six (6) effective methods an organisation can implement to promote the workplace sustainability policy to stakeholders.

**Question 7**
Identify what factors should be communicated to stakeholders regarding how the sustainability policy will be implemented.

**Question 8**
Outline the steps involved in the continuous improvement cycle and develop a procedure for how you would implement continuous improvement in sustainability approaches.

**Question 9**
Recommend one (1) recording system for tracking continuous improvements in sustainability approaches.

**Question 10**
Discuss the importance of assigning responsibility for the recording and tracking of continuous improvement.

**Question 11**
Recommend one (1) strategy to provide feedback to key personnel regarding the effectiveness of the implemented sustainability policy.
Question 12
Nominate the benefits of monitoring records to identify trends within the sustainable approach.

Question 13
Discuss the legal implications of developing a new policy. Explain what measures should be taken to ensure compliance, with regards to the following key areas:
- Equal employment opportunity
- Equity and diversity principles
- Workplace health and safety
BSBSUS401

Case Scenarios
Case Scenarios

Instructions to the Student

These case scenarios are for discussion in class or with your trainer. Please read and attempt the tasks. There are no assignment answers required,
Case Scenario Questions

Annabelle from Betty’s Book-Keeping has approached you to assist with the development and implementation of a sustainability policy. She has decided that the organisation could save costs and improve their environmental footprint by implementing some more sustainable approaches to their work habits.

You meet with Annabelle and she tells you that currently the organisation has no policies or procedures in place regarding sustainable practices. She would like an all encompassing policy that suggest strategies to help minimise resource use (including paper, electricity and ink), reduce hazardous chemical use (with regards to cleaning products) and employs a life cycle management approach.

The organisation currently employs 42 staff. This includes 4 managers and Annabelle the General Manager. The business trades from 8am to 6pm, Monday to Friday and currently employs no sustainable practices in any aspect of the business.

Scenario Task 1
Identify what communication process you would implement to gain a contribution from key stakeholders in the development of sustainability policy. Nominate what conflict resolution strategies you will implement to manage different points of view and dissenting stakeholders.

Scenario Task 2
Plan and develop an organisational policy for Betty’s Book-Keeping. Ensure the policy includes specific strategies that can be implemented to achieve the goals of:

- Minimising resource use
- Reducing hazardous chemical use
- Employing a life cycle management approach

The policy must demonstrate legislative compliance and must effectively:

- Reflect the organisation’s commitment to sustainability
- Reflect the organisation’s business plan
- Fit the organisational goals
- Be written in plain English
- Comply with environmental and sustainability legislation
- Comply with equal employment opportunity, equity and diversity principles
- Comply with workplace health and safety requirements
- Define strategies at all stages of work
- Define roles and responsibilities
- Define monitoring processes
- Define goals / targets
Scenario Task 3
Develop an implementation plan for Annabelle and her team to utilise in order to effectively implement the policy. The plan must address:

- Consultation strategies
- Training requirements
- Coaching
- Timeframe
- Specified targets
- Detailed costings
- Delegation of roles
- Delegation of responsibilities
- Where the policy will be stored
- How the policy will be presented
- How the policy will be accessed by all employees on an ongoing basis
- Monitoring processes

Scenario Task 4
Identify the monitoring processes you will implement to analyse data on the organisation’s resource consumption and assist with determining the success of the policy.

Scenario Task 5
Your research on Betty’s Book-Keeping’s resource usage has discovered the following paper used over a five (5) year period. Convert the data provided below into a format that is easily used. Use your skills to develop a graph to visually demonstrate the increase in usage.

2006: 27 reams
2007: 25 reams
2008: 55 reams
2009: 58 reams
2010: 69 reams
BSBSUS401

Practical Assessment
Practical Assessment

Instructions to the Student

1. Read the study material included in your Study Guide. Read relevant texts from the list of suggested reading websites provided. Read each of the practical activity assessments for this unit of competency before commencing.

2. Answer all of the requirements of the practical activities. Keep in mind you are studying a Nationally Recognised Unit of Competency. Your answers must reflect the depth of knowledge and understanding expected of a person who can work without supervision and demonstrate a level of judgement and decision making.

3. The assessment tasks are to be completed in your own time.

4. Notes, textbooks and computers may be used. Be prepared to:
   - View www.youtube.com
   - Utilise search engines like www.google.com.au
   - Research the websites of organisations specialising in business, management, technology and similar

5. You must complete all your own work without assistance from other persons:
   - The assessor will take steps / make arrangements to ensure students do not share their work and / or answers
   - The assessor will predetermine the timeframe for the assessment and advise the student
   - The assessor will make arrangements to receive the completed assessment via email, USB, printed or similar

6. All aspects of your practical activities must be assessed as satisfactory in order to achieve a satisfactory result for this assessment.

7. Save your work on your computer. Backup your work and secure the backup in an alternate, safe location. For example, save a backup copy on an external drive or another computer.

8. Email your work to your assessor. Plan to present your work to your trainer / assessor at your next class tutorial.

9. Complete the assessment sign off sheet with your assessor.
Since its inception, Dell computers have led the way with an innovative approach to marketing and sales. Instead of investing millions of dollars in retail outlets, sales staff and stock, Dell market via direct mail, social media, the internet and other methods that are comparatively low cost. An integral part of this approach is a rigorous supply chain and logistics network that delivers the purchaser’s computer to their door a few days after the order is placed. For more information refer to: http://dell.com.au

The Dell Corporation identified a need to develop a more sustainable approach to packaging. Based in Malaysia, Dell exports computers worldwide. They developed the ‘Three C’s’ of sustainable packaging:

**Content:** What is it made of? Could it be made of something more sustainable?

**Cube:** How big is the box? Could it be smaller?

**Curb:** Is it easily recycled?

In 2008 Dell set a goal to simplify and revolutionise its computer packaging, save more than $8 million and eliminate approximately 10,000 tonnes of packaging material by 2012. Its strategy was three fold:

1. Increase to 40% the amount of recycled content in packaging
2. Shrink packaging volume by 10%
3. Increase to 75% the amount of recyclable packaging

Following the Three C’s, it has launched several programs including using biodegradable, local, renewable and sustainable bamboo to protect some of its devices and as packaging for shipping two-thirds of its portable devices. Bamboo grows quickly so it’s highly renewable; it’s strong so it does the job; its deep roots help promote healthy soil by protecting against land erosion; it’s compostable; and because it’s grown close to the company’s manufacturing facilities, it reduces delivery distances and therefore the company’s packaging related carbon footprint.

Dell is also piloting the use of sustainable and compostable packaging and cushioning for heavy products made from mushrooms (yes, mushrooms). It looks and acts like Styrofoam but is much kinder to the environment.¹

For another innovative and sustainable use of bamboo refer to: http://www.bamboobikes.com.au

Consider other research opportunities:

http://treehugger.com
http://newleafcorporate.com.au
http://greenfinder.com.au

¹ Management Theory and Practice by Kris Cole Page 731


**Practical Activity 1**

Develop a proposal to change the manner in which the products sold by your organisation are packaged for distribution.

Plan and prepare the dialogue you will use to communicate the benefits of a more sustainable approach to packaging.

This question requires you to actually make a verbal presentation. The presentation will be performed in the classroom with your assessor taking the role of your manager/management team.

(a) Develop the presentation in writing. This document will form part of your assessment.

(b) You may use some of the research and documents you have already prepared and developed while studying this unit of competency. Be sure to include:

- Opening address / welcome
- An overview of the purpose of the presentation
- Include key points to support your recommendation to embark on this new strategy
  - Indicate efficiency targets that may be achieved with this innovation
  - Comment on current purchasing strategies
- How team members can contribute to the innovation
- How you will gain commitment of individuals and teams to new strategy
- Close the presentation with a view to the future

You should be prepared to modify and/or adapt your presentation based on the questions and responses of the team members. You will need to listen carefully, address what the team members are saying and ensure the presentation follows a logical sequence and doesn't get sidetracked. The primary focus of this question is to assess your practical communication skills to answer questions, clarify and acknowledge suggestions relating to work requirements and efficiency.

Approximately 500 words or combination with dot-points

**Practical Activity 2**

NSW government departments have been banned from buying bottled water. Corinna, in Western Tasmania and Bundanoon in the Southern Highlands of NSW have also banned bottled water. Manly Council in Sydney has banned the sale and distribution of bottled water at official events.

It takes a lot of oil to make plastic bottles, creating CHG emissions in the manufacturing and distribution processes and even though they can be recycled they often end up in landfill, taking 1000 years to break down. Drinking bottled water costs as much energy as driving a car²

Consider other research opportunities:

http://ourwaterfuture.com.au
http://awa.asn.au
http://savewater.com.au
http://environment.gov.au

² Management Theory and Practice by Kris Cole Page 737
Situation
You are concerned by the amount of bottled water currently consumed by your team. As a team leader, you would like to introduce a policy that discourages the use of bottled water by your work team. You will raise this issue at the next team meeting.

Prepare the key points that you will communicate to your team at the meeting. Consider:
- The cost to produce the plastic bottles
  - Oil used in production
  - Emissions
- Genuine alternatives:
  - Use of re-usable receptacles – cup, glass
- Recycling

Your goal is to have your team (voluntarily) reduce the use of bottled water to zero.

Support the points you raise by developing financial data. Include the current costs and potential savings for each team member.

Parameters
For the purposes of this assessment activity your team consists of 3 male and 3 females aged between 25 and 30 years and you work in an air-conditioned office in the CBD.

You have made observations, asked questions of your team and sought feedback for 3 months. You have found the team drinks water from plastic bottles almost exclusively and the total average is 60285ml bottles per month. Each bottle costs an average of $3.50. Very few of the bottles are being recycled.

Approximately 300 to 500 words or combination with dot-points
## COVER SHEET

### ASSIGNMENTS SUBMITTED FOR ASSESSMENT

### STUDENT DETAILS

Your assignments may be submitted by email. Please state whether the answers submitted are for:

Underpinning Knowledge questions  
Practical questions

<table>
<thead>
<tr>
<th>Student Name:</th>
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<tbody>
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<td>Contact details:</td>
<td>Phone: …………………………………………………...</td>
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<td></td>
<td>Email: …………………………………………………...</td>
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<tr>
<td>ASSIGNMENT QUESTIONS Nos. ANSWERED and SUBMITTED</td>
<td>Underpinning Knowledge Practical</td>
</tr>
<tr>
<td>Student Declaration</td>
<td>I declare that this work, when submitted, is my own work</td>
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<td>Date:</td>
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</table>

Assessor Only:  
Date assessed:

Email to: admin@acoustar.qld.edu.au
SUBMISSION OF ASSIGNMENT
VIA STUDENT PORTAL
INSTRUCTIONS TO THE STUDENT

1. Read the study material included in this Study Guide. Read relevant texts from the list of suggested reading websites provided. Read each of the practical activity assessments for this unit of competency before commencing.

2. Upon enrolment, you should have received an invitation to log into the Acoustar Student Portal. Go to your account on the Acoustar Student Portal:
   a. Visit acoustar.qld.edu.au
   b. Click Student Info and then Portal Login
   c. If you do not have a User Name or Password, please contact us.

3. Enter into your course by clicking the course that you have enrolled into. You now have access to the Student Resources and the Assignment Questions for each Unit.

4. Attempt the Assignment Questions; you must satisfactorily complete each Assignment.

If you require assistance, please contact us:

admin@acoustar.qld.edu.au