



Sample Program **The environmentally sustainable workplace**

Rationale: This program provides the opportunity for students to develop knowledge and skills required to work effectively in an environmentally sustainable manner. Students will develop the specific knowledge and understanding to enable the skills to be developed and applied in the workplace. Environmentally sustainable work practices and procedures will need to be addressed throughout the HSC Business Services course.

This sample program is designed to be delivered in an integrated approach with other units of competency as a part of the HSC Business Services course. It is not intended to be delivered as a program on its own.

Teachers should look at the other units of competency that they are delivering to identify how and when elements of this program can be integrated with the development of other skills and knowledge. Some suggestions have been recommended throughout the program however it should be noted that these are suggestions only and are not prescribed.

Unit of competency: BSBSUS201A Participate in environmentally sustainable work practices

HSC requirements and advice – key terms and concepts:

Participate in environmentally sustainable work practices

- environmental issues
- environmental hazards/risks
- environmentally sustainable work practice
- organisational plans
- resource consumption
- resource efficiency
- sustainability.

Unit / Element of competency / Performance criteria	Content	Possible learning experiences / activities
<p><i>BSBSUS201A Participate in environmentally sustainable work practices</i></p> <p>1 Identify current resource use 1.1 Identify workplace environmental and resource efficiency issues</p>	<p>Environmental awareness</p> <p>Define:</p> <ul style="list-style-type: none"> • environmentally sustainable work practice. <p>Current environmental issues:</p> <ul style="list-style-type: none"> • sustainability • waste management • energy use and efficiency • resource use and efficiency • water resource management • recycling/re-use • clean-up practices. 	<p>As a class develop a definition.</p> <p>Define and briefly discuss each environmental issue.</p> <p>Explore how each environmental issue affects the business services industry and the potential impact the industry has on each one.</p> <p>In groups choose one issue and brainstorm practical examples of environmental practices and procedures in a business services work environment.</p>
<p><i>BSBSUS201A Participate in environmentally sustainable work practices</i></p> <p>2 Comply with environmental regulations 2.1 Follow workplace procedures to ensure compliance.</p>	<p>Environmental legislation</p> <p>A basic understanding of the difference between:</p> <ul style="list-style-type: none"> • law • regulation • code of practice • best practice. <p>An awareness of the main features of environmental legislation including:</p> <ul style="list-style-type: none"> • <i>Protection of the Environment Operations Act 1997</i> (NSW) and amendments • Codes of Practice (WorkCover NSW) <ul style="list-style-type: none"> - Control of Workplace Hazardous Substances. 	<p><i>(The following activity could be integrated with elements from other units of competency related to legislation eg BSBOHS201A.)</i></p> <p>Internet activity – visit the WorkCover NSW website. Go to the section on ‘Laws and Policy’ to develop a glossary of terms.</p> <p>Class discussion – the purposes of environmental legislation and codes of practice.</p> <p><i>(The following activities could be integrated with units of competency related to IT Use – particularly those involving developing electronic documents eg BSBITU201A and BSBITU102A.)</i></p> <p>Students access the NSW Government Department of Environment and Climate Change (DECC) website (www.environment.nsw.gov.au) and go to Sustaining our environment > Business > Environmental compliance and legislation > Environmental legislation and compliance. Use this webpage as a source to</p>

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	<p>An understanding of legislative responsibilities of:</p> <ul style="list-style-type: none"> • the workplace/organisation • an individual worker. <p>Define:</p> <ul style="list-style-type: none"> • compliance. 	<p>develop a brochure introducing businesses to environmental legislation and compliance.</p> <p>Access a copy of the <i>Control of Workplace Hazardous Substances Code of Practice</i> on the WorkCover NSW website (www.workcover.nsw.gov.au) and create a fact sheet about this code of practice.</p> <p><i>(The following activity could be integrated with units of competency related to resource use eg BSBADM311A.)</i></p> <p>Identify the types of hazardous substance found in a business services workplace that the <i>Control of Workplace Hazardous Substances Code of Practice</i> would apply to and identify how these resources should be handled.</p> <p>Class discussion – consequences of employers/ employees, as a group and individually, not taking responsibility for environmental sustainability in the workplace.</p> <p>Discuss the concept of compliance and develop an agreed definition.</p> <p>Discuss the consequences of non-compliance.</p>
<p><i>BSBSUS201A Participate in environmentally sustainable work practices</i></p> <p>1 Identify current resource use 1.2 Identify resources used in own work role.</p>	<p>Resource use</p> <p>Define:</p> <ul style="list-style-type: none"> • resource. <p>An awareness of a range of business resources:</p> <ul style="list-style-type: none"> • human resources • facilities • software • raw materials • stock and supply. 	<p>Discuss the concept of resources.</p> <p>Develop a class definition.</p> <p>Brainstorm a range of business resources and identify examples for each of the categories of resources listed.</p> <p><i>(The following activities could be integrated with units of competency related to resource use eg BSBADM311A.)</i></p>

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	<p>Awareness of the potential environmental threat of types of resources commonly used in the business services industry:</p> <ul style="list-style-type: none"> • materials <ul style="list-style-type: none"> - paper - plastic - hazardous materials • energy • electronic equipment and associated consumables. 	<p>Identify a range of methods businesses use to calculate estimates of present and future business resource needs.</p> <p>Discuss how to ensure advice is clear, concise and relevant to achievement of organisational requirements.</p> <p>Determine methods of providing information on the most economical and effective choice of equipment, materials and suppliers.</p> <p>Discuss how to identify resource shortages and possible impact on business operations.</p> <p>For each of the types of resources listed in the content column identify an example relevant to a business services organisation (recommend using an example from work placement) and estimate present and future business resource needs. Identify resource shortages and possible impact on operations.</p> <p>For each of the resources identified in the previous activity determine the potential environmental threat posed by their use and misuse.</p>
<p><i>BSBSUS201A Participate in environmentally sustainable work practices</i></p> <p>1 Identify current resource use</p> <p>1.1 Identify workplace environmental and resource efficiency issues.</p> <p>1.3 Document and measure current usage of resources using appropriate techniques.</p>	<p>Resource management</p> <p>Techniques to collect and measure information regarding workplace/organisation resource consumption:</p> <ul style="list-style-type: none"> • examining resources in work area • examining invoices from suppliers • examining relevant information and data 	<p><i>This section could be integrated with components of other units of competency related to IT use, organising work activities and maintaining business resources eg BSBADM311A.</i></p> <p>Discuss the purpose of measuring resource consumption and how this data can be used to develop environmentally sustainable work practices.</p>

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<p>1.4 Record and file documentation measuring current usage, using technology (such as software systems) where applicable.</p>	<ul style="list-style-type: none"> • measuring resource usage under different conditions • monitoring data • considering reports from other parties involved in the process of identifying and implementing improvements. <p>Electronic and manual tools available to document resource use:</p> <ul style="list-style-type: none"> • checklists • databases • spreadsheets • graphs • stocktake tools • software. <p>The importance of recording information that is:</p> <ul style="list-style-type: none"> • clear • legible • accurate • concise • appropriate in terms of industry terminology. <p>A broad understanding of the importance of and standard procedures for:</p> <ul style="list-style-type: none"> • document maintenance and storage <ul style="list-style-type: none"> - appropriate storage/filing of hard copies of computer-generated documents • maintaining document inventories/asset registers. 	<p>Discuss how business technology can be used to monitor and identify the effective use of resources.</p> <p>Identify a range of methods and sources of information that could be used to measure resource consumption.</p> <p>Discuss why it is important to monitor and compare resource usage with estimated requirements in budget plans and methods used to do this.</p> <p>In groups measure the resource consumption for an identified resource within the school. Data is to be collected for at least one week, up to one month.</p> <p>Each group is to develop their own data collection tool(s) for this activity.</p> <p>Students are to accurately record the data collected using an appropriate electronic tool.</p> <p>Students are to analyse the data collected and write a report on the consumption of the resource measured, outlining the conditions that it was measured under, areas of waste and efficiency and propose strategies for using the resource in a more sustainable manner.</p> <p>Assess the opinions of individuals/teams on the appropriateness of the allocation of the resource.</p> <p>Compare the resource usage with estimated requirements in budget plans.</p> <p>Discuss how and where the data collected and the report should be stored/filed.</p> <p>Discuss the advantages and disadvantages of electronic document maintenance and storage.</p>

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<p><i>BSBSUS201A Participate in environmentally sustainable work practices</i></p> <p>1 Identify current resource use 1.1 Identify workplace environmental and resource efficiency issues.</p> <p>3 Seek opportunities to improve resource efficiency 3.1 Follow organisational plans to improve environmental practices and resource efficiency.</p>	<p>Environmentally sustainable work practices</p> <p>An understanding of a range of strategies and procedures to work in an environmentally sustainable manner in a business environment and to minimise the potential negative environmental impacts of work practices:</p> <ul style="list-style-type: none"> • efficient use of energy and resources • opportunities for use of alternative forms of energy • use of renewable, recyclable, reusable and recoverable resources • avoidance or minimisation strategies <ul style="list-style-type: none"> - purchasing sustainable products - regular maintenance of tools and equipment - use of biodegradable/non-toxic materials • waste minimisation <ul style="list-style-type: none"> - accurate measurements and calculations - recycling - using recyclable products • removal and disposal of non-reusable materials in a responsible manner: <ul style="list-style-type: none"> - consumables - chemicals and hazardous substances. <p>An understanding of the environmental responsibilities of staff in accordance with workplace/organisation policy and procedures:</p> <ul style="list-style-type: none"> • following work instructions, standard operating procedures and inspection processes • reporting and communication of environmental issues • maintaining environmental records <ul style="list-style-type: none"> - incident and accident reports - inspection reports. 	<p>Brainstorm a range of environmentally sustainable strategies that can be employed in the workplace. For each strategy identified discuss how it improves environmental sustainability.</p> <p>In pairs, select a strategy and investigate the latest resources available to the business services environment to minimise the potential negative impact on the environment. Present your findings to the class as an oral report with a handout summarising your findings.</p> <p>Visit the NSW Government Department of Environment and Conservation (DEC) Waste Reduction and Purchasing Policy (WRAPP) website (www.wrapp.nsw.gov.au) Review the 'WRAPP Office' section to identify strategies and procedures to be more environmentally sustainable in a business services workplace.</p> <p>Review some of the posters promoting environmentally sustainable work practices on the DECC website then develop your own poster. (www.environment.nsw.gov.au Home > Business > Industry and business sectors > Buildings and office > Waste reduction in office buildings)</p> <p>Students write a poem, compose a song or create an art work about environmentally sustainable work practices. Selected works to be published on the school website or in the school magazine/yearbook etc. Refer to Australian National University 'ANUgreen' website for examples (http://www.anu.edu.au/anugreen/index.php?pid=253)</p> <p><i>(Consider collaborating with other schools and with the local newspaper on this activity to have exemplary work published.)</i></p>

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	<p>Knowledge of workplace/organisation policies and procedures for waste disposal.</p>	<p>In groups conduct a mini waste audit within the school (each group to audit one section/faculty) and develop a report making recommendations to improve resource waste. Use the procedures outlined on the DEC WRAPP website (www.wrapp.nsw.gov.au > What is WRAPP > How to do a Waste Audit).</p>
<p><i>BSBSUS201A Participate in environmentally sustainable work practices</i></p> <p>1 Identify current resource use 1.4 Record and file documentation measuring current usage, using technology (such as software systems) where applicable. 1.5 Identify and report workplace environmental hazards to appropriate personnel.</p> <p>2 Comply with environmental regulations 2.2 Report breaches or potential breaches to appropriate personnel.</p>	<p>Reporting environmental issues</p> <p>Knowledge of designated personnel in relation to environmental hazard identification and control within the workplace/organisation:</p> <ul style="list-style-type: none"> • supervisor/team leader • manager • trainer. <p>The importance of acting within level of authority in terms of:</p> <ul style="list-style-type: none"> • taking initiative • problem-solving • decision-making. <p>Awareness of organisational structures and lines of reporting.</p> <p>An awareness of monitoring and reporting for environmental hazards:</p> <ul style="list-style-type: none"> • formal/informal • verbal • written <ul style="list-style-type: none"> - checklists - incident and accident reports - inspection reports - registers/logs/files. 	<p><i>This section could be integrated with components of other units of competency related to monitoring and reporting a range of issues such as occupational health and safety.</i></p> <p>Class discussion:</p> <ul style="list-style-type: none"> • who is responsible for environmental hazard identification and control in the workplace? • appropriate procedures for reporting hazards. <p>Work placement activity – create an organisational chart of the hierarchy in the business/organisation visited on work placement.</p> <p>Class discussion:</p> <ul style="list-style-type: none"> • advantages and disadvantages of types of reporting (formal versus informal, verbal versus written, combinations) • identify situations in which the different types of reporting should occur. <p>Case studies – review a range of scenarios and identify when and how the environmental issue(s) should be reported and the appropriate person(s) to whom the report should be directed.</p>