



BSBSUS411

Implement and monitor environmentally sustainable work practices

Assessment 2 of 3

Case Study

Assessor Guide



Assessment Instructions

Task overview

This assessment consists of two (2) case studies and related questions. Read each question carefully before typing your response in the space provided.



Assessment Information

Submission

You are entitled to three (3) attempts to complete this assessment satisfactorily. Incomplete assessments will not be marked and will count as one of your three attempts.

All questions must be responded to correctly to be assessed as satisfactory for this assessment.

Answers must be typed into the space provided and submitted electronically via the LMS. Hand-written assessments will not be accepted unless previously arranged with your assessor.



Reasonable adjustment

Students may request a reasonable adjustment for assessment tasks.

Reasonable adjustment usually involves varying:

- the processes for conducting the assessment [e.g. allowing additional time]
- the evidence gathering techniques [e.g. oral rather than written questioning, use of a scribe, modifications to equipment]

However, the evidence collected must allow the student to demonstrate all requirements of the unit.

Refer to the Student Handbook or contact your Trainer for further information.



Please consider the environment before printing this assessment.

Case Study 1

It is a Friday afternoon and Cheryle is in the office. She's been working with Hayley Schramm, the Director of Little.ly for the past month gathering feedback from staff and parent surveys about the centre's sustainability practices. She and the Hayley are reviewing the feedback and the findings are:

1. The children are playing with far too many plastic toys.
2. There is a lot of waste going directly to landfill.
3. The clothes dryer is consistently in use no matter what the weather is like outdoors.

Question 1

In your own words, briefly explain the main sustainability concerns raised by the feedback.

[Approximate word count: 50-60 words]

Assessor instructions:

Student responses are likely to include different wording than the sample answer provided. However, the acceptable responses must:

- be within the specified word limit
- reflect the characteristics described in the exemplar answer
- include the main concerns about this feedback in relation to sustainability.

Sample answer is provided below.

- The children are playing with too many plastic toys. Plastic contributes to landfill and can also end up in the ocean.
- There is a lot of waste going directly to landfill. Therefore, much of the centre's rubbish is contributing to landfill.
- The clothes dryer is always in use which leads to increased energy consumption and emissions.

Question 2

For each area of concern identified in Question 1, suggest two (2) strategies to improve these matters.

Assessor instructions:

Student responses are likely to include different wording than the sample answer provided. However, the acceptable responses must:

- be within the specified word limit
- reflect the characteristics described in the exemplar answer
- include two (2) strategies for how to improve the areas of concern identified for Question 1. The order of areas of concern is not irrelevant.

Sample answer is provided below.

| Area of concern (3-10 words for each area) | Strategies (30-50 words for each area) |
|---|--|
| 1. Too many plastic toys | 1. Eco-friendly toys and equipment can be purchased. |
| | 2. Green trays can be set up in the craft area for children to use scrap paper and recycled materials or other natural elements such as twigs, leaves and clay, etc. |
| 2. A lot of waste going directly to landfill | 1. A recycling program needs to be implemented for cardboard, plastic, paper and food waste. |
| | 2. A worm farm or composting bin can be implemented to reduce food waste within the centre. Additional responses: <ul style="list-style-type: none"> • Children can be encouraged to place food scraps into separate containers for use in a worm farm and/or composting bin. • At families could be encouraged to bring a 'litter-less' lunchbox for their children's mealtimes. |
| 3. Frequent use of clothes drier | 1. When using a clothes dryer is it important to choose the most energy efficient model that is suitable for the workplace. The energy rating label assists to compare the energy efficiency and running costs of different clothes dryers. |
| | 2. Other solutions include drying clothes outside wherever possible or using an indoor clothes rack. |

Question 3

For each area of concern identified in Question 1, identify **one (1)** efficiency target and explain how you can monitor whether this target is being met within the service.

Assessor instructions:

Student responses are likely to include different wording than the sample answer provided. However, the acceptable responses must:

- be within the specified word limit
- reflect the characteristics described in the exemplar answer
- include one (1) efficiency target and explain how you can monitor whether this target is being met within the service. The order of areas of concern is not irrelevant.

Sample answer is provided below.

| Area of concern (3-10 words for each area) | Efficiency target (15-20 words) | Method to monitor (5-10 words) |
|---|--|--|
| 1. Too many plastic toys | A certain percentage of the resources/toys should be eco-friendly or organic within a set period of time. For example: 'By the end of the financial year, 50% of the resources/toys should be eco-friendly or organic.' | Regular internal audit on toys/resources [e.g., monthly, quarterly, yearly]. |

| | | |
|--|--|---|
| 2. A lot of waste going directly to landfill | Reduce landfill waste by 50% by a certain set period of time [e.g., by the end of the financial year]. | Regular internal audit on toys/resources [e.g., monthly, quarterly, yearly]. |
| 3. Frequent use of clothes drier | Reduce the use of clothes drier by 50% within a set period of time, such as by the end of the quarter. | Record in a checklist when the drier is used, then evaluate the frequency via regular internal audits, such as quarterly. |

Case Study 2

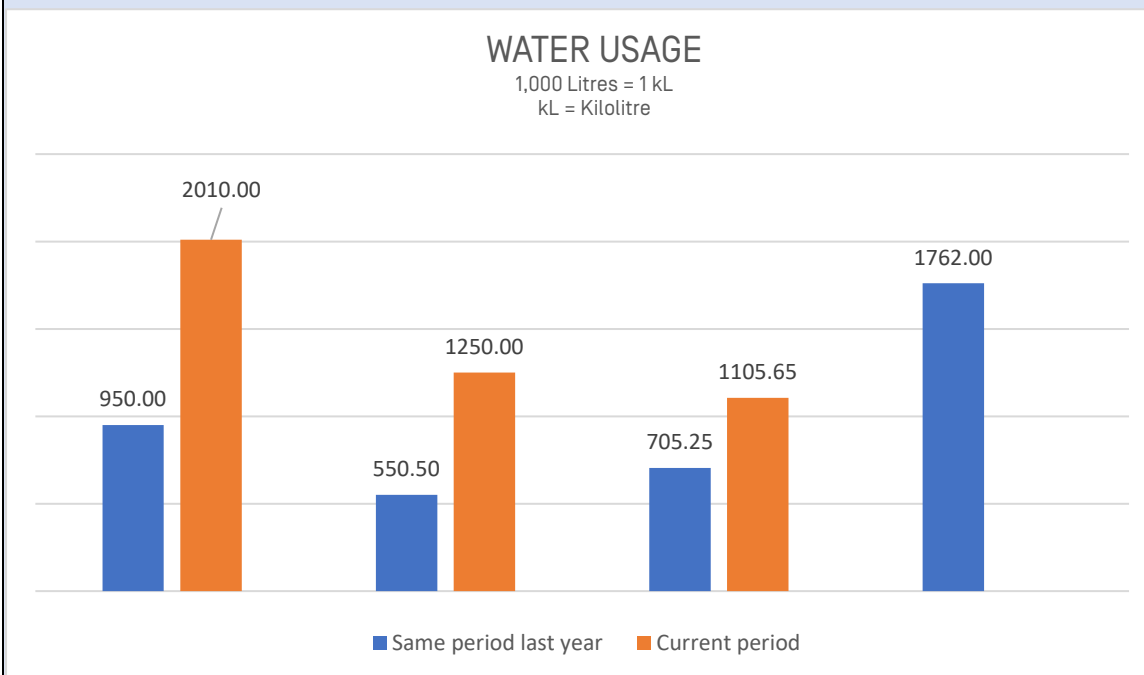
You, Shelly, Michael, Yeo and Kim are brainstorming ideas about saving water at Little.ly.

You have looked at current water bills and this is what they show:

- First quarter (January-March): 2 010 000 litres of water (2 010 kilolitre)
- Second quarter (April-June): 1 250 000 litres of water (1 250 kilolitre)
- Third quarter (July-September): 1 105 650 litres of water (1 105.65 kilolitre)

Note: Each quarter consists of 91 days. Currently they are in the middle of the fourth quarter.

Shelly had a look at last year's water bills and put together a chart to better present the difference.



The bills for the past three quarters have been exceedingly higher than in the previous year.

You have a large garden area, lots of plants and a big vegetable garden to consider as well as the buildings facilities. Shelly has decided to better control water usage but isn't sure where to start.

Michael wants to find out how much a water tank would cost as he thinks that a water tank could be the best long-term solution.

Yeo is concentrating on short-term solutions that might help.

Kim, however, is not interested in the project and is having difficulty coming up with ideas. You know that Kim isn't interested in what she considers 'management problems' like saving money and that she is totally focused on the children and their educational experiences instead.

Question 1

What advice would you give Shelly about controlling water use? In your response include a minimum of two (2) tools she can use to set efficiency targets for water-use.

[Approximate word-count: 110-120 words]

Assessor instructions:

Student responses are likely to include different wording than the sample answer provided. However, the acceptable responses must:

- be within the specified word limit
- reflect the characteristics described in the exemplar answer
- include a recommendation for how water use can be controlled at the service. The response must cover a minimum of two (2) tools that can be used to set efficiency targets. Key points are bolded for convenience. Students do not need to name local government organisations.

Sample answer is provided below.

- Investigating **water invoices or receipts from suppliers over a period** can assist to determine the centre's water use. This will give a baseline of usage information and assist to determine overall use patterns. Increases, decreases, steady levels and seasonal effects can be analysed.
- An **inventory of all water using activities** can also be investigated. Analysis can be undertaken by estimating volume of daily use from toilets and faucets, measuring irrigation areas in play spaces to determine water needs and/or calculating water use of operating equipment per cycle, etc.
- Resources from **local government organisations**, such as the Department of Environment, Land, Water and Planning in Victoria or **local councils** can also assist the service with setting up efficiency targets.

Question 2

Considering the data from the service's water bills as presented in Case Study 2, complete the following table with your responses.

Assessor instructions:

Student responses are likely to include different wording than the sample answer provided. However, the acceptable responses must:

- be within the specified word limit
- reflect the characteristics described in the exemplar answer
- include responses regarding water use as per sample answers. Daily use is calculated by dividing the quarterly usage by 91, as a quarter consists of 91 days. Workings are included for assessor's reference.

Sample answer is provided below.

| | | |
|---|----------------|--------------------------------|
| On average, how much kilolitre of water does the service use daily in the current year , in all three quarters separately? | First quarter | 22,08 kL |
| | Second quarter | Working: 2010 / 91 13.73 kL |

| | | |
|---|---|--|
| | | Working: 1250 / 91 |
| | Third quarter | 12.15 kL Working: 1105.65 / 91 |
| On average, how much kilolitre of water does the service used daily in the previous year , in all four quarters separately? | First quarter | 10.43 kL Working: 950 / 91 |
| | Second quarter | 6.04 kL Working: 550.5 / 91 |
| | Third quarter | 7.75 kL Working: 705.25 / 91 |
| | Fourth quarter | 19.36 kL Working: 1762 / 91 |
| Comparing the daily water usage for the first three quarters in the current and in the previous year, in which year did the service use more water and with how much kilolitre? (10-15 words each) | First quarter | In the current year the service used more water daily with 11.65 kilolitre Working: 22.08 – 10.43 |
| | Second quarter | In the current year the service used more water daily with 7.69 kilolitre Working: 13.73 – 6.04 |
| | Third quarter | In the current year the service used more water daily with 14.33 kilolitre Working: 22.08 – 7.75 |
| If this year one [1] kilolitre is charged at \$3.3, how much does the daily water usage cost for the service for each quarter? | First quarter | \$72.864 Working: 22.08 X 3.3 |
| | Second quarter | \$45.309 Working: 13.73 X 3.3 |
| | Third quarter | \$40.095 Working: 12.15 X 3.3 |
| What tool did you use to perform the above calculations? (1-3 words) | Calculator [either of a phone, computer, online calculator, etc.] or any software that can perform calculations (such as Excel) | |
| Suggest two [2] strategies for best practice sustainable water usage in an early childhood education and care setting. Identify the source of information. | <p>Students must list two [2] strategies for best practice sustainable water usage from the following:</p> <ul style="list-style-type: none"> • Teach and educate children on water saving [turning taps off, using half flush]. • Install a rainwater tank for water play and gardening. • Put mechanical timers on the children's taps. • Add mulching to gardens to reduce water needs. • Repair leaks. | |

Students must identify source of information:
<https://aussiechildcarenetwork.com.au/articles/childcare-articles/sustainability-practices-in-childcare>

Question 3

What should Michael's costing involve?

[Approximate word count: 80-90 words]

Assessor instructions:

Student responses are likely to include different wording than the sample answer provided. However, the acceptable responses must:

- be within the specified word limit
- reflect the characteristics described in the exemplar answer
- include considerations for what should be involved when calculating the cost of the water tank. Key points are bolded for convenience.

Sample answer is provided below.

Michael will need to brainstorm **all the costs associated** with the project and make a list of these. Then, he will need to do the same for all the **benefits of the project**. Secondly, Michael needs to include the **costs of physical resources needed**, as well as the cost of the **human effort** involved in all phases of the project. Michael must ensure the **water tank complies legally and with environmental requirements**. Finally, Michael will need to **compare the costs and benefits** to decide on a course of action.

Question 4

List **three (3)** different short-term solutions that Yeo could investigate.

[Approximate word count: 5-40 words each]

Assessor instructions:

Student responses are likely to include different wording than the sample answer provided. However, the acceptable responses must:

- be within the specified word limit
- reflect the characteristics described in the exemplar answer
- include any three (3) of the different short-term solutions that Yeo could investigate along the lines of the sample answer.

Sample answer is provided below.

| | |
|----|---|
| 1. | Staff being role models for water conservation, which may include: <ul style="list-style-type: none">– Setting containers of water for children to use in their play rather than have access to running taps.– Emptying water play containers into gardens, etc. |
| 2. | Add sequence cards for children about turning off a tap when handwashing and using the half-flush button. |

| | |
|----|--------------------------------|
| 3. | Put mechanical timers on taps. |
|----|--------------------------------|

Additional responses

- Repair leaking taps, etc.
- Add mulch to gardens to reduce water needs.
- Plant more native trees and shrubs.

Question 5

Explain how you would motivate Kim to take an interest in the project.

[Approximate word count: 90-100 words]

Assessor instructions:

Student responses are likely to include different wording than the sample answer provided. However, the acceptable responses must:

- be within the specified word limit
- reflect the characteristics described in the exemplar answer
- include ideas of how to motivate Kim to take interest in the project.

Sample answer is provided below.

| |
|--|
| <p>It is important that Kim is involved in the change and that she understands how she can contribute to change. Sharing information, such as the goal and purpose, with Kim will be beneficial. You could also work to Kim's strengths by delegating her a task that she feels comfortable with and provides her with some level of autonomy. For example: Kim could create water wise activities for the children, etc. Ensure that you actively listen to Kim and validate her feelings by acknowledging her concerns over the change. Celebrating team success also increases employee engagement.</p> |
|--|

Assessment checklist:

Students must have completed all questions within this assessment before submitting. This includes:

| Case study 1 | |
|-------------------------------|--------------------------|
| Answer Question 1 | <input type="checkbox"/> |
| Complete table for Question 2 | <input type="checkbox"/> |
| Complete table for Question 3 | <input type="checkbox"/> |
| Case study 2 | |
| Answer Question 1 | <input type="checkbox"/> |
| Complete table for Question 2 | <input type="checkbox"/> |
| Answer Question 3 | <input type="checkbox"/> |
| Answer Question 4 | <input type="checkbox"/> |
| Answer Question 5 | <input type="checkbox"/> |



Congratulations you have reached the end of Assessment 2!

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