



BSBSUS411

Implement and monitor environmentally sustainable work practices

Assessment 3 of 3

Role Play

Assessor Guide



Assessment Instructions

Task overview

This assessment consists of two (2) parts:

1) In **Part A** of the assessment you are required to participate in a role play with a peer based on the Case Study assessment's first case study, related questions and your answers provided. Read the instructions carefully before conducting the role play.

2) In **Part B** of the assessment, prepare the meeting minutes to record the meeting's outcomes as part of the service's continuous improvements process.



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.

Part A

SCENARIO

In the Case Study assessment's first case study you had to review and comment on staff and parent surveys' feedback about the service's sustainability practices. According to the surveys:

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.

Based on the above feedback and your responses to questions 1-3 related to Case Study 1, you have been asked by Hayley, Little.ly's director, to present your suggestions to the parent committee, including proposed efficiency targets and methods to monitor. This is part of the service's continuous improvement, to consult with stakeholders regarding how to improve the service's sustainability practices.

In the meeting you will:

- explain what legislative and regulatory requirements indicate the need for improving the service's sustainability practices.
- present your suggestions for improvement to the parent committee regarding the service's sustainability services (based on your responses to Case Study assessment – Case Study 1 Question 2).
- present proposed efficiency targets (based on your responses to Case Study assessment – Case Study 1 Question 3).
- ask for participants' feedback on your suggestions.
- respond to participants' questions and suggestions as part of change management.

Read the **Role Play** and **Participants Instructions** below to familiarise yourself with the requirements of the role play, then consult the Observation Checklist to ensure you understand marking criteria.

Role play instructions

The role play/meeting must include at least number **two (2)** participants, must not exceed **ten (10)** minutes duration and must address all elements of the Observation Checklist below.

In this task you will participate in a role-play meeting with others. These may be resourced using one of the following options:

1. Friends or family members; or
2. Fellow students who will play the role of a team member.

Option 1: Friends or family members

Should you complete this task with friends or family members, you must fully brief each participant, providing them with the context of the role play, a role outline to play and the 'Observation Checklist' so that they can prepare for the recording.

Each friend or family member participant will need to state their name and the role they are playing at the start of the recording to provide their consent.

Option 2: Fellow student participants

Please contact your fellow students via the Discussion Forum and coordinate your role play with them directly.

Fellow students participating in the recording must be provided with context to their role and responsibilities in the session and have reviewed the assessment activity with the 'Observation Checklist' so that they can prepare for the recording.

Students will need to state their name and the role they are playing at the meeting at the start of the recording to provide consent.

Role play characters

- You will be the Room Leader Educator
- Peer/ Fellow student 1 will be Participant 1 (Hayley, Centre Director)
- Peer/ Fellow student 2 will be Participant 2 (member of the parent committee).

Participants' briefing instructions

- **Participant 1: Hayley Schramm, the Director of Little.ly Early Learning Centre**

Hayley has been working in the sector for 19 years and has been with the service for 9 years. She is Diploma qualified, studying Bachelor of Early Childhood Education. Hayley is keen to enhance the service's sustainable practices. During the role play, she will ask questions to clarify the suggestions and efficiency targets to ensure the improvements will not impact dramatically on staffing or on staff's workload. She may ask questions such as:

- "Will we need to employ more staff for ratio to cover those jobs?"
- "Will the staff have a higher workload?"

Hayley can agree or disagree with presented suggestions.

- **Participant 2: A member of the parent committee**

The member of the parent committee will ask questions about the regulatory requirements regarding sustainability if this is not sufficiently covered at the beginning of the meeting. Also, s/he will ask questions to clarify whether there will be any additional costs or duties for the parents.

Possible questions during or after the meeting:

- Is there any legislation that indicates this improvement?
- Is it going to be any additional costs or duties for the parents if we decide on implementing these suggestions?

Recording instructions

Your role play must be recorded with all participants captured in a virtual room using a system such as Zoom, Skype or Teams or recorded directly in the LMS. If recorded using Zoom, Skype or Teams, save the recording

and clearly label *BSBSUS411_03_Role Play_Student Name_yymmdd* and submit it with your assessment for marking.

Consent to participate in the recording must be captured for all participants at the start of the meeting. This is achieved by the student reading the following statement at the start of the recording, with all participants replying with their name and job title to provide their consent.

"This session/presentation is being recorded for assessment purposes for my course with Swinburne Open Education. This session will be recorded and submitted through my course online learning platform to my Assessor for grading. All participants in this session indicate their consent to be included in this recording by stating their name and job title."

The time taken to capture consent at the start of the recording does not count towards the recording time limit.

Include this recording as part of your assessment submission. The following Observation Checklist that will be completed by the assessor will guide you to ensure your recording meets requirements.

<p>Assessor instructions:</p> <p>The Assessor must watch the recording and complete the below Observation Checklist to ensure student has met all requirements. The student must demonstrate a clear and concise language and appropriate voice tonality. Students must demonstrate that they understand the questions, clarify and respond appropriately.</p>		
<p align="center">Observation Checklist <i>To be completed by the Assessor</i></p>		
<p>During the Role Play, the student must demonstrate the following:</p>	<p>Satisfactory</p>	<p>Assessor Comments</p>
<p>1. Explained clearly what legislative and regulatory requirements indicate the need for improving the service's sustainability practices.</p> <p>Instructions to the assessor:</p> <p>Student must be able to explain the legislative and regulatory requirements that indicate the need for improving the service sustainability practices. During the meeting, the student must refer to:</p> <ul style="list-style-type: none"> ○ Regulation 113 of the <i>Education and Care Services National Regulations 2011</i>, according to which the service must provide outdoor spaces to allow children to explore and experience the natural environment, such as trees, sand and natural vegetation. ○ Element 3.2.3 of the National Quality Standards [NQS] to support children to become environmentally responsible. ○ Environment Protection and Biodiversity Conservation Act 1999 [EPBC Act], according to which the service should make an effort to reduce and eliminate the discharge of pollutants into the 	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	

<p>air, land and water. Also, the service should encourage awareness of environmental responsibilities and implement practices that contribute to a sustainable future.</p>		
<p>2. Presented clearly the suggestions for improvement to the parent committee regarding the service's sustainability services (based on the responses to Case Study assessment – Case Study 1 Question 2).</p> <p>Instructions to the assessor:</p> <p>Student must present the suggestions for improvement clearly and in a concise manner.</p> <p>Possible suggestions (based on sample answers given for Case Study assessment – Case Study 1 Question 2:</p> <p>To address the use of too many plastic toys:</p> <ul style="list-style-type: none"> • Eco-friendly toys and equipment can be purchased. • 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. <p>To address the use of large amount of waste going directly to landfill:</p> <ul style="list-style-type: none"> • A recycling program needs to be implemented for cardboard, plastic, paper and food waste. • A worm farm or composting bin can be implemented to reduce food waste within the centre. • 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. <p>To address the frequent use of clothes drier:</p> <ul style="list-style-type: none"> • 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. • Other solutions include drying clothes outside wherever possible or using an indoor clothes rack. 	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<p>3. Presented proposed efficiency targets (based on the responses to Case Study assessment – Case Study 1 Question 3).</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	

<p>Instructions to the assessor:</p> <p>Student must present the proposed efficiency targets. Possible suggestions [based on sample answers given for Case Study assessment – Case Study 1 Question 3]:</p> <p>For the use of too many plastic toys:</p> <ul style="list-style-type: none"> 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.' <p>For the use of large amount of waste going directly to landfill:</p> <ul style="list-style-type: none"> Reduce landfill waste by 50% by a certain set period of time [e.g., by the end of the financial year]. <p>For the frequent use of clothes drier:</p> <ul style="list-style-type: none"> Reduce the use of clothes drier by 50% within a set period of time, such as by the end of the quarter. 		
<p>4. Provided opportunity for participants to ask questions, provide feedback or to seek clarification as part of the service's continuous improvement.</p> <p>Instructions to the assessor:</p> <p>Student must provide opportunity for participants to ask questions, provide feedback or to seek clarification as part of the service's continuous improvement. This can be done by asking audience from time to time: "Does anyone have any questions?" "Do you have any feedback/input on this topic?"</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<p>5. As part of change management techniques applied, listened to questions using active listening skills, clarified meaning, used questioning to elicit the view of others where it was needed and responded appropriately.</p> <p>Instructions to the assessor:</p> <p>Student must demonstrate active listening skills demonstrating they are engaged with the conversation, able to follow the conversation and talk to other person confidently, respond appropriately and share constructive feedback. They must clarify meaning when participant seeks clarification and respond appropriately to questions.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Part B

Using the spaces provided below, prepare the meeting minutes for the role play meeting. The meeting minute will be kept in the service's continuous improvement folder together with the Quality Improvement Plan, as a tool to boost information sharing among stakeholders.

Instruction to the assessor:

Student must complete the Meeting Minute form to record the essence of the meeting, including topics discussed and stakeholders' feedback.

Meeting minute	
Facilitator	Student's name
Note taker	Student's name
Date	Student to put down the date of the meeting, such as 15 January
Time	Student to put down the time of the meeting, such as: 7.30 pm
Participants	Student to list participants: Room leader [student], Participant 1 [Hayley, the Director], Participant 2 [member of the parent committee]
Apologies	N/A
Items discussed	<p>Student to write down topic discussed, and any action items if applicable.</p> <p>Main topic to be discussed:</p> <ul style="list-style-type: none">- legislative and regulatory requirements that indicate the need for improving the service's sustainability practices.- suggestions for improvement to the parent committee regarding the service's sustainability services.- proposed efficiency targets.- participants' comments/suggestions. <p>For topics discussed, see observable criteria and sample answers in the Observation Checklist above.</p>

Assessment checklist:

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

Part A	
Recorded role play meeting with two [2] other participants	<input type="checkbox"/>
Part B	
Completed meeting minutes	<input type="checkbox"/>



Congratulations you have reached the end of Assessment 3!

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