



Skills for Sustainability



Manufacturing Skills Australia

# Assessment Guide:

**MSAENV472B Implement and monitor environmentally sustainable work practices**



- ☒ skills
- ☒ knowledge
- ☒ assessment methods
- ☒ evidence
- ☒ context

This project is supported by the Australian Government  
through the Clean Sustainable Skills Package

# Assessment Guide

MSAENV472B Implement and monitor environmentally sustainable work practices



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- ☒ context

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## About the assessment guide

### Aim of the guide

The Sustainability Skills assessment guide will assist Registered Training Organisations (RTOs) to design and contextualise their assessment activities and evidence requirements for the unit of competency

**MSAENV472B Implement and monitor environmentally sustainable work practices.**

In particular the guide demonstrates how:

- **Assessment methods can be chosen to suit the learner**, for example, if a learner has existing skills and experience in the unit of competency a portfolio of evidence is more useful than direct observation.
- **Assessment methods can be chosen to suit the industry context**, for example, where a work place has established sustainability policies and procedures direct observation and work place documentation / records could be used.
- Specific types of evidence can be identified that relate to the unit requirements and the industry context, for example, if the company has weekly production meetings minutes of these might provide evidence of making recommendations.

These decisions are used to design the assessment activities. For example a work place project might be developed around the aspects of the unit that can be applied and/or demonstrated in the workplace. Portfolio requirements might be designed around evidence that can be found, or generated, from typical day to day activities. An interview or test might be designed around aspects of the unit where knowledge needs to be tested because it is not clearly demonstrated in the practical activities or to test an individual's knowledge in a team environment.

The guide also provides examples that show how:

- **a contextualised workplace project can be developed** that demonstrates relevant aspects of the unit
- **questions can be identified** to assist in the authentication of evidence and show understanding of the application of the concepts of sustainability.

The assessment guide uses a fictional scenario as the basis for demonstrating one approach to developing an assessment tool for this unit of competency.

**Note** that the guide should be read in conjunction with the unit of competency (see [training.gov.au](http://training.gov.au)).



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## What the guide does not provide

The guide focuses on selecting assessment methods and evidence and does not provide a complete or validated assessment instrument. It is for guidance only; there are others ways that the unit could be assessed and many ways that an assessment can be contextualised. None of the processes or ideas in this guide is mandatory.

It does not cover everything that an RTO must address to deliver an assessment and meet compliance. For example the RTO will need to address:

- development of assessment instruments and documentation
- validation of assessment tools, processes and outcomes
- consulting with industry and developing a training and assessment strategy
- how the assessment will be 'delivered', for example, scheduling the activities, monitoring and providing support to the learner, and engaging input from enterprise managers
- full mapping of evidence to units of competency.

Each RTO will need to decide whether to follow any of the processes demonstrated here. If so, the RTO will need to amend the evidence and other details to reflect the characteristics of their learner/s and the context of their assessment. This should be based on their consultations with industry and clients, and the other information within their training and assessment strategy.

## Focus of the guide

### *MSS11 Sustainability Training Package Assessment Guidelines*

The Assessment Guidelines in MSS11 state that *"assessment should be conducted in the workplace or in a in a work-like environment. Many of the units also require the measurement of environmental and other indicators over a period of time and for this reason project based assessment is also preferred."*

This unit of competency states that *"Consistent performance should be demonstrated."*

In addition the Sustainable Operations qualifications are designed for workers experienced in their industry who require an 'overlay' of skills to improve the sustainability of the business.

Therefore the assessment guides focus on assessment methods for experienced workers and workplace assessment.



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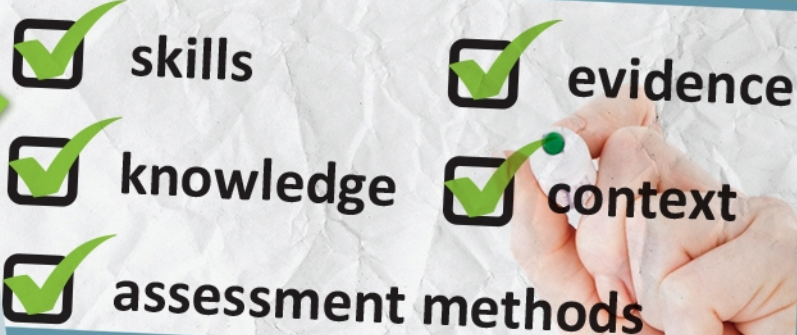
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## Contextualising

The guide focuses on contextualising assessment to the participants / learners and the workplace context. It demonstrates how the context of the assessment can be analysed and used to select assessment methods and evidence to meet the requirements of the unit of competency.

Typically the context comprises information about:

- industry or enterprise systems, practices and documentation
- characteristics of the learner/s
- mode of delivery of any training.

The guide outlines one approach to planning and designing assessment activities and evidence that are contextualised.

There are many ways that an assessment can be designed to meet the context and the unit requirements. The approach outlined in this guide is just one way. If an RTO follows this approach they should amend the activities, evidence and other details to reflect the characteristics of their learner/s and the context of their assessment.

Contextualising for different sectors is critical. The sustainability issues that are significant to one industry sector or process might not be found in another. For example the casting and forging sectors use large amounts of energy and produce emissions such as dust and greenhouse gases (GHGs). However, one of the key sustainability issues in furniture manufacture may be sourcing plantation timber.

Additional information is available on the Skills for Sustainability website at <http://www.sustainabilityskills.net.au> including information about this unit of competency and information about sustainability issues in different sectors.

The website also has information about contextualization, understanding sustainability issues within different sectors, designing an assessment, developing workplace projects and using simulated workplace environments.



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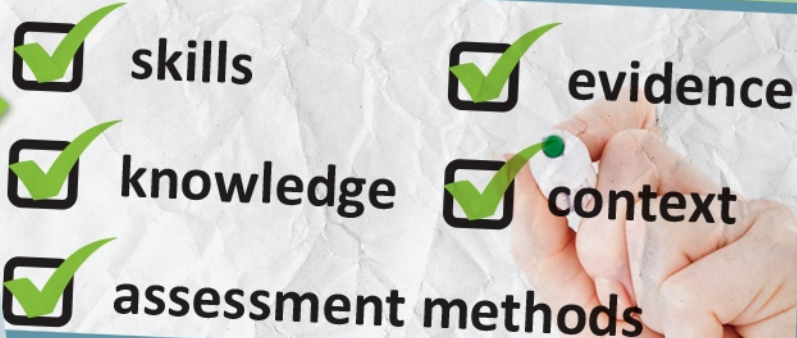
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## What's in the assessment guide

This guide provides:

- a scenario outlining the RTO, learner and enterprise context
- key points drawn out from the scenario
- checklists to help link the context to the assessment methods and evidence:
  - checklists relating to the context for the assessment
  - checklists relating to assessment methods, and methods of collecting and submitting evidence
- an evidence planning table, linking the scenario context with evidence and the unit of competency
- a Recognition of Prior Learning (RPL) assessment method based on the scenario and unit of competency and contextualised using the identified evidence
- questions based on the scenario and unit of competency and contextualised using the identified evidence.



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## Assessment planning and design

Planning every aspect of an assessment is a broad process that requires many steps and sources of information. Arguably it can start with industry consultation and developing the training and assessment strategy; and conclude with the assessment decision and feedback to the learner.

This guide focuses on a small section of the process. It targets the steps of analysing the unit of competency and the context of the assessment in order to select appropriate assessment activities and evidence collection. These steps are represented in the flow chart at Figure 1.

Typically the context comprises the industry or enterprise systems, practices and documentation and characteristics of the learner/s and mode of delivery of any training. As an RTO you will collect much of this information from your industry consultation and discussion with clients, and capture it in your training and assessment strategy.

In this guide the context is described in a scenario which includes a fictional RTO, learner profile and an industry sector or enterprise context. It uses this information to identify suitable assessment methods and available evidence that are aligned to the unit of competency. These are used to design the assessment activities linked to the unit requirements.

### Information inputs

#### Context

**Assessment guide** uses a scenario for the context  
**RTO** uses its training and assessment strategy for the context (including consultation and review of the unit of competency)

#### Competency requirements

Unit of competency

### Steps in designing assessment activities

Identify key aspects of the context  
(learner, enterprise, sector,  
sustainability issues, other?)

Select assessment methods and evidence  
collection aligned to context

Identify specific evidence (valid, sufficient, current,  
authentic and aligned to the unit and context)

Design the activities to generate/capture and  
authenticate the evidence

Figure 1 Designing assessment activities



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## Context: The scenario

### The RTO

Customised Assessment and Training Services (CATS) is a private RTO specialising in customised workplace training and assessment. CATS has partnered with Carpet Industry Association and has obtained funding for existing worker training under the national Workforce Development Fund.

CATS has a policy of routinely offering RPL to existing workers and providing training and assessment to fill any gaps. CATS uses an RPL process that begins with a self-assessment. If the learner feels that they can perform the skills required, they discuss a portfolio of evidence to collect with the assessor, collect the evidence, then attend an interview with targeted questioning about the portfolio with the assessor and an industry expert.

The learners are enrolled in MSS40111 Certificate IV in Sustainable Operations and will start with this unit of competency, MSEN472B Implement and monitor environmentally sustainable work practices.

### The learners

Kashif is a production team leader at Volley Carpets. He is responsible for:

- managing and organising the workstations in the tufting and backing departments
- ensuring that external and internal customer demands are satisfied
- ensuring that the company's commitments to sustainability, including safety and environment, are met
- communicating closely with his production team to investigate current practices, set targets, implement improvements and monitor performance.

Being assessed for the MSS40111 Certificate IV in Sustainable Operations will provide an opportunity for Kashif to formalise the on-the-job learning he has done over the years.

### The enterprise context

Volley Carpets has well established policies and procedures for sustainability and a commitment to eliminating all negative environmental impacts by 2020. The company applies the Australian Carpet Classification Scheme's Code of Practice for Environmental Management, an environmental management system in line with ISO 14001 Environmental management systems, and has a product stewardship program for all products.

There is an environmental committee led by the environmental manager and several teams working on lean techniques to continuously improve product quality and production efficiency and sustainability.



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Key performance indicators (KPIs) for sustainability used at Volley Carpets include:

- production records of quantities of raw materials and energy used per production unit
- amount of waste to landfill
- analysis of percentage of waste re-used or recycled
- calculations of levels of emissions of GHGs, such as carbon dioxide measured as CO<sub>2</sub>-e
- life cycle assessments of products
- supply chain invoices, showing consumption of resources (cost and amount of fuel, gas, electricity, raw materials and packaging materials).

The main economic, social and environmental sustainability issues for Volley Carpets include use of raw materials and water, recycling, reduction of trade waste, emissions to air, the use of hazardous substances and GHGs, design of buildings, purchasing strategies and product stewardship.

## Key points from the scenario

- The industry sector is textiles commercial – carpet manufacture.
- Kashif has detailed technical knowledge of the processes at Volley Carpets and is confident with using information technology.
- Kashif is going to apply for RPL as he is experienced in implementing and monitoring sustainable work practices on the production line.
- Kashif has access to workplace documents such as an environmental management system, GHG emission records, trade waste records and life cycle analysis.
- Detailed KPIs for sustainability are available, but not all of them may be relevant to production.

## What does the scenario tell us about the context for the assessment?

- ☐ Classroom based
- ☒ Existing worker in this field
- ☐ Not currently employed in this field
- ☐ Off the job learning
- ☐ On the job implementation
- ☒ RPL
- ☐ Simulated workplace environment
- ☒ Single unit of competency
- ☐ Skill cluster
- ☐ Whole qualification
- ☒ Workplace based



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## Which assessment methods are suitable?

Direct observation, for example;

- ☐ Practical demonstration in the workplace
- ☐ Real work/real time activities in the workplace
- ☐ Work activities in a simulated workplace environment

Structured activities, for example;

- ☐ Activity sheets
- ☒ Presentation to colleagues
- ☐ Scenario based project
- ☐ Simulation exercises such as hypotheticals and role plays
- ☐ Work based case study
- ☐ Work based project (and documentation)

Questioning, for example;

- ☐ Oral or written examinations (may be applicable at higher AQF levels)
- ☐ Questionnaires
- ☐ Self assessment
- ☒ Verbal questioning / discussion / interview
- ☐ Written questions

Portfolios of evidence, for example;

- ☐ Authenticated prior achievements
- ☒ Collection of work samples compiled by the learner
- ☒ Evidence of training courses attended
- ☐ Historical evidence
- ☐ Information about life experience
- ☒ Journal or log book
- ☒ Photographs or video
- ☐ Product with supporting documentation
- ☒ Verified workplace history/CV
- ☒ Workplace documentation / records

Third party feedback, for example;

- ☐ Interview with employer, supervisor, or peer
- ☐ Letter of support from a work place
- ☒ Testimonials and reports from employers and supervisors
- ☐ Third party report from supervisor or technical expert



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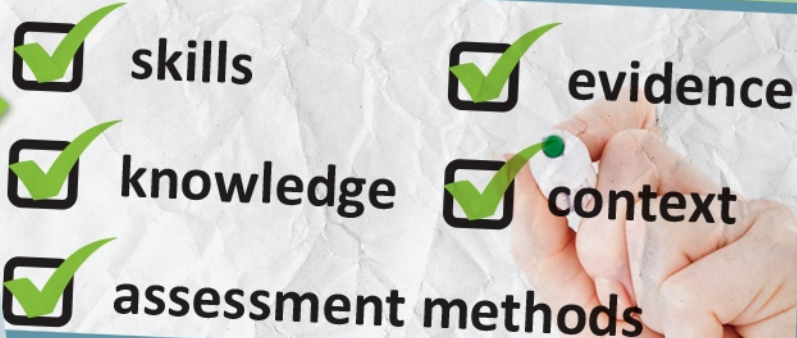
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## How will evidence be collected or submitted?

- ☒ Documents - electronically / in person / mail
- ☐ Data capture - video / audio / notes / smart pen by assessor / 3<sup>rd</sup> party / candidate
- ☐ Data submission - web upload / mail (USB drive / SD card / disc etc)
- ☐ Online real time - Skype, web conference
- ☐ Online self paced – online tests, interactive simulation

## Evidence: What will be available and suitable?

The evidence planning table shows one way of linking the context of the scenario with the unit of competency. It examines the unit of competency, the context and the selected assessment method in order to identify appropriate assessment evidence.

Based on the scenario, the learner and the context identified above, the following evidence could be expected to be available as part of the assessment. Keep in mind that some evidence might apply to several aspects of the unit or even several units.

## Evidence planning table

This table provides an example of identifying evidence that is available in the workplace. The evidence listed here has been selected so that it covers the required skills, required knowledge and critical aspects of assessment for this unit, however, this has not been shown in the table.

The table is not intended as a format for mapping to meet compliance requirements and each RTO needs to determine the type of mapping that may be required by its registering body.



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Element	Performance Criteria	Evidence
1. Investigate current practices in relation to resource usage	<p>1.1 Identify environmental regulations applying to the enterprise</p> <p>1.2 Assess procedures for assessing <b>compliance</b> with environmental regulations</p> <p>1.3 Collect information on environmental and resource efficiency systems and procedures, and provide to the work group where appropriate</p> <p>1.4 Measure and record current resource usage by members of the work group</p> <p>1.5 Analyse and record current purchasing strategies</p> <p>1.6 Analyse current work processes to access information and data and assist in identifying areas for improvement</p>	<p><input checked="" type="checkbox"/> <b>Workplace documentation/records</b></p> <ul style="list-style-type: none"> <li>• Copy of the enterprise environmental management system which identifies environmental regulations, standards, guidelines and approaches used in the company/sector with the relevant parts highlighted</li> <li>• A completed audit checklist based on an industry code of practice for environmental management</li> <li>• A process map for the supply chain identifying resource usage at each step</li> </ul> <p><input checked="" type="checkbox"/> <b>Collection of work samples compiled by the learner</b></p> <ul style="list-style-type: none"> <li>• Sustainability audits for energy, water, emissions or transport</li> <li>• Report of measurement of the carbon footprint for a part of the value chain</li> <li>• Environmental monitoring records for solid wastes</li> <li>• Site inspection records, for example, for buildings, drains and containment, grounds, aim emissions, energy use, water, trade waste, chemical storage, underground tanks, general waste, recycling systems and hazardous wastes</li> <li>• Product stewardship policies and procedures, such as transport and delivery and purchasing strategies, and life cycle analysis</li> <li>• A procurement report comparing two suppliers of raw materials for sustainability and cost</li> </ul> <p><input checked="" type="checkbox"/> <b>Verbal questioning in a discussion or as an interview</b></p> <ul style="list-style-type: none"> <li>• Interview by the assessor and environmental manager about the portfolio of evidence</li> </ul>



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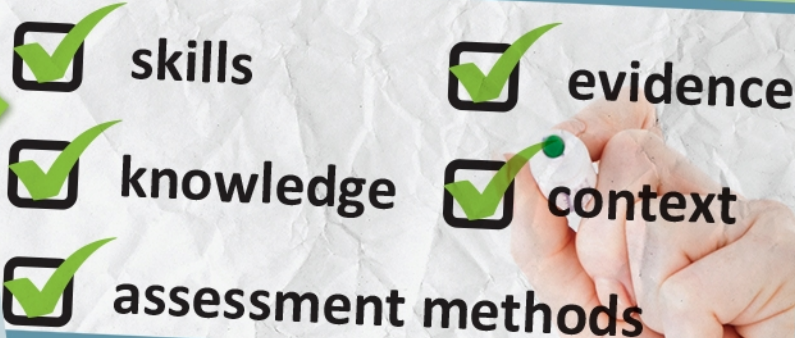
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Element	Performance Criteria	Evidence
2. Set targets for improvements	2.1 Seek input from stakeholders, key personnel and specialists 2.2 Access external sources of information and data as required 2.3 Evaluate alternative solutions to workplace environmental issues 2.4 Set efficiency targets	<b><input checked="" type="checkbox"/> Workplace documentation/records</b> <ul style="list-style-type: none"> <li>Minutes of meetings, for example, a production meeting agreeing on improvement targets</li> <li>Benefit/cost analysis for alternative proposed solutions</li> <li>Report of efficiency targets and how they were set, including external information and data collected, alternative solutions and justification for the targets</li> </ul> <b><input checked="" type="checkbox"/> Journal or log book</b> <ul style="list-style-type: none"> <li>Log book of suggestions made to improve environmental sustainability</li> </ul> <b><input checked="" type="checkbox"/> Verbal questioning in a discussion or as an interview</b> <ul style="list-style-type: none"> <li>Interview by the assessor and environmental manager about the portfolio of evidence</li> </ul>
3. Implement performance improvement strategies	3.1 Source <b>techniques / instruments</b> to assist in achieving targets 3.2 Apply continuous improvement strategies to own work area of responsibility and communicate ideas and possible solutions to the work group and management 3.3 Integrate environmental and resource efficiency improvement plans for own work group with other operational activities and implement them 3.4 Seek suggestions and ideas about environmental and resource efficiency management from stakeholders and act upon them where appropriate 3.5 Implement costing strategies to fully value environmental assets	<b><input checked="" type="checkbox"/> Workplace documentation/records</b> <ul style="list-style-type: none"> <li>A strategic sustainability plan for the production line or process which takes into account company-wide policies and procedures and the full value of environmental assets</li> <li>Revised procedures, for example, to measure and reduce the amount of waste going to landfill</li> <li>Records of meetings with the environmental committee evaluating alternative approaches</li> <li>Visual factory posters, for example, ones which have been developed in consultation with logistics and warehouse staff to provide instructions on using up raw products in opened drums before opening new drums</li> </ul> <b><input checked="" type="checkbox"/> Presentation to colleagues</b> <ul style="list-style-type: none"> <li>Notes and take away information of a toolbox talk to the production team about new legislation and how it will impact on procedures</li> </ul> <b><input checked="" type="checkbox"/> Collection of work samples compiled by the learner</b> <ul style="list-style-type: none"> <li>Portfolio of workplace records showing implementation of improved work practices from analysis of the issue through to measuring the results</li> </ul> <b><input checked="" type="checkbox"/> Verbal questioning in a discussion or as an interview</b> <ul style="list-style-type: none"> <li>Interview by the assessor and environmental manager about the portfolio of evidence</li> </ul>



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Element	Performance Criteria	Evidence
4. Monitor performance	<p>4.1 Document outcomes and communicate reports on targets to key personnel and stakeholders</p> <p>4.2 Evaluate strategies</p> <p>4.3 Set new targets and investigate and apply new instruments and strategies</p> <p>4.4 Promote successful strategies and reward participants where possible</p>	<p><input checked="" type="checkbox"/> <b>Workplace documentation/records</b></p> <ul style="list-style-type: none"> <li>Minutes of meetings, for example, of the environmental committee reviewing the results sustainability projects</li> <li>Evidence of evaluating strategies, such as analysis of graphs of improvements in resource use, pre- and post-improvement sustainability audits, and analysis of sustainability performance indicators</li> </ul> <p><input checked="" type="checkbox"/> <b>Presentation to colleagues</b></p> <ul style="list-style-type: none"> <li>Notes of a toolbox meeting for team members providing information, for example, about new waste separation processes</li> </ul> <p><input checked="" type="checkbox"/> <b>Collection of work samples compiled by the learner</b></p> <ul style="list-style-type: none"> <li>Article for the staff newsletter providing information about 'the environmental issue of the month' with explanatory notes</li> <li>Emails, presentations and newsletters to work groups and management</li> </ul> <p><input checked="" type="checkbox"/> <b>Photographs or video</b></p> <ul style="list-style-type: none"> <li>Video of feedback to staff about an environmental near miss, lessons learnt and changes made to reduce the chance of it happening again</li> <li>Video of presentation of a performance award for the work section that made the most changes to support environmental sustainability</li> </ul> <p><input checked="" type="checkbox"/> <b>Verbal questioning in a discussion or as an interview</b></p> <ul style="list-style-type: none"> <li>Interview by the assessor and environmental manager about the portfolio of evidence</li> </ul>



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## Assessment activity: RPL portfolio of evidence

In the context of the scenario and the evidence identified in the planning table, an RPL assessment is appropriate for Kashif.

The portfolio of evidence for RPL is a collection of documentation and workplace documentation that is provided to the assessor to provide evidence of competency. It may include direct and indirect evidence and should be planned with the learner.

The portfolio of evidence needs to show that the learner can effectively analyse the workplace in relation to environmentally sustainable work practices, implement improvements and monitor their effectiveness. This includes investigating current practices in relation to resource usage and setting targets for improvement.

### An RPL portfolio of evidence for Kashif at Volley Carpets

Kashif will need to prepare a portfolio of evidence of competency. Key things to include in his evidence are:

- a verified work history/CV of current and previous relevant positions held and duties
- copies of certificates of attendance at courses and qualifications held
- current job description
- a portfolio of workplace documents and evidence from Volley Carpets, including:
  - a process map for the tufting and backing section of supply chain
  - a copy of the company environmental management system with areas relevant to the tufting and backing departments highlighted
  - a completed audit checklist using the Australian Carpet Classification Scheme Code of Practice for Environmental Management
  - a strategic sustainability plan for the tufting and backing departments
  - sustainability project plans for individual sustainability improvement projects in the tufting and backing department
  - evidence of how he consulted with internal and external stakeholders, such as presentations to colleagues, emails, meeting notes, toolbox presentations, PowerPoint presentations, newsletters, webpage URLs or screenshots, visual workplace posters and logbook of suggestions made
  - examples of the processes and instruments he used to change the work practices and measure the improvements to sustainability indicators, such as purchasing strategies
  - records of current and improved resource use practices, such as trade waste records and job cards, including Kanbans and percentage use of recycled materials



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- evidence of improvements made, such as photographs showing before and after, changes to key sustainability indicators, and sustainability project plans for improvements made
- evidence of routine investigation and monitoring of environmental performance, such as graphs of volumes of waste and audit checklists
- a testimonial from the environmental manager verifying that the portfolio of evidence is authentic and providing comments about his role and involvement in implementing and monitoring environmentally sustainable work practices.

## Assessment activity: Questions

In this guide, questioning is used to assess required knowledge and aspects of competency which are difficult to assess in other ways, for example, testing the application of the concepts to the workplace activities. The questions also help to authenticate the evidence.

Based on the scenario, the questions could form a self-assessment for Kashif so that he can consider if he has the skills and knowledge required to implement and monitor an environmentally sustainable workplace before he begins to collect his evidence of competency.

The assessor and environmental manager from Volley Carpets could use the questions to ask about the portfolio of evidence.

### Questions for Kashif at Volley Carpets

The questions are contextualised from the Sustainable Manufacturing toolbox which is available at [http://toolboxes.flexiblelearning.net.au/series13/13\\_04.htm](http://toolboxes.flexiblelearning.net.au/series13/13_04.htm)

Questions	More information/prompts/answers
What environmental regulations, industry codes of practice and ISO standards apply at Volley Carpets?	For example, in most states there are laws that relate to water, air, noise and land pollution – how do these apply in your workplace?  For example, the packaging covenant or ISO 14001?
What procedures already exist at Volley Carpets to comply with environmental regulations?	For example, does your workplace have procedures in place for dealing with a spill, removal of liquid or solid waste from the site? Is there an environmental management system that you can refer to?



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# Assessment Guide

MSAENV472B Implement and monitor environmentally sustainable work practices



skills



evidence



knowledge



context



assessment methods



Questions	More information/prompts/answers
How do you collect and communicate information about environmental procedures and systems to the members of your production team?	For example, does your production team collect information on environmental performance (such as energy or water usage)?  How is that information communicated in your team or work group?
What resources are used by your production team?  Which resources are currently measured and how?	For example, electricity, water and raw materials.  For example, consumption records for production or raw material yield reports.
How are resources that your workgroup use purchased?	For example, are purchasing decisions made on the basis of only cost, or are there other things that are considered, such as embodied resources and reliability of supply?
What are the purchasing decisions of your workgroup based on?	Resources may be purchased per volume or per unit cost depending on the commodity value at the time.
Give an example of a purchasing decision you have been involved with where sustainability was a factor	For example, purchase of new equipment that led to decreased waste and increased production efficiency.
What measurements are in place to measure resources used?	For example, electricity is measured on your utility bill. You can also measure its use per equipment energy consumption.
What sources of information do you use to help set targets for environmental improvements in the workplace?	For example, do you know what improvements are happening in your industry in terms of efficient resource use?  Do you speak to other people? Who do you speak to?
What process do you follow when you evaluate alternative solutions to solving workplace environmental issues? Can you give an example of a process that you followed?	For example do you look at what might be possible to achieve with the current technology?  Do you do a benefit/cost analysis to see what the pros and cons of a particular option may be compared to another?
Once you have all the information and have evaluated alternative solutions, how do you set targets? Can you provide an example of when you set a target?	Do you set targets after speaking with stakeholders, assessing what targets are achievable and what impact they will have on the company?
How does the strategic sustainability plan support other company goals and operational activities?	For example, a goal to eliminate all negative environmental impacts by 2020 and operational activities, such as using lean techniques or 'get it right first time'.



Skills for Sustainability



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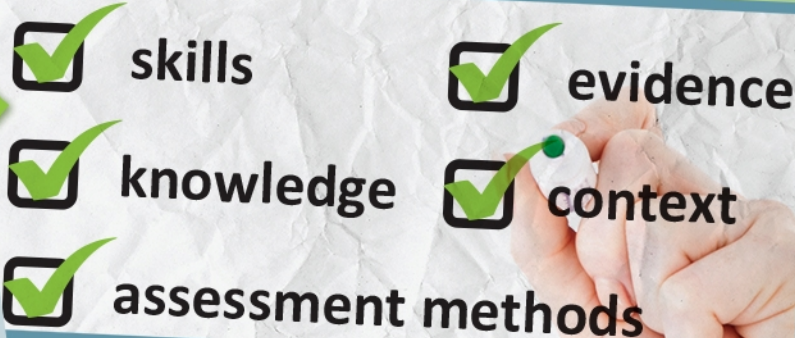
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Questions	More information/prompts/answers
Can you give an example of when you implemented the strategic sustainability plan?	This might include measures you put in place to reduce electricity use, such as new lighting, or measures to encourage staff to turn off equipment.
How did you go about getting suggestions and ideas from stakeholders?	Getting ideas from staff, managers, suppliers and sometimes even customers can help you improve your approach.  With whom did you consult and how did you do it?
How did you cost the strategic sustainability plan?	What costs did you take into account when implementing the plan?  For example, training costs, costs associated with using new products, likely future savings.
What systems, instruments and techniques did you use to implement the strategic sustainability plan?	Implementing sustainability improvements in the workplace might involve changing equipment, training staff, changing operating procedures or upgrading processes.  Some organisations use broader systems, such as lean manufacturing or environmental management systems as part of this process.
Sustainability improvements often involve workplace changes that affect staff, customers and other stakeholders. How did you communicate these changes?	For example, for your improvement to take effect, staff might be required to change how they use equipment, what is purchased, do more (such as turn off lights) or stop doing something (like leaving doors open when air conditioning is running).  Describe how you let people know what was required of them.
How do you communicate the progress of the implementation?	Did you report the progress to your managers, your staff or your stakeholders?
How do you ensure that continuous improvement is maintained?	For example did you use the Plan-Do-Check-Act cycle?
What workplace documentation do you use to keep records of progress?	For example, visual management charts, feedback forms, electricity and water usage, and waste disposal fees.



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- ☒ skills
- ☒ knowledge
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- ☒ evidence
- ☒ context

Questions	More information/prompts/answers
What was being evaluated and what criteria did you use?	<p>For example, did you develop and use a strategic sustainability plan?</p> <p>Did you evaluate how much money was saved in implementing the new strategy?</p> <p>What other effects did you measure, such as a reduction in GHGs or water usage?</p>
What other areas at Volley Carpets can be targeted for improvement?	For example, did you use the feedback process to identify other problems that could be targeted like water, energy or raw materials usage?
Would the process you have gone through apply to other parts of the supply chain?	For example, could you apply your strategic sustainability plan to warehousing?
How did you inform your team members and other employees at Volley Carpets of the progress?	For example, team meetings, internal publication via newsletters or internal email or intranet to inform them of the strategy.



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