



ASSESSOR GUIDE

ACMSUS201

# Participate in environmentally sustainable work practices

## Assessment 2 of 2

Short answer questions



## Assessment Instructions

### Task overview

This assessment task includes 14 short answer questions. Read each question carefully before typing your response in the space provided.

This unit of competency consists of 2 knowledge assessments completed in this module, in addition to the Structured Workplace Learning and Assessment (SWLA) completed in Module 7.

You must complete both sets of assessments related to this unit to be deemed competent.

### 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.

## Short Answer Questions

### Question 1

List three (3) procedures or methods that can be implemented to reduce water usage in a dog grooming salon.

(Word count: 4 to 50 words per procedure or method)

#### Assessor instructions:

Students must identify three (3) procedures or methods that can be implemented to reduce water usage in a dog grooming salon. The student may use different wording to describe the procedures or methods. Provided answers need to reflect the characteristics described in the exemplar answers provided. Student responses may vary according to workplace or organisation requirements and their position within the workplace.

Sample answers:

Procedures or methods to reduce water usage:

1. use a hydrobath that uses the minimum water needed per water per cycle
2. install low-flow taps
3. use washing machines that are water efficient

Other answers may include:

- use a double tank hydrobath that recycles water more efficiently than a single tank hydrobath
- use a hydrobath that recycles water rather than a bath or sink where all water goes down the drain
- install dual flush toilets
- consider the size of the loads you are washing, for example, you would not run a full cycle for three small hand towels.

### Question 2

**Scenario:** You work in an animal rehoming centre. They are reviewing their water usage practices when cleaning the outdoor dog runs.

During the audit, you discover that the tap used for cleaning the dog runs:

1. leaks at the connection due to a broken connector
2. has lost its trigger nozzle, therefore the water runs continuously when in use, instead of only running when triggered by the user.

Which two (2) of the 'six Rs' of waste management could be used to help reduce water wastage in this scenario? Select from Applicable and Not Applicable.

Next, provide one (1) suggested solution for those that were marked 'Applicable'.

[Word count: 4 to 25 words per suggested solution)

**Assessor instructions:**

Students must identify the two (2) six Rs of waste management that could be used to help reduce water wastage. The student may use different wording to describe the suggested solutions. Provided answers need to reflect the characteristics described in the exemplar answers provided in the table. Student responses may vary according to workplace or organisation requirements and their position within the workplace.

Six Rs of waste management	Definition	Select the appropriate box	Suggested solution if applicable
Rethink	Consider whether the item needs to be used at all, or if an alternative item or process could be used.	Applicable <input checked="" type="checkbox"/> Not applicable <input type="checkbox"/>	To help reduce water wastage, use a bucket to collect water from the tap and take down to the run that needs to be cleaned. You can then turn the tap on and off when required.
Refuse	Refuse Stop buying items that are not needed or are unethical or unsustainable in their production.	Applicable <input checked="" type="checkbox"/> Not applicable <input type="checkbox"/>	Remove the old connection. Do not use it and replace the tap.
Reduce	Change processes to limit the consumption or use of certain items.	Applicable <input checked="" type="checkbox"/> Not applicable <input type="checkbox"/>	Using a new trigger nozzle on the hose to limit the consumption of water. Stop using old broken tap.
Reuse	Replace single-use items with reusable options where possible; try to find ways to repurpose single-use items before disposal.	Applicable <input checked="" type="checkbox"/> Not applicable <input type="checkbox"/>	Reuse leaked water (saving in buckets).
Repair	Where possible repair damaged items or equipment before replacing them. When replacement is necessary, try to find more efficient, durable and sustainable options.	Applicable <input checked="" type="checkbox"/> Not applicable <input type="checkbox"/>	To help reduce water wastage, try to repair the broken connector, or replace it with a more sustainable option.
Recycle	Sort items appropriately for	Applicable <input type="checkbox"/> Not applicable <input checked="" type="checkbox"/>	

	collection and recycling, when items are not sorted correctly, the entire batch may end up in landfill instead of being recycled (Mridul 2021).		
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### Question 3

Outline a suitable method for measuring each of these resources:

- water
- electricity
- kitty litter.

Provide one (1) method per resource.

(Word count: 2 – 30 words per suitable method)

What documentation is used to measure the usage of each resource?

#### Assessor instructions:

Students must outline one (1) method used for measuring each of the three (3) listed resources. The student may use different wording to describe the suitable method. Provided answers need to reflect the characteristics described in the provided exemplar answers. Students must identify what documentation is used for measuring the resource. Student responses may vary according to workplace or organisation requirements and their position within the workplace.

Resource	Suitable method for measuring resource	Documentation used to measure the usage of the resource
<b>Water</b>	<ul style="list-style-type: none"> <li>• Read the water bill/invoice</li> <li>• Calculate your daily average water usage using daily water usage calculator provided by Sydney water</li> <li>• Use the meter reader to calculate the volume of water used</li> </ul>	<ul style="list-style-type: none"> <li>• Water bill/invoice</li> <li>• Spreadsheet, table, paper/pen or digital document recording usage of resource</li> </ul>
<b>Electricity</b>	<ul style="list-style-type: none"> <li>• Reading your electricity bill/ invoice</li> <li>• Use an appliance electrical cost calculator or a power meter</li> <li>• Monitor the meter each day for the period you wish to calculate - this should be done at the same time every day for consistency</li> </ul>	<ul style="list-style-type: none"> <li>• Electricity bill/invoice</li> <li>• Spreadsheet, table, paper/pen or digital document recording usage of resource</li> </ul>

Kitty litter	<ul style="list-style-type: none"> <li>Examination of invoices from suppliers to compare the per-unit cost of product or service</li> </ul>	<ul style="list-style-type: none"> <li>Bill/invoice</li> <li>Spreadsheet, table, paper/pen or digital document recording usage of resource</li> </ul>
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#### Question 4

**Scenario:** You work as an animal care attendant at Kitten Rescue Shelter. Recently they have developed an Environmental Sustainability Task Team to investigate how the facility can improve its sustainability.

First on the agenda is to review how much dry cat food is used. It is apparent to all staff at the shelter that a lot of food expires and must be disposed of before it is used.

The shelter holds up to 100 kittens at any one time. However, the winter months see fewer kittens.

Each kitten receives 1/3 (35 g) cup of dry food per day.

Historically, the food supplier will only deliver a minimum of 3 bags of ADVANCE Kitten Dry Cat Food Chicken with Rice 6 kg per order.

- Complete the following chart by filling in columns B, C, E, F and G and calculate the total kilograms of dry cat food wasted at Kitten Rescue Shelter in 2022.

Kitten Rescue Shelter dry cat food waste record 2022 (month)	No. of kittens at shelter (#)	A Food delivered on 1st of month (kg)	Expiry date (of food in column A) (date)	B Leftover food still in date from previous month (kg)	C Total food in stock on 1 <sup>st</sup> of month A + B = C (kg)	D Total food used in month (kg)	E Leftover food on last day of month C – D = E (kg)	F Mark box if leftover food has expired by last day of month	G Waste: food expired by last day of month (kg)
Dec			31/01/22				15	Expired <input type="checkbox"/>	0
Jan	10	0	31/01/22	15	15	10.85	4.15	Expired <input checked="" type="checkbox"/>	4.15
Feb	8	18	31/05/22	0	18	7.84	10.16	Expired <input type="checkbox"/>	0
Mar	10	18	31/05/22	10.16	28.16	10.85	17.31	Expired <input type="checkbox"/>	0
Apr	12	0		17.31	17.31	12.60	4.71	Expired <input type="checkbox"/>	0
May	23	36	31/05/22	4.71	40.71	24.96	15.75	Expired <input checked="" type="checkbox"/>	15.75
Jun	25	36	30/09/22	0	36	26.25	9.75	Expired <input type="checkbox"/>	0
Jul	25	36	30/09/22	9.75	45.75	26.25	19.5	Expired <input type="checkbox"/>	0
Aug	32	36	30/09/22	19.5	55.5	34.72	20.78	Expired <input type="checkbox"/>	0
Sep	100	90	30/09/22	20.78	110.78	105	5.78	Expired <input checked="" type="checkbox"/>	5.78
Oct	100	108	31/12/22	0	108	105	3	Expired <input type="checkbox"/>	0
Nov	100	108	31/12/22	3	111	105	6	Expired <input type="checkbox"/>	0
Dec	70	108	28/02/23	6	114	75.95	38.05	Expired <input type="checkbox"/>	0
<b>Total (kg)</b>									<b>25.68</b>

- b) Expired food at the end of the month costs the facility. It also makes the staff upset seeing the food go to waste. What recommendations would you give to the Environmental Sustainability Task Team on how to reduce the waste of this resource?

(Word count: 10 – 15 words)

**Assessor instructions:**

The response may include one of the following or other suitable responses that results in excess stock not being thrown into rubbish/sent to landfill:

- donate excess feed to staff who have pets or donate to another facility
- order less wet feed and supplement additional feed requirements by having some wet food as backup
- find a supplier who supplies in smaller quantities rather than just bulk amounts.

**Question 5**

**Scenario:** You are an animal attendant working at a veterinary clinic in the state of Queensland (QLD). Which regulation oversees the requirements for clinical waste disposal?

In the following table provide the link and the name of the legislation (Act) AND regulation that you used.

**Assessor instructions:**

Students must identify the environmental legislation (Act) and regulation that apply in QLD. The Act and regulation must be the QLD versions.

State	Legislation (Act)	Regulation
QLD	<a href="#">Environmental Protection Act 1994</a> The current version of this Act was published in December 2019.	<a href="#">Environmental Protection Regulation 2019.</a>

**Question 6**

What are three (3) examples of local government by-laws and regulations that apply to the animal care industry?

(Word count: 2 – 5 words per example)

**Assessor instructions:**

Students must identify the following three (3) examples of local government by-laws and regulations that apply to the animal care industry.

Examples of local government by-laws and regulations that apply in the animal care industry are:

1. regional land plans
2. water management plans



3. animal control regulations.

Other answers may include (student responses may vary according to workplace or organisation and local government area):

- [Health, Safety and Amenity Subordinate Local Law 2012](#) (or local laws according to where the student works)
- advertising law
- neighbourhood nuisances.

Provided answers need to reflect the characteristics described in the provided exemplar answers.

### Question 7

**Scenario:** You are working **indoors** at a dog kennel.

Complete the following in the table:

- two (2) **environmental** hazards and associated risk/s
- two (2) **resource** hazards and associated risk/s.

(Word count: 1 – 10 words per risk)

#### Assessor instructions:

Provided answers need to reflect the characteristics described in the provided exemplar answers. Benchmark examples are provided in the table.

Students must identify:

- two (2) environmental hazards and associated risks
- two (2) resource hazards and associated risks.

Environmental hazard	Risk/s for this hazard
<b>Air pollution</b>	Students should identify two (2) risks: <ol style="list-style-type: none"><li>1. eye irritation</li><li>2. throat irritations.</li></ol> <p>Other answers may include:</p> <ul style="list-style-type: none"><li>• severe conditions such as bronchitis.</li></ul>
<b>Biohazards</b>	Students should identify two (2) risks: <ol style="list-style-type: none"><li>1. viral or bacterial diseases, such as zoonoses diseases</li><li>2. cuts.</li></ol> <p>Other answers may include:</p> <ul style="list-style-type: none"><li>• wounds</li><li>• parasites</li><li>• outbreak of disease.</li></ul>
<b>Noise</b>	Students should identify two (2) risks: <ol style="list-style-type: none"><li>1. tinnitus (ringing in the ears)</li></ol>

Environmental hazard	Risk/s for this hazard
	<p>2. permanent (chronic) hearing loss.</p> <p>Other answers may include:</p> <ul style="list-style-type: none"> <li>• acute hearing loss</li> <li>• non-permanent hearing loss</li> <li>• reduced hearing ability</li> <li>• psychological stress.</li> </ul>
<b>Dust (including fumes)</b>	<p>Students should identify two (2) risks:</p> <ol style="list-style-type: none"> <li>1. respiratory conditions/disease</li> <li>2. difficulty breathing.</li> </ol> <p>Other answers may include:</p> <ul style="list-style-type: none"> <li>• upper airway conditions/disease</li> <li>• allergies</li> <li>• eye irritation</li> <li>• loss of sight</li> <li>• mucous membrane irritation (eyes, nose and throat).</li> </ul>
<b>Chemicals (including fumes)</b>	<p>Students should identify two (2) risks:</p> <ol style="list-style-type: none"> <li>1. skin disease/irritation/burns</li> <li>2. allergies.</li> </ol> <p>Other answers may include:</p> <ul style="list-style-type: none"> <li>• respiratory illness</li> <li>• respiratory conditions/disease</li> <li>• difficulty breathing</li> <li>• upper airway conditions/disease</li> <li>• eye irritation</li> <li>• loss of sight</li> <li>• gastrointestinal upset</li> <li>• poisoning</li> <li>• mucous membrane irritation (eyes, nose, throat, mouth and oesophagus).</li> </ul>

Resource hazard	Risk/s for this hazard
<b>Inappropriate use and disposal of animal treatment products, cleaning agents and chemicals (chemical disposal hazard)</b>	<p>Students should identify two (2) risks:</p> <ol style="list-style-type: none"> <li>1. poisoning of waterways and wildlife</li> <li>2. unintentional poisoning of animals/humans due to accessing at tips.</li> </ol> <p>Other answers may include:</p> <ul style="list-style-type: none"> <li>• accidental skin absorption or inhalation causing illness or death</li> <li>• contamination of soil, water and plants.</li> </ul>

Resource hazard	Risk/s for this hazard
<b>Inappropriate disposal of animal, feed or organic waste or deceased animals (biohazard)</b>	<p>Students should identify two (2) risks:</p> <ol style="list-style-type: none"> <li>1. viral or bacterial diseases, such as zoonoses diseases</li> <li>2. poisoning from euthanasia drugs.</li> </ol> <p>Other answers may include:</p> <ul style="list-style-type: none"> <li>• contamination of waterways</li> <li>• diseases/zoonosis</li> <li>• pollution of stock and domestic water supplies</li> <li>• contamination of town water supplies</li> <li>• contamination of groundwater</li> <li>• animal disease outbreak</li> <li>• public health risk.</li> </ul>
<b>Poor workplace vector management processes</b>	<p>Students should identify two (2) risks:</p> <ol style="list-style-type: none"> <li>1. zoonosis</li> <li>2. outbreak of disease.</li> </ol> <p>Other answers may include:</p> <ul style="list-style-type: none"> <li>• contamination of food, causing disease.</li> </ul>

### Question 8

**Scenario:** You are working **outdoors** at a dog kennel.

Complete the following table by identifying one (1) **cause** for each of the environmental hazards which may be present when working outdoors at the facility.

(Word count: 1 – 20 words per cause)

#### Assessor instructions:

Students must complete the following table identifying the causes of each environmental hazard. They must identify one (1) cause for each hazard.

Environmental hazard	Cause
<b>Air pollution</b>	<p>Students should identify one (1) cause. Caused by:</p> <ol style="list-style-type: none"> <li>1. the use of certain chemicals that have toxic fumes or produce heavy smoke.</li> </ol> <p>Other answers may include:</p> <ul style="list-style-type: none"> <li>• dust</li> <li>• smoke from fire/s.</li> </ul>
<b>Biohazards</b>	<p>Students should identify one (1) cause. Caused by the incorrect disposal of:</p> <ol style="list-style-type: none"> <li>1. deceased animals.</li> </ol>

Environmental hazard	Cause
	<p>Other answers may include:</p> <ul style="list-style-type: none"> <li>• body tissue</li> <li>• pathology samples</li> <li>• bodily fluids</li> <li>• materials containing or contaminated by bodily fluids.</li> </ul>
<p><b>Chemical disposal</b></p>	<p>Students should identify one (1) cause. Caused by:</p> <ul style="list-style-type: none"> <li>• the incorrect or illegal dumping of toxic chemicals into sewers or other waterways such as animal treatment products, drugs and disinfectants.</li> </ul>

### Question 9

List two (2) outcomes to the **environment** resulting from misuse or overuse of animal medication and anaesthetics?

(Word count: 2 – 10 words)

#### Assessor instructions:

Students must identify the outcome of misuse or overuse of animal medications and anaesthetics. The student may use different wording to describe the outcomes. Provided answers need to reflect the characteristics described in the following exemplar answer.

Students should identify two (2) outcomes:

1. biohazard risk to staff
2. waste of resource.

Other answers may include:

- loss of money/costs to facility
- air pollution.

### Question 10

Identify two (2) outcomes to the environment and/or facility resulting from misuse or overuse of the following types of cleaning products :

- detergents
- disinfectants
- solvents.

(Word count: 5 – 30 words)

#### Assessor instructions:

Students must identify two (2) outcomes of misuse or overuse of cleaning products including detergents, disinfectants and solvents.

The student may use different wording to describe the outcomes. Provided answers need to reflect the characteristics described in the following exemplar answer.

Students should identify two (2) outcomes:

1. poisoning of waterways/aquatic animals
2. loss of money/costs to the facility.

Other answers may include:

- waste of resources
- loss of wages due to staff being ill because of overexposure.

### Question 11

Identify two (2) circumstances where a report should be made relating to environmental and resource hazards.

(Word count: 2 – 20 words per circumstance)

#### Assessor instructions:

Students must identify the following two (2) circumstances for reporting environmental and resource hazards. The student may use different wording to describe the outcomes. Provided answers need to reflect the characteristics described in the following exemplar answer.

Student should identify two (2) circumstances:

1. incorrect disposal of waste
2. any contravention of the environmental acts or regulations in your state or territory.

Other answers may include:

- the existence of any hazard of which he or she knows.

### Question 12

What seven (7) details are required when making an environmental and resource hazards and risks report?

#### Assessor instructions:

Students **must** identify the following seven (7) details required when making an environmental and resource hazards report.

#### Details for environmental and resource hazards report

1. Date/Time

2. Who is reporting

<b>3. What happened?</b>
<b>4. Witnesses</b>
<b>5. Corrective action</b>
<b>6. Follow up</b>
<b>7. Signature</b>

### Question 13

List three (3) reportable breaches that pose a risk to the environment.

(Word count: 10 – 30 words)

#### Assessor instructions:

Student must list three (3) reportable breaches that pose a risk to the environment. The student may use different wording to describe the outcomes. Provided answers need to reflect the characteristics described in the following exemplar answer.

The Department of Climate Change, Energy, the Environment and Water outlines the following areas where perceived breaches of legislation are reportable:

- hazardous waste
- heritage sites
- international wildlife trade
- land clearing
- ozone
- sea dumping
- threatened ecological community or species
- underwater heritage sites
- illegal logging.

### Question 14

Who must you report environmental and resource hazards and risks to? Give two (2) examples.

#### Assessor instructions:

Students must identify two (2) examples of who reports are to be made to.

At the federal level with the Australian Government Department of Agriculture, Water and Environment

Your local environmental protection agency

Supervisor or senior staff member/upper management

## Assessment checklist:

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

14 short answer questions completed in the spaces provided.	<input type="checkbox"/>
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**Congratulations you have reached the end of Assessment 2!**



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