



BSBSUS411 BSBSUS412

Develop, implement and monitor sustainable work practices and plans

Assessment 1 of 5

Short Answer Questions

Assessor Guide



Assessment details

This section is for SUT VE Quality and Compliance review and feedback and must be deleted in the student version of the assessment.

SECTION 1		
UNIT OF COMPETENCY DETAILS		
Code	Title	
BSBSUS411	Implement and monitor environmentally sustainable work practices	
BSBSUS412	Develop and implement workplace sustainability plans	
COURSE AND MODULE DETAILS		
<i>Assessments may be published in more than one course. Add lines for additional courses as needed.</i>		
Course Code (UPed)	Module Number (Order)	Module Code (UPed)
SOE4BS1A	09	M00882A
SOE4BS1A	10	M00883A
ASSESSMENT TYPE		
Assessment Method: <i>Select all that apply.</i>	Questioning	Questioning Choose an item.

SECTION 2

STUDENT INSTRUCTIONS

The following instructions detail the requirements of the assessment and are captured in the LMS assessment page. This includes a description of the student instructions, associated files and submission instructions.

Student instructions

This is assessment 01 of 04 knowledge assessments for BSBSUS411 Implement and monitor environmentally sustainable work practices and BSBSIS412 Develop and implement workplace sustainability plans.

This assessment requires you to answer 13 short answer questions to test your knowledge and understanding required of this unit.

To be assessed as competent, you must correctly complete all tasks in the spaces required.

Download your assessment by selecting the document icon below **'Let's begin'**.

To submit your assessment, upload the completed assessment document as a PDF file.

Supporting documents

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Files for submission

Submit the assessment document with all tasks completed in the spaces provided.

Submission instructions

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PDF File Submissions

Please save all Word documents as PDF files before submitting.

IMPORTANT: Word documents will not be accepted.

Most modern web browsers can open and display a PDF file. If you have an older operating system, however, you may need a PDF reader installed on your device such as the Acrobat Reader, available from Adobe.

Windows: Word 2013 and newer

Choose **File > Export > Create PDF/XPS**.

Windows: Word 2010

1. Click the **File** tab
2. Click **Save As**
 - To see the **Save As** dialogue box in Word 2013 and Word 2016, you have to choose a location and folder
3. In the **File Name** box, enter a name for the file, if you haven't already
4. In the **Save As** type list, click **PDF (*.pdf)**.
 - If you want the file to open in the selected format after saving, select the **Open file after publishing** check box.
 - If the document requires high print quality, click **Standard** (publishing online and printing).
 - If the file size is more important than print quality, click **Minimum size** (publishing online).
5. Click **Options** to set the page to be printed, to choose whether markup should be printed, and to select output options. Click **OK** when finished.
6. Click **Save**.

macOS: Office for Mac

To save your file as a PDF in Office for Mac follow these easy steps:

1. Click the **File**
2. Click **Save As**
3. Click **File Format** towards the bottom of the window
4. Select **PDF** from the list of available file formats
5. Give your file a name, if it doesn't already have one, then click **Export**.

For more detailed instructions refer to [Microsoft Support](#).

SECTION 3

ASSESSMENT TASK CRITERIA AND OUTCOME

This assessment will be graded as Satisfactory (S) or Not Yet Satisfactory (NYS).

To achieve Satisfactory; valid, sufficient, authentic, and current evidence of meeting the criteria must be submitted.

Refer to the mapping spreadsheet for details for this unit.

SECTION 4

ASSESSMENT DETAILS

Please refer to SECTION 2 to confirm how the assessment tools will be built and the methods that will be used to collect evidence i.e., Student's will type answers directly into LMS or will upload of files of completed assessment tasks.

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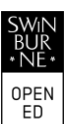
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The **STUDENT INSTRUCTIONS** above will be added directly into the LMS.
 All associated files will be accessed via the LMS, as will any Assessor Guides, Matrix, Templates etc.
 Students and Assessors have restricted permissions in the LMS. Assessor Guides, including model answers, will be available to Assessors **ONLY**.

- The following pages contain the draft assessment which will be built into the LMS once reviewed. This includes:
- Instructions to students
 - Questions /tasks
 - Templates /tables where applicable
 - Links to supporting files /websites
 - Instructions to assessors
 - Sample answers /examples of benchmark answers

SECTION 5

STAKEHOLDERS AND SIGN OFF
 List all that apply for each of the stakeholder roles below.

UPed Learning Designer/Author name	
SOE Quality and Compliance Manager name	
SUT VE Quality Compliance name	
Date approved	

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Assessment Instructions

Task Overview

This assessment task is divided into 13 short answer questions. Some questions are made up of multiple parts. Read each question carefully before typing your response in the spaces 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 Learning Platform. 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.

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Question 1

What are the Australian Standards for corporate and social sustainability? Provide at least two [2] standards and a brief description.

Approximate Word Count: 40-80 words

Assessor instructions:

The student needs to research the Australian Standards for Corporate and Social Sustainability. The student needs to provide two standards and a brief description explaining the standard.

In the box below, examples of potential answers have been included. The student can choose 2 of the provided answers below.

Examples of potential answer:

- Global Reporting Initiative (GRI): The GRI Standards are widely used internationally for sustainability reporting. Many Australian organizations adopt these standards to report on their economic, environmental, and social impacts.
- ISO 26000 - Guidance on Social Responsibility: This international standard provides guidance on integrating social responsibility into an organization's operations and decision-making processes. Many Australian companies use ISO 26000 as a reference for their social sustainability efforts.
- United Nations Sustainable Development Goals (SDGs): The SDGs provide a framework for addressing global challenges such as poverty, inequality, and climate change. Many Australian businesses align their sustainability initiatives with one or more of the 17 SDGs.
- Australian Sustainable Finance Initiative (ASFI): ASFI is a collaborative effort among financial institutions, regulators, and government agencies in Australia to promote sustainable finance practices, including environmental, social, and governance (ESG) considerations.
- Australian Securities Exchange (ASX) Corporate Governance Principles and Recommendations: While primarily focused on corporate governance, these principles also include sustainability reporting and disclosure recommendations.
- Carbon Disclosure Project (CDP): Many Australian companies participate in the CDP, which collects environmental data from corporations globally and provides a platform for benchmarking and reporting on climate-related initiatives.
- Australian Environmental, Social, and Governance (ESG) Reporting Guide: Developed by the Australian Accounting Standards Board (AASB), this guide assists organisations in reporting non-financial information, including sustainably

Question 2

Write three environmental regulations related to the business workplace.

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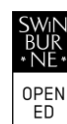
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Approximate Word Count: 15-30 words

Assessor instructions:

The student must research and identify three (3) environmental regulations that need to be adhered to in relation to business sustainability. The student just needs to provide the names of the regulations.

Provided in the space below are 5 potential answers the student may use.

Potential Answers:

- Environment Protection (Distribution of Landfill Levy) Regulations 2010
- Environment Protection (Fees) Regulations 2012
- Environment Protection (Vehicle Emissions) Regulations 2013
- Pollution of Waters by Oil and Noxious Substances Regulations 2012
- Environment Protection (Scheduled Premises) Regulations 2017

Question 3

What are the relevant internal and external sources of information that can be utilised for the development of efficiency targets in implementing and monitoring environmentally sustainable work practices?

Approximate word count: 120-180 words

Assessor instructions:

Students must identify both internal and external sources of information about efficiency targets.

Examples of internal: company policies, audits, workers, stakeholders etc. Examples of external: industry associations, government bodies, government agencies, environmental organisations.

Students may use different wording in their responses. However, the provided details must reflect the characteristics described in the following benchmark answers.

When developing efficiency targets for environmentally sustainable work practices, organisations can draw upon various internal and external sources of information. Internally, data from past performance metrics, energy audits, waste audits, and operational records can provide valuable insights into areas for improvement and opportunities for efficiency gains.

Additionally, input from employees, managers, and stakeholders can offer firsthand knowledge and perspectives on operational processes and potential efficiencies. Externally, industry benchmarks, best practice guides, case studies, and standards such as ISO 14001 for environmental management systems can inform the setting of realistic and achievable targets.

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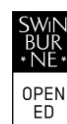
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Furthermore, engagement with industry associations, government agencies, environmental organisations, and sustainability consultants can provide access to expertise, resources, and regulatory updates relevant to sustainability initiatives. By leveraging both internal and external sources of information, organisations can develop robust efficiency targets that align with their sustainability goals and contribute to positive environmental outcomes.

Question 4

Approximate Word Count:

Assessor instructions:

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Question 5

Briefly explain how the following methods are used to communicate information about sustainability in the workplace:

- Meetings
- Training sessions
- Poster
- Signage

Approximate Word Count: 10-80 words each section

Assessor instructions:

The student needs to explain strategies to help communication sustainability in the workplace through the various communication methods, including

- Meetings
- Training sessions
- Posters
- Signage

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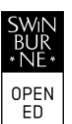
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The student's answers must explain how these methods would be utilised and accomplish the goals of communication about sustainability.

In the table below exemplar answers have been provided to give guidance on acceptable answers from the student.

Communication Strategy	Explanation
Meetings	A meeting is a kind of group communication that takes place around a predetermined agenda, at a certain time, and for a predetermined length of time. Meetings might be beneficial, unsuccessful, or completely inefficient. It helps in increasing the engagement of the staff and also increases accountability.
Training Sessions	A training session is an event that offers guests with educational value. Training sessions might contain everything from lectures and assessments to conversations and demonstrations, depending on whether you're arranging a corporate and team skill training or a general certification programme.
Poster	The poster is a communication medium that uses a graphical synthesis to convey a message. It attracts attention because of its uniqueness, contrast, and concentration on the central point of interest. If the graphics and statements can be easily recognised, the poster is effective.
Signage	<ul style="list-style-type: none"> • Signage helps in providing clear communication as the staff will get an idea of what the sign is trying to say • It also helps in reminding the staff to practice the practices mentioned on the sign • It is a cost-effective method and much easier in conveying the message.

Question 6

Briefly explain what the following sections of a sustainability plan are and what you would need to do to take action on the item. Provide at least one (1) example of how you will action the task.

Approximate Word Count: 60-120 words each section

Assessor instructions:

The student must complete the table below explaining the sustainability action plan section and how they will action the item. The student needs to provide one example how they would action the task in the table below.

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The student's answers will vary based on their research. In the table below is exemplar answers and information on what students answers must entail.

Sustainability Action Plan section	Explanation
Environmental and resource impacts	<ul style="list-style-type: none"> • Environmental impacts refer to the effects that human activities have on the natural environment. These effects can be positive or negative. • Understanding the environmental and resource implications from the informed decisions that have been made in the sustainability plan • Including: how will this effect the environment, how is this going to affect the companies bottom line with resource purchasing, is the resource purchasing going to have a positive impact on the environment • Does it affect compliance
Key Stakeholders	<ul style="list-style-type: none"> • Stakeholders are individuals or groups who have a vested interest in a company's strategies, decisions, and development plans. They play a crucial role in shaping an organization's success and impact. • Who in the company does the report need to be reported to • Who has a vested interest in the sustainability action plan • Who will be providing/ apart of the decision making process? • What communication method will be used to covey information to whom and what • Internal and External Stakeholders like board of directors, managers, customers etc
Resource Requirements	<ul style="list-style-type: none"> • resource requirements refer to the specific needs and demands for various resources in a given context. These requirements can vary depending on the situation, project, or organisation. • Identifying resources that will be needed to achieve goals and help with the implementation plan • Resources can include: infrastructure, Time, Environmental, Social, Physical, financial etc. • Looking at the pricing and impact on the company's finances • Feesability: is the resources required going to be cost effective, be effective in achieving outcomes, able to be purchased and delievered in a timely manner

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Community Impact and Engagement	<ul style="list-style-type: none"> • Community impact refers to the effects, both positive and negative, that an organisation, project, or activity has on the local community or broader society. • Key aspects include Social, economic and Environmental • Community engagement involves actively involving community members in decision-making processes, projects, and initiatives. • Key aspects of community engagement include: Inclusivity, Participation, Collaboration • Impact of the sustainability plan internally from a company perspective and from an environmental perspective • Looking at purchasing, resource purchasing, development
Risk and Barriers	<ul style="list-style-type: none"> • Risk refers to the possibility of an adverse event or outcome occurring. It involves uncertainty and potential harm. • Barriers are obstacles or hindrances that prevent progress or limit access to something. • What are some risk from the project, in relation to implementation, costing, resourcing, issues if the project does not work • Barriers looking at potentially issues with resourcing, delays in resources, delays in implementation
Strategies	<ul style="list-style-type: none"> • Strategies are essential plans or methods designed to achieve specific goals, especially over an extended period. They involve careful planning and decision-making. • How to achieve the sustainability goals • Using SMART strategies to make strategies to achieve goals

Question 7

Explain how you will use SMART goals to assess the effectiveness of Sustainability plans. For each section of the SMART goal, provide one (1) example of what each letter means.

Approximate Word Count: 50-100 words

Assessor instructions:

The student must explain the connection between SMART goals to assess the effectiveness of the sustainability plan. The student's answer needs to explain the concept of smart goals and how it can be used as a tool to help make sure the plan is effective.

Below is an exemplar answer and an outline of an appropriate answer.

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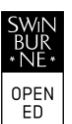
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SMART goals are a powerful framework for assessing the effectiveness of sustainability plans. The more specific, measurable, attainable, relevant, and time-bound the goal, the easier it is to assess what was completed. Also important is how goals were achieved.

S-specific: Goals should be clear, precise, and well-defined.

M-measurable: Goals should have quantifiable metrics for tracking progress.

A-Attainable: Goals should be realistic and achievable.

R-Relevant: Goals should align with the organisation's purpose and priorities.

T-Timebound: Goals should have a deadline or timeframe.

Question 8

Provide two (2) examples of resources for monitoring sustainable work practices against the areas in the table. Complete the table below:

Approximate Word Count: 3-10 words each section

Assessor instructions:

Students need to review the table below look at the monitoring methods and provide two examples of resources that can be used to help monitor the effectiveness of the methods.

In the answers below is examples of potential answers that the student may provide as well as the calibre of answers that the student needs to provide.

Monitoring methods	Examples
Questionnaires and Surveys	<ul style="list-style-type: none"> • Survey monkey • Ballot Box • Anonymous Survey • Jotform • Mailchimp
Visual Calculations	<ul style="list-style-type: none"> • Graphs • Tables • Powerpoint • Comparing sales over a time period
Supply records and invoices	<ul style="list-style-type: none"> • Invoices from suppliers • Tax records • Invoices supplied/ received

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	<ul style="list-style-type: none"> • MYOB XERO • ATO
Internal and External Audits	<ul style="list-style-type: none"> • Sustainability audit • WH&S audits • Online software • Checklists

Question 9

Review the case study below and complete the table and provide one (1) example of how to create improvements with sustainability practices.

Case Study

Mary is the owner-operator of a suburban café. The café is located along a busy shopping strip and is renowned for its excellent takeaway coffee, milkshakes, pies, sausage rolls and sandwiches.

Recently Mary has become aware of the amount of waste the café is generating as well as some workplace practices that don't support the environment, including:

- Throwing away leftover sandwiches and spent coffee grounds (a coffee waste product from making espresso-style coffee).
- The cleaning products used in the café are effective but contain very harsh chemicals.
- Food ingredients are purchased from a major supermarket.
- Trade is predominately takeaway, and therefore, plastic containers and coffee cups are given away freely.

Overall, Mary would like the café to operate in a more sustainable way. Mary wants to better understand current café work procedures and practices in relation to sustainability.

Approximate Word Count: 20-60 words each section

Assessor instructions:

Students are to read the case study above about Mary's café. The student must provide an example of an improvement that can help the café against the organisational system that has been identified in the table below. In the table there has been provided potential answers and the calibre of answers.

Organisational systems and procedures

Possible environmental and resource sustainability improvements

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a) Supply chain	<ul style="list-style-type: none"> Mary could support local businesses by buying ingredients locally, such as from local farmer's markets, to reduce carbon emissions from transportation.
b) Procurement	<ul style="list-style-type: none"> Mary could speak with several suppliers to find the right eco-friendly products to suit her café's requirements. Mary could source alternative, biodegradable packaging and coffee cups for takeaways to reduce the number of single-use plastics. Mary could sell reusable cups and containers to reduce the amount of single-use plastic.
c) Costing strategies	<ul style="list-style-type: none"> Mary could encourage the use of reusable containers by charging for takeaway cups and containers.
d) Quality assurance	<ul style="list-style-type: none"> Mary can keep track of expiry and 'best before' dates of all food products using an inventory management tool to ensure she rotates stock appropriately and reduces food waste.
e) Recommendation development	<ul style="list-style-type: none"> Mary could develop a recommendation to grow to produce, such as herbs, on-site to reduce the cost of purchasing ingredients and to reduce carbon emissions from transportation.
f) Seeking approvals	<ul style="list-style-type: none"> Mary could seek approval to donate surplus food items to charity. Mary could seek approval to donate spent coffee grounds to be upcycled for compost or soil conditioner.

Question 10

Consider monitoring tools and resources that could be used to monitor sustainable work practices in Mary's café. Then, complete the following table by briefly explaining what each listed tool or resource is and providing a description of how Mary can use each tool or resource to monitor sustainable work practices in her café.

Approximate Word Count: 30-80 words for each point

Assessor instructions:

Students must provide an accurate explanation for each listed tool or resource and a description of how each tool or resource applies to the scenario. Students must provide at least the specified number of points indicated in the description column. Students may use different wording in their responses. However, the provided details must reflect the characteristics described in the following benchmark answers

Monitoring tools and resources	Explanation of the tool or resource	Description of how Mary can implement each tool or resource in her café
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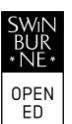
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[Approximate word count: 20-40 words]		[Approximate word count: 30-80 words]
a) Questionnaires and surveys	Questionnaires and surveys are research instruments that consist of a series of questions for the purpose of gathering information from respondents. They can be conducted face-to-face, by telephone, computer etc.	<p><Provide at least two [2] points></p> <ul style="list-style-type: none"> • Questionnaires and surveys can be distributed to stakeholders including café staff members, customers and suppliers. • Questions may relate to concerns about environmental issues, concerns about the impact of the café business on the environment, aspects of energy use, water conservation, harmful packaging (plastic takeaway containers and straws), waste products, food waste etc.
b) Visual calculations	Visually calculations is looking around the environment to make informed calculations on different aspects and data.	<p><Provide at least two [2] points></p> <ul style="list-style-type: none"> • Visual calculations could be undertaken by Mary and/or staff members to visually calculate amounts of waste in bins/areas of the café such as the kitchen and coffee-making station. • Waste can be visually calculated in order to check and record the amount of disposed waste and the type of waste, such as food waste (sandwiches, spent coffee grounds) etc.
c) Supply records and invoices	Supply records and invoices provide data about the amount and frequency particular items are purchased and sold.	<p><Provide at least one [1] point></p> <ul style="list-style-type: none"> • Checking supply records and invoices will determine how much of an item has been purchased. Therefore, allowing Mary to analyse how much of a product has been used over a period as well as the costs and implications involved in its usage such as sustainability/environmental impact
d) Previous internal and external audit documents	External audits are independent assessments of a company's financial information and records, while internal audits review a	<p><Provide at least one [1] point></p> <ul style="list-style-type: none"> • Mary could review previous internal and external documents to assist in examining areas of sustainability. These documents may be obtained from internal sustainability audits

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	company's operations and processes.	or external audits such as those completed by the local council.
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Question 11

You have recently been hired as a sustainability officer for Mary's cafe.

You have identified that the business doesn't have a sustainability plan, and you have developed one plan for the cafe. The café is located in Melbourne, Victoria.

For successful implementation of the sustainability plan, you are required to identify the following:

- List at least two assistance and programs that are provided by your state or territory that support business sustainability
- Identify at least two software programs that you as a sustainability officer can use to help and support your team to implement the plan.

Approximate Word Count: 3-15 words in each section

Assessor instructions:

The student needs to research 2 assistance programs that are provided by the state/ territory to help support business sustainability. It is identified that the state in which the café is located is Victoria. Answers have been provided in the table below. The answers

The student needs to identify 2 software that can be used to help support the team in implementing the sustainability plan.

Answers are provided in the table below. Answers need to represent the following.

Assistant Programs	<ul style="list-style-type: none"> • Boosting business productivity • Agriculture energy investment plan • Small business energy saver program • Sustainable finance service
Software Programs	<ul style="list-style-type: none"> • Novisto • VelocityEHS • Certent disclosure management

Question 12

What are the international standards for corporate social sustainability?

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Approximate Word Count: 5-30 words

Assessor instructions:

The student need to identify the international standards for corporate social sustainability. The student must research what are the international standards. The student just needs to provide the name of the standard.

Below in the answer box there is 6 potential answers the student may use that relate to the international standards. The answers are the exemplar responses required to answer the questions correctly.

- Corporate Social Responsibility (CSR) and Human Rights
- AASB Sustainability Reporting Standard-Setting Framework:
- Global Sustainability Reporting Developments:
- ISO 26000 Corporate Social Responsibility Standard:
- Global Reporting Initiative (GRI)
- United Nations Global Compact (Australia)

Question 13

Provide three (3) examples of continuous improvement approaches that can be implemented in the workplace at Mary's café.

Approximate Word Count: 20-40 words

Assessor instructions:

The student needs to review the case study and identify the above about Mary's café and provide 3 examples of continuous improvement approaches that can be implemented at the café. The approaches need to be based on improvements that are tangible and easy to implement.

The examples need to be positive, actionable items the café can do. In the box below are some examples of potential answers the student may provide, which are a calibre of answers deemed accessible.

- Reviewing staff policies and procedures to ensure compliance and any improvements
- Encouraging employees to provide feedback and suggestions to better practice and improvements
- Encouraging customers to provide feedback and suggestions to better practice and improvements
- Suggestion box, surveys, survey monkey to customers
- Regular staff training to help impact customer overall experience
- Menu optimisation
- Loyalty programs

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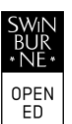
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Assessment submission checklist

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

1	13 short answer questions completed in the spaces provided.	<input type="checkbox"/>
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Congratulations, you have reached the end of Assessment 1

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