



Australian Government

Department of Education, Employment and Workplace Relations

TAESUS501A Analyse and apply sustainability skills to learning programs

Revision Number: 1

TAESUS501A Analyse and apply sustainability skills to learning programs

Modification History

Not applicable.

Unit Descriptor

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| Unit descriptor | This unit describes the performance outcomes, skills and knowledge required to identify explicit and embedded sustainability skills within training packages and accredited courses, and apply requirements to learning programs associated with the development of competence. |
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Application of the Unit

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| Application of the unit | This unit typically applies to trainers, facilitators, assessors, instructional designers, and training and assessment consultants. |
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

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| Prerequisite units | | |
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Employability Skills Information

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| Employability skills | This unit contains employability skills. |
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Elements and Performance Criteria Pre-Content

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| Elements describe the essential outcomes of a unit of competency. | Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide. |
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Elements and Performance Criteria

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| 1. Research sustainability skill requirements of an industry area | 1.1. Identify sustainability issues and practices in relation to a <i>specific industry</i> area 1.2. Investigate current and emerging practices in relation to sustainability in the specific industry area 1.3. Evaluate various approaches to building these into training practice and processes 1.4. Identify specialist sustainability practitioners and seek advice as required |
| 2. Determine sustainability skills relevant to training | 2.1. Analyse and document relevant <i>sustainability skills</i> in the <i>training specification</i> 2.2. Identify <i>potential or implicit sustainability skills</i> in the training specification 2.3. Document these skills as part of the learning and assessment strategy |
| 3. Customise program to incorporate sustainability skills | 3.1. Select and customise or develop learning and assessment materials linked to the required sustainability skills and appropriate for the training specification and training context 3.2. Document customised program |

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
 - make judgements about the sustainability skill requirements of training
 - communicate with other professionals about sustainability skill requirements
 - liaise with personnel, including managers and supervisors, from the training and assessment organisation
 - analyse a wide range of documents
- self-management and organisational skills to analyse and apply sustainability skills to learning programs
- research skills to analyse training specifications and determine embedded, explicit and implicit sustainability skills

Required knowledge

- definitions of sustainability and different contexts in which a variety of definitions can be used
- training package contents, including industry-specific approaches to identifying sustainability skills within them
- national policy on sustainability, including specific policy in relation to the development of sustainability skills in the vocational education and training sector
- legislation, codes of practice and associated requirements, such as:
 - environmental legislation
 - equal employment opportunity legislation
 - privacy legislation
 - organisational requirements
- OHS relating to the work role, including:
 - reporting requirements for hazards
 - sources of OHS information
 - OHS obligations of employers and employees, including supervisors

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Assessment must address the scope of this unit and reflect all components of the unit. A range of appropriate assessment methods and evidence-gathering techniques must be used to determine competency. A judgement of competency should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- identify sustainability skill issues in at least two different training products
- provide documentation setting out training products and learning strategies that incorporate sustainability skills
- provide outlines of how those sustainability skills are to be incorporated into training and assessment approaches.

Context of and specific resources for assessment

Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided.

Method of assessment**Guidance information for assessment**

For further information about assessment of this and other TAE units, refer to relevant implementation guidance published on the IBSA website (www.ibsa.org.au).

Range Statement

| RANGE STATEMENT | |
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| <p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p> | |
| <i>Specific industry</i> means: | <ul style="list-style-type: none"> a specific industry area or sector area in which the candidate usually trains or assesses. |
| <i>Sustainability skills</i> include: | <ul style="list-style-type: none"> technical skills, knowledge, values and attitudes needed in the workforce to develop and support sustainable social, economic and environmental outcomes in business, industry and the community, as defined in the National Green Skills Agreement December 2009. |
| <i>Training specification</i> may include: | <ul style="list-style-type: none"> training package units of competency learning outcomes from accredited courses with a vocational outcome non-accredited industry specific learning programs. |
| <i>Potential or implicit sustainability skills</i> may include: | <ul style="list-style-type: none"> areas of the training specification where the achievement of the performance criteria has an implied sustainable or green skills context (e.g. increasing fuel efficiency in a performance criteria related to effective use of powered equipment). |

Unit Sector(s)

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| Unit sector | Sustainability practice |
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Competency field

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| Competency field | |
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Co-requisite units

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| Co-requisite units | | |
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