

**Stage 2 Workplace Practice A**  
**Assessment Type 1: Folio**  
**Green Workplaces**

**Purpose**

This task enables you to demonstrate your knowledge and understanding about the ways in which workplaces are affected by environmental issues at a global and national level as well as how your workplace can adopt a proactive approach to environmental management and sustainability which can benefit employees and employers.

**Description of assessment**

1. Prepare a report about environmental issues which impact on business today. Your report should include investigation and analysis of the environmental issues and patterns related to industry and business in general at national and global levels.

In formulating your report you may consider the following:

- air quality
- going green in the office
- cutting energy costs
- recycling
- eco-friendly cleaning products
- green building and eco design
- pollution and contamination – chemicals, noise, dust, odour
- water
- waste and resource recovery
- transportation

To support your investigation of the environmental issues facing businesses today, you may choose to interview people, search the internet, read newspapers, look through periodicals and books in the resource centre and your local library.

2. Produce a brochure, fact sheet or memo that outlines what your business (the business you are working in or doing a work placement) can do to have a less negative impact on the environment and therefore less negative impact on employee's health and comfort. Remember to outline the benefits for the business.

**Assessment conditions**

You have four weeks to complete this assessment.

The report can be presented in a written (max 1000 words), oral or a multimodal form (max 5 mins). Include a bibliography of sources used.

The brochure/fact sheet or memo should be a maximum of 500 words. Include a section entitled For Further Information.

**Performance Standards for Stage 2 Workplace Practices Folio Task: Finding Employment Name:**

	<b>Knowledge and Understanding</b>	<b>Application</b>	<b>Investigation and Analysis</b>	<b>Reflection and Evaluation</b>
<b>A</b>	<p>Comprehensive understanding at an advanced level of knowledge, skills, and competencies appropriate to the relevant industry.</p> <p><b>Perceptive understanding and insightful explanation of broad concepts and issues related to industry and work.</b></p>	<p>Highly proficient and innovative application of a range of generic work skills and, where relevant, extensive industry knowledge in the workplace or a work-related context.</p> <p>Perceptive application of highly relevant knowledge and skills in the context of an industry workplace.</p> <p><i>Where VET is included, units of competency must have been successfully achieved; the student must have demonstrated competency as assessed by the relevant RTO.</i></p>	<p>Perceptive, critical, and well-informed analysis of the relationships between a range of work-related issues and practices in the workplace.</p> <p>Thorough, detailed, and well-informed investigation of the dynamic nature of a range of work-related and workplace issues, cultures, and/or environments locally, nationally, and/or globally.</p>	<p>Thorough and sensitive reflection on a range of learning experiences in/about an industry, with in-depth and critical self-evaluation.</p>
<b>B</b>	<p>Well-informed understanding of knowledge, skills, and competencies appropriate to the relevant industry.</p> <p><b>Clear understanding and well-informed explanation of broad concepts and issues related to industry and work.</b></p>	<p>Proficient application of a range of generic work skills and, where relevant, broad industry knowledge in the workplace or a work-related context.</p> <p>Well-considered application of relevant knowledge and skills in the context of an industry workplace.</p> <p><i>Where VET is included, units of competency must have been successfully achieved; the student must have demonstrated competency as assessed by the relevant RTO.</i></p>	<p>Critical and well-informed analysis of the relationships between a range of work-related issues and practices in the workplace.</p> <p>Detailed and well-informed investigation of the dynamic nature of a number of work-related and workplace issues, cultures, and/or environments locally, nationally, and/or globally.</p>	<p>Thoughtful reflection on a number of learning experiences in/about an industry, with some in-depth and critical self-evaluation.</p>
<b>C</b>	<p>Informed understanding of knowledge, skills, and competencies appropriate to the relevant industry.</p> <p><b>General understanding and informed explanation of broad concepts and issues related to industry and work.</b></p>	<p>Appropriate application of selected generic work skills and, where relevant, industry knowledge in the workplace or a work-related context.</p> <p>Considered application of most of the relevant knowledge and skills in the context of an industry workplace.</p> <p><i>Where VET is included, units of competency may have been successfully achieved; the student may have demonstrated competency as assessed by the relevant RTO.</i></p>	<p>Critical and informed analysis of the relationships between a number of work-related issues and practices in the workplace.</p> <p>Informed investigation of the dynamic nature of some work-related and workplace issues, cultures, and/or environments locally, nationally, and/or globally.</p>	<p>Considered reflection on learning experiences in/about an industry, with some critical self-evaluation.</p>
<b>D</b>	<p>Recognition of knowledge, skills, and/or competencies appropriate to the relevant industry.</p> <p><b>Some understanding and description of aspects of broad concepts and issues related to industry or work.</b></p>	<p>Attempted application of selected generic work skills or, where relevant, some industry knowledge in the workplace or a work-related context.</p> <p>Attempted application of some knowledge and skills in the context of an industry workplace.</p> <p><i>Where VET is included, units of competency may have been successfully achieved; the student may have demonstrated aspects of competency as assessed by the relevant RTO.</i></p>	<p>Attempted analysis of the relationship between some aspects of work-related issues and practices in the workplace.</p> <p>Attempted investigation of some aspects of the nature of work-related and/or workplace issues, cultures, or environments.</p>	<p>Some reflective description and attempted evaluation of learning experiences in/about an industry.</p>
<b>E</b>	<p>Limited recognition of knowledge, skills, or competencies appropriate to the relevant industry.</p> <p><b>Recall of some aspects of broad concepts or issues related to industry or work.</b></p>	<p>Attempted application of one or more generic work skills or, where relevant, limited industry knowledge in the workplace or a work-related context.</p> <p>Identification of limited knowledge and skills in the context of an industry workplace.</p> <p><i>Where VET is included, units of competency may have been successfully achieved; the student may have demonstrated limited aspects of competency as assessed by the relevant RTO.</i></p>	<p>Identification of one or more work-related issues.</p> <p>Emerging recognition of one or more aspects of the nature of work-related or workplace issues or environments.</p>	<p>Recall of some learning experiences in/about an industry.</p>

## FOLIO – GREEN WORKPLACES

The purpose of this report is to learn about Green Workplaces and the waste and resource recovery of food and energy. This information relates to the family friendly restaurants around Australia like F . The purpose of this report is to shed light on the fact of an ever-growing epidemic of food wastage and what can be done to minimize it. This report will include information on the amount of waste and energy that is being used in restaurants and the resource recovery and recycling of the waste. Information from this report was sourced from interviews as primary sources and also the internet as a secondary source.

### Focus Headings:

1. Waste and Energy
2. Resource Recovery

### WASTE AND ENERGY

It's not actually the restaurant that is wasting the food, it's those who buy it, touch it with a fork and then don't want it anymore. The weight of scraps in bin bags at the end of each trade would be phenomenal, and this is only for one restaurant. Up to 5 bags of food waste is thrown into garbage each trade, and if you think that's okay then put this down but if you don't... keep reading.

Each year in Australia, \$8 billion of edible food is thrown away<sup>1</sup>. From this the highest thrown out food is fresh food with \$2.67 billion of it being thrown out, which makes up 33% of the waste<sup>2</sup>. Another five causes make up the rest of the waste and surprisingly the lowest waste maker is takeout food, with \$566 million of waste as 7% of the whole being thrown out<sup>3</sup>. You might think in comparison to the fresh fruit and veggies that the takeout waste rate is reasonably good? Right? Wrong. The impacts and reasons are devastating. The most popular reasons for food wastage in Australia is due to people not knowing how to use leftovers from the over amount of food cooking. Buying takeaway at the last minute instead of cooking with the food that's already in the fridge is quite common. Once again the laziness of today's society with the combination of consumer driven advertising of fast food, goes hand in hand to get the money in and a lot of the food in the bin.

Not to mention that the energy put in place to create and produce the food is terrible for the environment. The use of loud and powerful exhausts vacuuming up all the poisons gas and fumes from cooking and frying is damaging. Strung from ceilings the ovens, stoves and fridges running all day create dirty air and dirty environment.

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<sup>1</sup> Foodwise.com.au, (2015). *Food Waste Fast Facts*. [online] Available at: <http://www.foodwise.com.au/foodwaste/food-waste-fast-facts/> [Accessed 18 Oct. 2015].

<sup>2</sup> Foodwise.com.au, (2015). *Food Waste Fast Facts*. [online] Available at: <http://www.foodwise.com.au/foodwaste/food-waste-fast-facts/> [Accessed 18 Oct. 2015].

<sup>3</sup> Foodwise.com.au, (2015). *Food Waste Fast Facts*. [online] Available at: <http://www.foodwise.com.au/foodwaste/food-waste-fast-facts/> [Accessed 18 Oct. 2015].

Even though people might live in a small town or only go to a few restaurants, they actually lose sight of the full picture. There are nearing 8 billion people on this planet, and all of those people need to eat. Not only do housing and business take a major roll in the energy cost, but also the cost of food creation is not cheap. If everyone just zoomed out of their lives and their one close-to-home restaurant, they'd see how much damage is being done to the environment all over the world.

## RESOURCE RECOVERY

When food rots with other organics in landfill, it gives off a greenhouse gas called Methane, which is 25 times more potent, than the carbon pollution that comes out your car exhaust<sup>4</sup>. A solution to help try and recycle the food waste would be to separate it from material waste and then instead of going into general landfill<sup>5</sup>, make it into a fertilizer or giant worm farm. The idea of fertilizer could work if a number of restaurant chains teamed up with a fertilizer company to produce their food waste to better help the environment.

Another way to fix food wastage would be to simply cut down the food sizes. For starters majority of restaurants in Australia have portion distortion. And with Australia facing an obesity epidemic, there would really be more pro's than con's of shirking the plate size. However the shirking of the sizes would mean some pretty angry businesses, with the more food they are offering, the higher the price they can charge. Due to having a consumer driven society the only ones that can stop the portion sizes is the restaurants, however only if stricken laws were to be filled they would do nothing to change how it is.

If the food sizes were pushed to be smaller, the excess food that would have been thrown away most of the time could have the money spent on packing it up and sending to third world countries.

Another way to get around the problem of food wastage would be to use productive advertising, having an organization like FOODWISE.org.au to be on all forms of social media and television, consistently being in the audience's face, that maybe the next time they sit down to eat a home made meal they wont think about just throwing away the leftovers and going out to tea the next night.

An interview with Sam Hollitt, <sup>5</sup>who has worked in the fast food business of F: for almost a year, now says that using solar powered panels to power lights and possibly all kitchen electricity would significantly benefit the environment. Also he suggested that if an air-cleaning device was installed on all the air vents in the kitchens to clean all the nasty poison out before being released back into the air could cut on climate and pollution.

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<sup>4</sup> Foodwise.com.au, (2015). *Food Waste Fast Facts*. [online] Available at: <http://www.foodwise.com.au/foodwaste/food-waste-fast-facts/> [Accessed 18 Oct. 2015].

<sup>5</sup> Interview, (2015) , Sam Hollitt on the Food Waste of F:

In order to change the world we need to change the way we are. One of those ways includes eating. I believe if people were more educated on the proper statistics of food wastage and how it affects both the environments and their bodies, the world would begin to change. Identifying the problems that are associated with fast food restaurants is the first steps to accepting the changes that have to be made to have a better society around us. The food that comes from the earth ends up in landfill damaging it, that's why the importance of a green workplace cannot be stressed enough.

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<sup>1</sup> Interview , (2015) , Sam Hollitt on the Food Waste of F

<sup>11</sup> Unknown . (2012). *Save it from landfill*. Available: <http://www.lovefoodhatewaste.nsw.gov.au/save-it/save-it-from-landfill.aspx>. Last accessed 2015.

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## BIOGRAPHY

Foodwise.com.au, (2015). *Food Waste Fast Facts*. [online] Available at: <http://www.foodwise.com.au/foodwaste/food-waste-fast-facts/> [Accessed 18 Oct. 2015].

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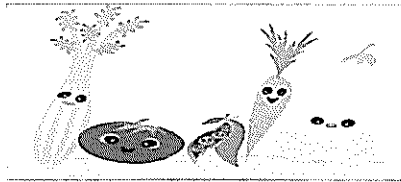
Interview , (2015) , Sam Hollitt on the Food Waste of F

## Conclusion

In order to change the world we need to change the way we are.



If people were more educated on the proper statistics of food wastage and how it affects both the environments and their bodies, the world would begin to change



Identifying the problems that are associated with fast food restaurants is the first steps to accepting the changes.

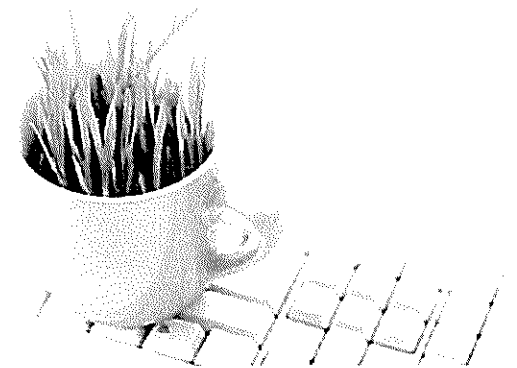
## Biography

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Interview . (2015) . Sam Hollitt on the Food Waste of F

## GREEN WORKPLACES



WORK PLACE PRACTICES

# Introduction

The purpose of this brochure is to learn about Green Workplaces and the waste and resource recovery of food and energy. This information relates to the family friendly restaurants around Australia like F



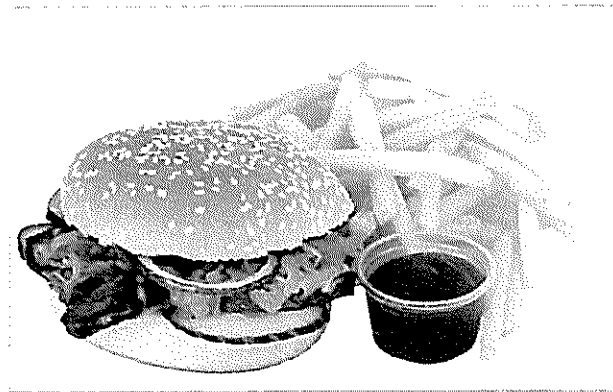
Through the conduction of an interview, I found that at the end of each trade at F 5 garbage bags of food are throw out each trade!



This portion sizes should be shirked, in order to sav food from the bin. With the food that would have gone in the bin from a fresh state, should be packed away and sent to others in need.

# Weight in Waste

Out of the \$8 billion wasted every year \$566 million of it is takeaways. Leftovers second from the largest \$2.18 billion leftovers with 27% of it making up the whole.

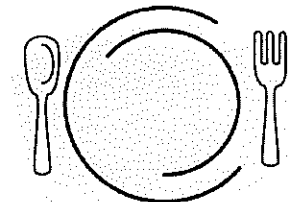


The most popular reasons for food wastage in Australia is due to people not knowing how to use leftovers from the over amount of food cooking. Buying takeaway at the last minute instead of cooking with the food that's already in the fridge is quite common.



# Resource Recovery

Cutting down food sizes would be the most logical and easiest way to help both the food wastage epidemic and obesity epidemic that is continuously rising in Australia.



PORTION DISTORTION

BIG

When food rots with other organics in landfill, it gives off a greenhouse gas called Methane, which is 25 times more potent than the carbon pollution that comes out your car exhaust.



A solution to help try and recycle the food waste would be to separate it from material waste and then instead of going into general landfill, make it into a fertilizer or giant worm farm.





## STAGE 2 WORKPLACE PRACTICES

### ASSESSMENT TYPE 1: FOLIO

#### Industry Focus: Hospitality/Fast food

Student evidence in response to a single task as a Negotiated Topic (required for a 10-credit subject): Green Workplaces

Assessment Design Criteria	Comments
KU1	
KU2	<b>Green Wkplaces:</b> general to clear understanding of resource recovery & explanation of issues such as food wastage (C+)
A1	
A2	
A3	
IA1	<b>Green Wkplaces:</b> informed analysis of the relationship between providing food and the subsequent wastage in this industry (C)
IA2	<b>Green Wkplaces:</b> Informed investigation of some issues the fast food/hospitality industry faces (C)
RE1	<b>Green Wkplaces:</b> some reflective description of the student's beliefs (D) <i>Task design impedes chances of addressing RE</i>

**OVERALL GRADE: C**

The evidence provided ranges between aspects of B (KU) to D (RE) with a final mid-point of C being the confirmed grade.

## Industry Focus: Hospitality/Fast food

Knowledge and Understanding	Application	Investigation and Analysis	Reflection and Evaluation
<p><b>A</b> Comprehensive understanding at an advanced level of knowledge, skills, and competencies appropriate to the relevant industry.</p> <p>Perceptive understanding and insightful explanation of broad concepts and issues related to industry and work.</p>	<p>Highly proficient and innovative application of a range of generic work skills and, where relevant, extensive industry knowledge in the workplace or a work-related context.</p> <p>Perceptive application of highly relevant knowledge and skills in the context of an industry workplace.</p> <p><i>Where VET is included, units of competency must have been successfully achieved; the student must have demonstrated competency as assessed by the relevant RTO.</i></p>	<p>Perceptive and well-informed analysis of the relationships between a range of work-related issues, tasks, and practices in the workplace.</p> <p>Thorough, detailed, and well-informed investigation of the dynamic nature of a range of work-related and workplace issues, tasks, cultures, and/or environments locally, nationally, and/or globally.</p>	<p>Thorough and insightful reflection on a range of learning experiences in/about an industry, with in-depth self-evaluation.</p>
<p><b>B</b> Well-informed understanding of knowledge, skills, and competencies appropriate to the relevant industry.</p> <p>Clear understanding and well-informed explanation of broad concepts and issues related to industry and work.</p>	<p>Proficient application of a range of generic work skills and, where relevant, broad industry knowledge in the workplace or a work-related context.</p> <p>Well-considered application of relevant knowledge and skills in the context of an industry workplace.</p> <p><i>Where VET is included, units of competency must have been successfully achieved; the student must have demonstrated competency as assessed by the relevant RTO.</i></p>	<p>Well-informed analysis of the relationships between a range of work-related issues, tasks, and practices in the workplace.</p> <p>Detailed and informed investigation of the dynamic nature of a number of work-related and workplace issues, tasks, cultures, and/or environments locally, nationally, and/or globally.</p>	<p>Detailed and considered reflection on a number of learning experiences in/about an industry, with some in-depth self-evaluation.</p>
<p><b>C</b> Informed understanding of knowledge, skills, and competencies appropriate to the relevant industry.</p> <p>General understanding and informed explanation of broad concepts and issues related to industry and work.</p>	<p>Appropriate application of selected generic work skills and, where relevant, industry knowledge in the workplace or a work-related context.</p> <p>Considered application of most of the relevant knowledge and skills in the context of an industry workplace.</p> <p><i>Where VET is included, units of competency may have been successfully achieved; the student may have demonstrated competency as assessed by the relevant RTO.</i></p>	<p>Informed analysis of the relationships between a number of work-related issues, tasks, and practices in the workplace.</p> <p>Informed investigation of the dynamic nature of some work-related and workplace issues, tasks, cultures, and/or environments locally, nationally, and/or globally.</p>	<p>Some considered reflection on learning experiences in/about an industry, with some self-evaluation.</p>
<p><b>D</b> Recognition of knowledge, skills, and/or competencies appropriate to the relevant industry.</p> <p>Some understanding and description of aspects of broad concepts and issues related to industry or work.</p>	<p>Attempted application of selected generic work skills or, where relevant, some industry knowledge in the workplace or a work-related context.</p> <p>Attempted application of some knowledge and skills in the context of an industry workplace.</p> <p><i>Where VET is included, units of competency may have been successfully achieved; the student may have demonstrated aspects of competency as assessed by the relevant RTO.</i></p>	<p>Description of the relationship between some aspects of work-related issues, tasks, or practices in the workplace.</p> <p>Attempted investigation of some aspects of the nature of work-related and/or workplace issues, tasks, cultures, or environments.</p>	<p>Some reflective description and attempted evaluation of learning experiences in/about an industry.</p>
<p><b>E</b> Limited recognition of knowledge, skills, or competencies appropriate to the relevant industry.</p> <p>Recall of some aspects of broad concepts or issues related to industry or work.</p>	<p>Attempted application of one or more generic work skills or, where relevant, limited industry knowledge in the workplace or a work-related context.</p> <p>Identification of limited knowledge and skills in the context of an industry workplace.</p> <p><i>Where VET is included, units of competency may have been successfully achieved; the student may have demonstrated limited aspects of competency as assessed by the relevant RTO.</i></p>	<p>Identification and attempted description of one or more work-related issues.</p> <p>Emerging recognition of one or more aspects of the nature of work-related or workplace issues or environments.</p>	<p>Recall of some learning experiences in/about an industry.</p>