



March 2010  
Sustainability Skills Stocktake and Gap Analysis  
Report

## About Service Skills Australia

Service Skills Australia (SSA) is the Industry Skills Council for the service industries. Skills councils are the recognised national bodies providing advice on industry training and skills development needs to government and industry.

Service Skills Australia represents the interests of businesses across sectors including retail and wholesale, sport, fitness, community recreation, outdoor recreation, tourism, meetings and events, hospitality, restaurants and catering, caravans, hairdressing, beauty, floristry, community pharmacy and funeral services.

Service Skills Australia supports skills development for the service industries by:

- providing industry intelligence and advice to Skills Australia, government and enterprises on workforce development and skills needs;
- actively supporting the development, implementation and continuous improvement of high quality training and workforce development products and services, including training packages. SSA currently manages a total of 10 industry training packages (soon to be integrated into 7);
- providing independent skills and training advice to enterprises, including matching identified training needs with appropriate training solutions; and
- working with enterprises, employment service providers, training providers and government to allocate training places.

## Introduction

### Sustainability Skills Stocktake and Gap Analysis Report

*'No economic system is sustainable unless it accommodates the ecosystems on which it depends.'*<sup>1</sup>. *The health of our ecosystem is becoming recognised as essential to the ultimate health of our societies and our economies.*

The link between social, economic and environmental health is becoming increasingly seen as an interdependent one, and a holistic view of all three elements, as a central requirement to achieving sustainability.

Australia's ability to effectively transition to a sustainable, low carbon economy is dependent on its ability to integrate the skills and values required for sustainable outcomes at the core of workplace practices. This report provides an analysis of how and where sustainability skills are incorporated into the Service Skills Australia training packages. It also identifies gaps that relate to the work requirements and achievement of sustainable outcomes, in order to direct further work in this area.

### Project parameters

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<sup>1</sup> <http://www.gp.org/platform/2004/economics.html>

In order to conduct a full analysis of the social sustainability of skill outcomes in training packages, one would need to assess the impact of jobs and their activity on social systems beyond those within the organisation. This would include assessing how they support human rights, labour rights and corporate governance<sup>2</sup>. Such an examination would be extensive, and outside what is considered to be the intention of this project.

Likewise, an analysis of economic sustainability in training packages would require consideration of how an organisation impacts on and contributes to the economic sustainability of communities and the broader society.

At best, an analysis could incorporate some of the underpinning skills which could support sustainable outcomes, such as communication, financial planning, working with others, literacy, social inclusion, working safely, managing finances and so on.

However, given that protection of the environment, and accommodation of the ecosystems on which we depend underpins the health and sustainability of societies, it is appropriate to focus on the skills which will embed 'green' and environmental sustainable practices into work operations.

For example, a hotel objective to reduce environmental impact through work practices such as encouraging customers to reuse linen, reducing waste or recycling, serves the greater society by protecting the environment and supports the economic viability of all who depend on it.

The incorporation of 'green' skills and environmentally sustainable work practices in training packages has hence been the focus of this project and is understood to be the intention of work which aims to respond to the impacts of climate change, and transition to a sustainable, low carbon economy.

### Sustainability in the service industries

The service industries play a pivotal role in the development of a sustainable society. They are critical components in product supply chains and their role in customer service makes them highly influential in procurement decisions and processes, and in building consumer awareness.

SSA is conscious of this important position and has for many years, worked to embrace key underpinning skills into its training packages. Customer service, communication and interpersonal skills, as well as ability in financial transactions, planning and management, have always been central to competency in the service industries and as such are already extensively covered in units and qualifications.

However, the growing priority of environmental sustainability in today's climate indicates that a stronger focus on green skills is necessary for these industry training packages.

SSA training packages include:

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<sup>2</sup> [http://en.wikipedia.org/wiki/Social\\_sustainability](http://en.wikipedia.org/wiki/Social_sustainability)

SIB10*	Beauty Training Package
SIF08	Funeral Services Training Package
SFL10*	Floristry Training Package
SIR07	Retail Services Training Package
SIS10*	Sport, Fitness and Recreation Training Package
SIT07	Tourism, Hospitality and Events Training Package
WRH06 V2	Hairdressing Training Package

*\* These training packages are in the final stages of a continuous improvement process and will be submitted for endorsement in 2010. The gap analysis has been conducted on these versions rather than the currently endorsed versions they will replace.*

Across the service industries, there are a range of key skills that impact on environmental outcomes. These include:

- Product knowledge – understanding the environmental credentials and implications of product choices, and ability to communicate this information to customers and provide meaningful and accurate advice. Communication may involve labelling, marketing and promotional initiatives.
- Purchasing and procurement – establishing and implementing purchasing criteria to guide selection of products and services with less or neutral environmental impact. This includes ensuring the availability of sustainable options for customers and establishing supply chains to support sustainable outcomes.
- Planning and development – design and development of products, services, facilities and operations in a manner that considers and reduces environmental impact.
- Managing and monitoring – assessing ongoing environmental performance and identifying areas for improvement.
- Developing and implementing workplace procedures – to reduce environmental impact through energy and resource efficient practices, waste minimisation, water conservation, recycling, reuse of materials etc.
- Leadership – modelling and encouraging behavioural change in both customers and staff.

Most of these are ways of working which can easily be integrated into the skill and knowledge requirements of current units. Within the service industries these most often

will add another consideration to the range of criteria. For example, product knowledge is already a requirement for competency across the retail sectors; environmental credentials are additional knowledge criteria to price, function, colour, origin, materials etc.

In some cases there is a need for new skills which focus specifically on sustainability. For example, minimising the impact of work activity is an additional skill to performing the technical aspects of a skill; achieving sustainable land management is a new skill; as is developing workplace policy and procedures for sustainability. Where stand alone 'green' sustainability skills are identified as being relevant to the industry, these are considered as specific unit needs.

Sustainability skill requirements are seen to be those which are relevant to the specific work requirements, and reflect an appropriate level of responsibility. As such they differ from job to job and from industry to industry. The analysis undertaken for this report has involved an assessment of the specific 'green' skill requirements for each industry sector at each qualification and work role outcome. It builds on the premise that all work conducted within the service industries includes some level of responsibility when it comes to supporting Australia's transition to a sustainable, low carbon economy.

### Skills for sustainability – an overview

While the actual 'green' skill requirements for units and qualifications must be considered in detail for each industry outcome, the broad levels of responsibility are relatively consistent across the SSA training packages.

The Certificate I qualification targets an introductory or induction role and therefore incorporates a foundational understanding of the work environment and application of workplace procedures. Sustainability skills are most likely to be in the implementation of workplace procedures.

At the Certificate II level, workers are following established procedures and their essential contribution will be in their willingness and accuracy in the application of these procedures, plus their participation in identifying and developing improvements as members of the work team. Ensuring these workers understand the implications of sustainability drivers on their work activity, will be important to support this as a core value. Certificate II level workers in the service industries mostly play an assistant role and are responsible for conducting a sales and support service for customers. Limited product information may be required to support customer service and assist customers with decisions on purchases.

At the Certificate III level, workers are making decisions on the suitability of products and services to meet customer needs and providing information and advice. These people need to be able to interpret and relay information on the environmental credentials of products and services and identify and apply the most environmentally sustainable options. The high level of contact with customers requires strong communication and interpersonal skills and ability to 'sell' the environmental benefits of products and services. Technical ability at this level requires ability to perform tasks with minimal impact to the environment, according to workplace requirements. The work role at this level may also include team leader responsibilities.

Certificate IV, Diploma and above qualifications in these industries target technical, management and supervisory roles. These outcomes require ability to make decisions on workplace practice and procedures that will generate the most sustainable outcomes. They require an understanding of the factors involved in balancing social, financial and environmental outcomes, relative to the work. These are leadership positions and require strong interpersonal skills to engage others to support sustainability initiatives. They are responsible for purchasing and managing supply chains, and establishing business marketing strategy and priorities. Accessing, analysing and providing information on products and services underpins service decisions. Work in these industries is labour intensive and ongoing sustainability relies on management skills incorporating motivation, conflict management, planning and team building.

### **Skill for sustainability – a detailed analysis**

A thorough analysis of sustainability skills for each of the service industry sectors is provided by training package, in the remainder of this report.

The findings are presented in a manner which identifies the 'green' skill implications for the industry and for the qualification, reports where and how this is addressed, and identifies gaps in required coverage.

A mapping document, which further identifies unit level coverage in each training package is provided as Appendix A.

## Hair and beauty industries

### Sustainability implications for the hair and beauty industries

The hair and beauty industries employ over 84,000 people in approximately 18,300, mostly small businesses with less than 20 employees.

The sustainability of these businesses is based on sound management and people skills to ensure they have the right technical and customer service skills, as well as strong ability in financial operations and marketing. These industries are highly competitive and service an increasingly well-informed customer base that expects value for money and an increasing level of service.

The success of each business is reliant on the quality of its staff and businesses need to ensure that the services they offer distinguish them from their competitors. Therefore, it is essential that staff have a thorough knowledge of products and services as well as the required skills to provide a high level of service. One of the issues that has emerged in SSA's research is the need for greater development of management and leadership skills, especially in the soft skill areas, in order to ensure that businesses can meet these customer expectations.

The greening of these businesses provides many opportunities for competitive positioning and economic and social gain. Employees have extensive opportunity to engage customers during treatments, provide information about environmental credentials of the business and/or product range, influence purchase choice and also to model more environmentally friendly practices. Essential to this will be management and leadership ability to recognise market opportunities, identify real environmental improvements that can be made and support staff to implement appropriate workplace procedures.

Key areas for improving sustainability outcomes for these industries include:

- Energy efficiency – especially the reduced use of energy, efficiency of appliances, design of operation and use of natural and efficient lighting, use of heating and cooling systems
- Water conservation – including efficient use (especially in the spa sector)
- Pollution prevention – targeting chemicals used in make-up, hair products and other treatments, use of aerosols
- Waste management – including disposal of chemicals and hazardous substances, use of recycling, reuse, use of biodegradable products
- Procurement – of natural and more environmentally friendly products (such as low ammonia hair colouring products), purchasing criteria based on environmental credentials of products, assessing product information, balancing economic factors of potentially more expensive products with other social, business and marketing benefits
- Modelling – of sustainable practices and use of sustainable products.

## Sustainability in the Beauty Training Package

The Beauty Training Package is in the final stages of the continuous improvement cycle and will be submitted for endorsement in mid 2010 as the SIB10 Beauty Training Package. The proposed training package includes sustainability skills from the perspective of both individual tasks and management and incorporates concepts of sustainability across social, economic and environmental outcomes.

It covers the functional areas of:

- Body services
- Facial services
- Hair reduction services
- Nail services
- Spa services
- Skin services

Appendix A identifies where social, financial and environmental skills are incorporated into the units of competency within the new, draft Beauty Training Package.

All qualifications within the Beauty Training Package include a range of key core skills in communication, customer service, conducting financial transactions and product knowledge. These are considered to be essential pillars of the service industries' core business and underpinning enabling skills for achieving organisational sustainability objectives.

In addition all qualifications contain at a minimum, within the core unit structure, green skills in waste minimisation and disposal. Higher level qualifications (from Certificate III) also include skills in research and planning and decision making (from Certificate IV) for improving environmental sustainability outcomes.

The new Diploma for Beauty Salon Management includes units that address soft skills in human resource related issues, in response to industry request for these skills.

Typical inclusions of 'green skills' can be found in the following performance criteria, range statement and stand-alone units.

At the performance criteria level coverage includes:

- capturing environmental work practices:
  - *SIBBFAS201A Demonstrate retail skin care products* - Safely dispose of all treatment waste, to minimise negative environmental impacts according to workplace procedures.
  - *SIBBBOS401A Provide body massage* - Use energy, water and other resources efficiently during preparation and the subsequent treatment process to reduce negative environmental impacts. )
  - *SIBBSPA501A Work in spa therapies* - Ensure the safe disposal of waste according to relevant laws, regulations and workplace policies and procedures
- capturing product knowledge on environmental credentials:
  - *SIBBCCS302A Advise on beauty services* Evaluate products and services or treatments according to type, environmental impact, client needs, characteristics and price range.

- capturing sustainable decision making:
  - *SIBBCCS405A Develop a treatment plan* Consider the comparative negative environmental impacts of available products, equipment and services and plan to minimise these when designing treatments.

One of the critical aspects of embedding sustainability values is the implementation of workplace practices which reflect environmental efficiency and protection practices. While these cannot be demanded of an employer, incorporating them into the range statement helps to increase awareness of these important activities.

Examples of range statement coverage includes:

- Workplace policies and procedures may include: environmental controls

In addition, the unit *SIRXCLM001A Organise and maintain work areas*, imported from the Retail Services Training Package, incorporates workplace housekeeping, waste disposal and environmental protection practices, and is packaged as a core unit for Certificate II and III qualifications.

Examples in the underpinning knowledge requirements include:

- *SIBBRES201A Research and apply beauty industry information* - Environmental responsibilities of the industry, including waste minimisation and recycling.

The Beauty Training Package also includes coverage in stand-alone units. For example, the unit *BSBSUS201A Participate in environmentally sustainable work practices* is available in all qualifications as an elective unit except in the Diploma of Salon Management and the Vocational Graduate Certificate in Intense Pulsed Light and Laser Hair Reduction. These two qualifications include a specific sustainability unit *Develop workplace policy and procedures for sustainability* as a core requirement.

### Sustainability gaps in the Beauty Training Package

While there are some excellent inclusions in the new draft training package, there are a few opportunities for improvement. For example, regulations / legislation descriptors in the range statement do not include environmental regulations (for example disposal of chemicals / hazardous substances)

Workplace policies and procedures often do not include environmental references or may just list 'environmental controls'. As this is such an important aspect of sustainability it is suggested that the reference be strengthened, for example to:

Workplace policies and procedures may include:	Environmental protection practices such as: <ul style="list-style-type: none"> <li>• Waste minimisation</li> <li>• Recycling</li> <li>• Reuse</li> <li>• Energy efficiency – e.g. electricity saving devices and practices</li> <li>• Waste disposal</li> <li>• Resource management</li> <li>• Water efficiency</li> </ul>
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Other unit level gaps include:

*SIRXCLM001A Organise and maintain work areas*. This is a key core unit for covering workplace practices and could be strengthened by addition of environmental protection activities or workplace procedures as noted above.

*SIBBNLS201A Work within a nail services framework* and *SIBBCCS404A Work within a skin therapies framework* – are perfect units for introducing concepts of environmental impact in this industry but there are no references to it.

*SIBXRES501A Investigate new products and services* should capture skill for assessing environmental credentials, yet there is nothing in this unit which references environmental impacts.

*SIRXRPK002A Recommend hair, beauty and cosmetic products and services* should include in the range statement product knowledge reference: environmental labelling / information / credentials.

### **SIB10 Beauty Training Package - IN SUMMARY**

The new SIB10 Beauty Training Package explicitly incorporates social, financial and environmental skills within all qualifications. Minor improvements are suggested to strengthen specific unit applications.

### **Sustainability in the WRH06 Hairdressing Training Package**

This training package is in the initial scoping phase of the continuous improvement cycle. To date, the inclusion of components addressing environmental sustainability has not been a priority area and as such, this current version has only minimal direct references to environmental sustainability skills. This will be a key consideration in work being undertaken now in the improvement of this training package.

Key areas for environmental outcomes include sustainability in workplace practices – i.e. waste disposal, energy efficiency, water conservation, and procurement and use of products which minimise environmental impact. Efficiency of facilities and development of workplace procedures are also issues for leadership and owner/manager positions.

The core unit *WRHCS207A Develop hairdressing industry knowledge* (Certificate II only), references issues of concern as environmental and social and may require knowledge of environmental responsibilities of the industry, including waste minimisation and recycling.

*WRHCS204A Maintain and organise work areas* is a core unit at Certificate II and III and covers waste disposal at the performance criteria level (Waste is promptly removed and disposed of according to workplace policy and legislative requirements) and as required knowledge.

Units covering haircutting skills include performance criteria addressing the disposal of waste according to relevant legislation and workplace policies and procedures.

## Sustainability gaps in the Hairdressing Training Package

At present it appears that gaining qualifications in hairdressing is most likely not to include a fundamental understanding of the implications of sustainability for the hairdressing industry.

Coverage of waste disposal is included in some of the hairdressing units however this does not appear to be consistent throughout the training package, and generally does not consider the disposal implications of chemical products used in hairdressing services.

The three environmental sustainability units which are available in most other qualifications within Service Skills training packages, and cover implementation and development of sustainable workplace practices, are not accessible in any of the hairdressing qualifications. These areas are not adequately covered by alternative or specialised hairdressing units.

*WRHSM501A Manage hairdressing services and sales delivery* does not reference sustainability issues at all and there appears no guaranteed coverage of sustainability for industry leaders in the current packaging rules. *WRHWP302A Operate effectively as a hairdresser in a salon work team* mentions minimising waste in the descriptor but not in the body of unit requirements.

Legislation which addresses environmental concerns such as disposal of chemicals etc. is not included in range statement references and environmentally sustainable workplace practices are not incorporated into workplace procedures.

Skills that support development of sustainable procurement and supply chain practices and assessment and improvement of business facilities and practices, would also help to improve sustainability of industry outcomes.

## WRH06 v 2 Hairdressing Training Package - IN SUMMARY

The Hairdressing Training Package requires a complete review of units to ensure that the environmental implications of the industry are understood and that work practices are developed and implemented at all levels to minimise and address these impacts. Changes to the packaging rules are also required to enable access to specialised sustainability units and to ensure all outcomes are able to contribute to addressing sustainability issues for this industry.

## Funeral services industry

### Sustainability implications for the funeral industry

The funeral services industry in Australia consists of different types of businesses providing services and products to members of the Australian community dealing with death and bereavement.

There are approximately 820 businesses (funeral directors, crematoria and cemeteries) employing approximately 6,000 people. The funeral directors industry has traditionally been structured around family owned and operated private companies with the majority of businesses employing between one to ten staff.

Implications for sustainability in the funeral industry includes providing an important community service at a time of grief and vulnerability in a manner that is sensitive to cultural and religious needs in a cost efficient manner. Funeral services also have a direct impact on the environment through the use of land space for burials and final placement of remains. Issues of overcrowding in cemeteries, ongoing maintenance costs and site disrepair are key concerns in establishing sustainable outcomes in the long term.

Sustainability initiatives in the funeral industry include the development of natural woodlands or parkland areas which support diverse ecological systems and planting of trees instead of tombstones. These signify a new approach to land management, landscaping and maintenance work requirements. Use of biodegradable coffins or urns and energy efficient practices are also entering work systems.

### Sustainability in the Funeral Training Package

This training package contains a small number of units with a potentially large environmental impact as they involve work with a direct impact on the environment. As such, these units already encompass environmental considerations such as adherence to the Environmental Protection Act; waste disposal; water tables and water quality protection; non-compacted soil; the clearing of work area; and the disposal or recycling of materials according to a project environmental management plan.

*SIFOHS004A Work in confined spaces* includes the performance criteria: Identify, confirm and apply environmental protection requirements according to project environmental management plan. These requirements may include: organisational or project environmental management plan, waste management, water quality protection, noise, vibration, dust and clean-up management.

*SIFOHS007A Identify hazards and assess risks in a cemetery or crematorium* includes coverage of environmental hazards such as: water levels, seepage from neighbouring gravesites, high water tables, non-compacted soil, and biological hazards.

*SIFMWK017A Design a mortuary* includes requirement to: Identify and assess physical characteristics of the space in relation to its capacity to meet operational mortuary requirements; and assess safety and environmental issues that may impact on the organisation of space.

Developing recommendations in mortuary design requires good understanding of sustainability and may include:

- energy efficiency measures
- waste disposal measures
- implementation of design
- feasibility studies
- funding options
- improvements to quality of employees' workspace
- refurbishment
- fit-out
- new building
- landscape design
- space use and allocation
- relocation.

A range of units include coverage of the Environment Protection Act and the identification of potential or actual breaches of relevant legislation or workplace policies and procedures.

These include skill areas which are involved with environmental works such as:

*SIFBCR010A Supervise burials*

*SIFBCR014A Supervise cremations*

*SIFBCR017A Prepare for gravedigging*

*SIFBCR018A Backfill and make good graves*

*SIFBCR019A Coordinate burial works*

*SIFBCR026A Manage lift and reposition or deepen operations*

- *SIFBCR005A Install burial vaults* includes element requirements to Install drainage provisions, Install sub-base material, Install waterproof membrane, Place and finish concrete, Use appropriate curing agent - all direct environmental works with potential impacts on environmental outcomes. However, the unit focuses on the technical skill without reference to the implications of work on the environment or the implementation of environmentally sustainable workplace practices.
- *SIFBCR001A Coordinate burial site preparation and Reinstatement* has direct impact on the environment but does not include any references.
- *SIFBGM001A Provide general grounds care* requires skill to Remove and dispose of weeds according to workplace policies and procedures, and Treat dead, diseased and damaged plants according to supervisor instructions and workplace policies and procedures. Knowledge requirements include types and characteristics of annual and perennial weeds, water and general health requirements of plants and chemical and non-chemical weed treatment control measures.
- *SIFBGM003A Clean and maintain public conveniences and Amenities* includes use and disposal of chemicals and waste.

- *SIFBGM006A Evaluate building and grounds maintenance and development needs* includes requirement to assess building and grounds development proposals to determine sustainability of development; and knowledge of sustainability principles.

### Sustainability gaps in the Funeral Training Package

Environmental sustainability is covered to some extent through individual units, especially for those skills which directly impact on the environment. However there is a notable gap in the implementation and development of workplace practices which incorporate environmental considerations. In addition, it is not guaranteed under the current packaging, that all qualification outcomes include sustainability skills.

*SIFIND001A Work effectively in the funeral services industry* is a core unit in all qualifications which could be strengthened to improve this. The range statement refers to information requirements which may include social and environmental issues and requirements. However, apart from this there are no references to sustainability issues, legislation or work practices. This unit could offer all qualifications coverage in sustainability implications for the industry.

In addition, the three environmental sustainability units which are listed in most other qualifications within Service Skills training packages, and cover implementation and development of sustainable workplace practices, are only accessible through the importation rule (allowing one unit in total per qualification).

Further coverage is also lacking in work conducted with clients, for example in providing environmental information and / or more sustainable options. *SIFCCS001A Provide service to clients* requires the identification of implications of options and solutions for clients and workplace which include negative impact on business reputation, costs, cultural implications, but does not include negative impact on environment.

Other units which could incorporate environmental considerations do not reference sustainability or environmental issues at all.

This includes those concerned with leadership, for example:

- *SIFFNL008A Coordinate funeral operations*
- *SIFMWK004A Coordinate mortuary operations*
- *SIFMGT003A Supervise staff*

and performance monitoring:

- *SIFGLC004A Monitor contracted services and supplies*
- *SIFGLC003A Conduct internal quality audits*

Furthermore, given the new interest in sustainability, higher level skills in examining the industry impact as a whole, including looking at the role of land use and burial options, and reduced maintenance requirements and costs, could also support improved sustainability outcomes for the funeral services industry.

### **SIF08 Funeral Training Package - IN SUMMARY**

The SIF08 Funeral Services Training Package at present does not consistently embed sustainability skills and values through units or qualification outcomes. For the most part, further information in range statements, for example in workplace practices and procedures, will help to lift this coverage. However specific skill gaps in developing, implementing and monitoring sustainable work practices will require access to additional elements and units.

## Retail Services

### Sustainability implications for the retail, wholesale, floristry and community pharmacy industries

The retail and wholesale industries comprise almost 244,500 mostly small and medium sized businesses. They include supermarkets, department stores, discount department stores, specialty chains, commission-based retail and convenience stores. Floristry is also dominated by small businesses with less than 20 employees employed over 2466 businesses. Together, the retail, wholesale and floristry industries employ more than 1.4 million people and contribute approximately AUD112 billion to Australia's gross domestic product.

The community pharmacies industry is also incorporated within the broader retail services industry. This industry sector employs approximately 46,000 people in 5,046 mainly small to medium sized businesses.

These industries are positioned at the centre of sustainability issues. Consumption, driven by social expectation and aspiration, is at the heart of our economy and at the source of the current demand on the environment's natural resources. Turning around society's unsustainable consumption, is one of the key challenges to improving sustainability outcomes and responding to the impacts of climate change.

As individuals, organisations and governments are driven to improve their environmental footprint, they will demand products and services with better environmental credentials and also greater access to information on where products are sourced and how they are made. Consumers will increasingly be driven to rethink their purchases in accordance with sustainable values and seek out more sustainable options. Retail and wholesale businesses play a pivotal role in the dissemination of information to support this process and in the greening of supply chains.

In the long term, proactively engaging this sustainability agenda will be part of maintaining business viability for these industries.

Key areas for improving sustainability outcomes for these industries include:

- Development and implementation of sustainable work practices that address energy efficiency, water conservation, pollution prevention and waste management
- Procurement of products and services with positive environmental credentials
- Waste management- including disposal of chemicals and hazardous substances, recycling, reuse, selection of biodegradable products
- Modelling – of sustainable practices and use of sustainable products
- Development of sustainable supply chains including sourcing and ensuring the availability of green product choices for customers
- Provision of product information to support sustainable consumer decisions
- Engaging customers in determining sustainable practices that increase value rather than consumption
- Promotion of sustainability practices and marketing the sustainability features of the business and its products and services – this includes development of environmental concept stores

- Engaging staff in sustainability initiatives.

It is important to note that these industries provide first jobs for many Australians and therefore are instrumental in setting a foundation for basic work related skills. As such, sustainability skills must be incorporated from entry level.

Industry sectors also have specific conditions which influence skills needs for achieving sustainability.

Community pharmacy businesses provide a continuum of care that includes product information, health education and medication management. As such, product information knowledge and skills in explaining product features and options, is especially important at all levels for this industry. It is also less likely that environmental credentials will rate highly over health benefit in the customers' product selection.

Stock control and waste minimisation and disposal are particularly important in retail and wholesale food outlets due to the short shelf life of products and potentially high waste levels which can occur with poor management.

Floristry requires application of additional technical skill in the use of raw materials and the development of floristry products.

### **Sustainability in the Retail Services Training Package**

This training package is in the initial scoping phase of the continuous improvement cycle. To date, the inclusion of components addressing environmental sustainability has not been a priority area and as such, this current version has only minimal direct references to environmental sustainability skills. This will be a key consideration in work being undertaken now in the improvement of this training package.

In particular, in order to ensure 'green' work outcomes, sustainability skills for people working across the retail, wholesale and community pharmacy sectors need to focus on:

- workplace practices
- product knowledge
- supply chain management and
- leadership.

References to these skills is made in some of the units with regards to waste minimisation (especially in the food preparation area) and to legislative requirements which include environmental protection. A sample of specific units from the training package which incorporate environmental sustainability are identified in Appendix A.

### **Sustainability gaps in the Retail Services Training Package**

Currently it is not guaranteed that all qualifications demand a basic understanding of sustainability or skills in implementing sustainable practices. In order to address this, these need to be integrated into requirements both at the mandatory (core) level and also within individual units.

At the core level, this could be achieved through the importation of a stand alone sustainability unit (such as *BSBSUS201A Participate in environmentally sustainable workplace practices*) or by incorporating coverage within SIR units.

All qualifications in the Retail Services Training Package include two core units which could provide a basis of skill and knowledge for sustainable practice. SSA is aware of industry feedback that an introductory coverage of fundamental principles of sustainability in retailing is important for all outcomes. It is possible that these units could be used to achieve this.

*SIRXCLM001A Organise and maintain work areas*, targets application of ‘workplace policies, legislative requirements and manufacturer instructions in order to use tools, chemicals and equipment for the safe and efficient cleaning, organisation and maintenance of work areas’. Currently this unit references waste disposal and meeting environmental protection legislative requirements. With some further work, this unit could also incorporate sustainability priorities such as waste minimisation and energy efficiency practices, and fundamental principles of sustainability in retailing.

This unit is widely used across SSA’s training packages and therefore offers an effective platform for ensuring skills across these industries.

*SIRXGLC003A Comply with legislative requirements affecting business activities* (packaged from Certificate II) covers legislative requirements of environmental protection, waste disposal, and handling of hazardous substances. This unit targets safety, diversity, security and legislation, however is less direct about environmental sustainability responsibilities.

Another unit widely packaged as a core requirement across SSA training packages is *SIRXIND001A Work effectively in a retail environment*. This unit covers many of the aspects of sustainability such as workplace culture, being responsible and non-discriminatory, accessing information and understanding the work role, and following instructions, however environmental aspects are not mentioned. This unit may provide a suitable opportunity for ensuring that concepts of environmental sustainability and their application in the retail industry are addressed for all retail service outcomes.

Similarly, the additional core unit for the wholesale qualifications, *SIRWIND001A Confirm wholesale business practices*, currently does not raise the issue of sustainability or considerations for supply chains, and could be strengthened in order to ensure awareness is achieved across this sector.

Addressing sustainability skills within the core will also ensure coverage within the community pharmacy sector. Sector specific units tend to focus on the medical (and social) implications of services and have less opportunity to specify environmental considerations relevant to providing health-related products.

Other specific units which do not consistently incorporate sustainability (particularly environmental aspects) require at a minimum, reference to environmental considerations in range statements and required knowledge sections. For example, understanding of customer needs may include a need for information on environmental credentials and availability of sustainable products; product information may include information on environmental impacts, disposal or biodegradability; features and benefits may include sustainability or reduced environmental impact, carbon neutral, organic, natural etc.; workplace practices may include energy efficient practices, water conservation or waste minimisation.

There are also some roles within retail services which will draw on specific skills in sustainability. These include assessing and monitoring the business performance against sustainability criteria and targets, developing and implementing sustainability criteria for supply chain management and developing organisational work practices which direct workplace activity in line with sustainability values. Management practices, business planning and marketing strategy must also more explicitly embed sustainability values and considerations.

In some of these cases, units are available for importation into qualifications. For example the unit *BSBSUS501A Develop workplace policy and procedures for sustainability* would be suitable for business managers/owners. In other cases, it is likely that new stand alone units are required to fill these skill gaps. Specific needs will be further examined during the training package continuous improvement project currently underway.

Other skills which require application within a sustainability framework include those covering merchandising and specialist product knowledge units. Product Knowledge units need to be looked at in the range statements etc. as not all refer to “environmental consideration and recycled products”. There needs to be consistency in the use of “environmental” terminology.

All merchandising units also need to be reviewed in terms of sustainability and green skills. These need to be looked at as there is no mention at all in any of the units regarding such things as environmental products, environmental considerations, and aspects of lighting energy efficiency.

### **SIR07 Retail Services Training Package - IN SUMMARY**

The Retail Services Training Package at present does not consistently embed sustainability skills and values through units or qualification outcomes. For the most part, further information in range statements will help to lift this coverage however specific skill gaps in developing, implementing and monitoring sustainable work practices will require additional elements and units. Exploration of what sustainability means and how to introduce the principles of sustainable retailing also needs to be covered at all levels.

This work will be one of the areas that will be addressed in the current continuous improvement project.

### **Sustainability in the Floristry Training Package**

The Floristry Training Package is in the final stages of the continuous improvement cycle and will be submitted for endorsement in mid 2010 as SFL10 Floristry Training Package. The proposed training package includes sustainability skills from the perspective of both individual tasks and management and incorporates concepts of sustainability across social, economic and environmental outcomes.

Successful completion of the new floristry qualification will require knowledge of the environmental impact of constructing and maintaining floristry products, and awareness of practices which minimise their impact, especially those that relate to energy use. Knowledge is also required of correct and environmentally sound disposal methods for all

types of waste, in particular hazardous substances, spoiled and diseased flower and plant materials, and those with a propensity to propagate weeds. Safe use of hazardous substances, such as cleaning and conditioning agents and preservatives, is also required.

Sustainability coverage in the floristry units is detailed in Appendix A. Examples include:

*SFLSOP004A Prepare and care for floristry stock*. This core unit is packaged in all qualification outcomes and covers sustainability at many levels. This includes elements and performance criteria – ‘Reduce negative environmental impacts’, ‘Use energy, water and other resources efficiently when cleaning, preparing and maintaining stock to reduce negative environmental impacts’ and ‘Safely dispose of all spoilt stock and waste, especially hazardous substances, to minimise negative environmental impacts’. Required knowledge includes:

- the environmental impacts of cleaning premises, preparing and maintaining floristry stock and minimal impact practices to reduce these especially those that relate to resource, water and energy use
- correct and environmentally sound disposal methods for all types of waste and in particular for hazardous substances, spoiled and diseased flower and plant materials and those that have a propensity to propagate weeds.

*SFLDEC001A Design floristry products* is a core unit for qualifications from Certificate III level. It includes coverage at performance criteria level ‘Consider negative environmental impacts of all materials and techniques used and minimal impact practices to reduce these’ and in required knowledge:

- the environmental impacts of constructing and maintaining floristry products and minimal impact practices to reduce these especially those that relate to resource, water and energy use and to the use of floristry raw materials.

and the range statement:

- problems may include: negative environmental impacts of materials chosen.

Other performance criteria examples include:

- Use energy, water and other resources efficiently when cleaning to reduce negative environmental impacts (*SFLDEC007A Maintain floristry tools and equipment*);
- Consider negative environmental impacts and minimal impact practices to reduce these (*SFLDEC005A Style & manage an event*);

The unit *BSBSUS201A Participate in environmentally sustainable workplace practices* is also packaged as an elective for Certificate II and III qualifications.

Leadership in sustainability is covered within higher level skills for example:

- Consider issues relating to product life cycle (element within unit: *SFLSOP009A Research, assess and develop a floristry product range*);

and through the importation of the following elective units from Certificate IV and Diploma qualifications:

- *BSBSUS301A Implement and monitor environmentally sustainable workplace practices* and *BSBSUS501A Develop workplace policy and procedures for sustainability*.

### Sustainability gaps in the Floristry Training Package

While sustainability is covered extensively throughout the Floristry Training Package, there are two key units which could be strengthened in the provision of environmental information.

- *SFLSOP007A Sell floristry products* - Specific customer needs in the range statement could also include environmental credentials/impact of floristry product / service.
- *SFLSOP001A Source information on floristry products and services* – this unit is a core unit in all floristry qualifications and includes coverage of environmental protection legislation. However, it could be strengthened in its coverage of environmental information. For example, in the Range statement, Information about the industry could also include environmental impact of floristry product range, and current issues of concern to the floristry industry could include environmental impact of products and services and sustainability.

### SIFL10 Floristry Training Package - IN SUMMARY

The Floristry Training Package provides extensive and relevant coverage of sustainability 'green' skills and provides good examples which could be used to guide improvements in other training packages.

## Sport, Fitness and Recreation

### Sustainability implications for the sport, fitness and recreation industries

The sports, fitness and outdoor and community recreation industries employ approximately 95,000 people in more than 17,700 mostly small businesses. In addition, the number of (non-playing) volunteers supporting industry activity is estimated at around 1.4 million.

The impact these industries have far exceeds the financial contribution they make to the economy. With around 4.5 million people reporting to be participants in some organized sport or physical activity, these industries play an important role in the physical, psychological and social well being of Australian society. They are instrumental in fostering concepts of social inclusion, community and personal health, and as such they strongly correlate with values of social sustainability.

On the environmental side, these industries have impacts both in the direct use of environmental spaces and in the use of resources in operation of facilities and activities.

Outdoor recreation activities such as bushwalking, canoeing, scuba diving, sea kayaking, four wheel driving and diving all involve direct engagement with the environment and have the potential for causing damage. Sustainable practices require consideration of factors such as pollution, protection of flora and fauna, waste management, minimal impact and local ecology.

The sustainability of sport, fitness and recreation facilities is another key target for improvement. Designs which incorporate the use of environmentally friendly technologies such as natural lighting, grey water systems, compost toilets, solar power, energy efficient systems, elevated walkways, environmentally friendly building materials, insulation, recycling and composting, are increasingly being required to reduce environmental impact. Aquatic facilities also must consider the use and disposal of chemicals. Transport to and from facilities is another consideration in the overall performance of facilities, as are traffic and noise impacts on the local community.

### Sustainability in the Sport, Fitness and Recreation Training Package

The Sport, Fitness and Recreation Training Package is in the final stages of the continuous improvement cycle and will be submitted for endorsement in mid 2010 as the SIS10 Sport, Fitness and Recreation Training Package. The proposed training package includes sustainability skills from the perspective of both individual tasks and management and incorporates concepts of sustainability across social, economic and environmental outcomes.

Units that concern themselves specifically with environmental issues include:

- *SISXRES402A Support implementation of environmental management practices* (offered at Certificate III and IV qualification levels)
- *SISXRES504A Conserve and re-establish natural systems*
- *SISXRES505A Achieve sustainable land management*
- *SISXRES506A Undertake open space planning*

- *SISOOPS201A Minimise environmental impact*
- *SISOOPS304A Plan for minimal environmental impact*
- *SISOOPS506A Manage natural resources.*

Specific sustainability skills covered by these units are:

- awareness and adherence to the aims and objectives of environmental management practices (programs, procedures and activities related to this may include environmental load reduction, waste management and energy saving)
- identifying threats and opportunities for conserving and re-establishing natural systems (in addition to developing, implementing and evaluating strategies to conserve and re-establish natural systems)
- undertaking land capacity studies and associated land management strategies
- open space planning
- minimising vegetation trampling
- introducing new flora and fauna
- chemical alteration of environment
- avoiding sensitive areas
- respecting and protecting heritage and cultural sites
- national and state environmental protection
- identifying interrelationships between the natural environment and human activity
- identifying potential impacts of outdoor recreation on natural resource areas
- assessing the implications of key ecological concepts on the conduct of outdoor recreation in natural resource areas.

Qualifications in the training package incorporate environmental skills at some level, according to the industry perceived need.

Outdoor recreation qualifications all contain key environmental impact and resource use units in the core.

Sport qualifications which target coaching roles and sport career qualifications for professional athletes do not include specific environmental units in the core, however can incorporate analysis of environmental risk through the unit *SISXRSK301A Undertake risk analysis of activities*. Specific environmental practice and impact units are not listed as electives but can be imported through the importation rule.

The Certificate IV in Sports Development, which targets program coordination roles, includes the unit *BSBSUS301A Implement and monitor environmentally sustainable work practices* as a core requirement.

All sport and recreation qualifications can incorporate some coverage of environmental sustainability through the core unit *SISXRSK301A Undertake risk analysis of activities* which includes environmental risk in the range statement. Specific environmental practice and impact units are available as electives in these qualifications. This is also the case for the fitness qualifications, except the Diploma of Fitness which does not appear to require any skills in environmental sustainability.

Community recreation qualifications all include core requirements in environmental skills except SIS30109 Certificate III in Aquatics.

The SIS30209 Certificate III in Community Activity Programs includes core units: *SISXRES301A Provide public education on the use of resources* and *SISXRSK301A Undertake risk analysis of activities*.

At the unit level, there is coverage with regards to environmental impact in the following electives:

- *SISOABL402A Facilitate adventure-based learning activities* includes the performance criteria: Implement minimal impact practices and display a respect and understanding of the outdoor environment; and organisational policies and procedures may include: minimal impact and environmental codes.
- *SISOBWG406A Guide intermediate bushwalks in an uncontrolled environment* includes the performance criteria: Select a suitable site with reference to minimal impact on the environment according to relevant legislation; and explain relevant minimum impact practices to group and monitor their compliance.
- *SISOODR404A Manage risk in an outdoor activity* covers types of risk as they relate to outdoor adventure experiences and includes environmental.

References to required legislation across units often includes environmental legislation and references to workplace policies sometimes includes environmental procedures.

### **Sustainability gaps in the Sport, Fitness and Recreation Training Package**

While it is acknowledged that there is a varying demand for environmental sustainability skills across the sport, fitness and recreation industries, it appears that environmental impact through workplace practices such as waste management, energy efficiency, water conservation – i.e. workplace practices, has not been widely or consistently integrated through the qualifications. Some qualifications have packaged these units as elective choices, while others have not, meaning that environmental electives would need to be imported over other potential choices. This could be seen as a barrier to selecting these units.

Some skills with high environmental impact, for example fishing, 4 wheel driving, off-road cycling, may be expected to have some coverage of understanding and minimising environmental impact, but this is not included.

The industry unit *SISXIND101A Work effectively in sport and recreation environments* is used across the qualifications and refers to cultural, social and economic factors but not environmental. Some references to environmental sustainability considerations for the industry would strengthen coverage throughout the training package.

Units covering skills in the planning and conducting of sport and recreation activities also often do not include environmental considerations, but have potential to include the sustainable use of resources and minimal environmental impact as aspects of planning and implementation.

Another area where environmental considerations could be considered is within the organisational policies and procedures defined in the range statement.

### **SIS10 Sport, Fitness and Recreation Training Package - IN SUMMARY**

The units and qualifications in the Sport, Fitness and Recreation Training Package contain widespread coverage of the skills required for sustainability. This is especially true for high impact activities in outdoor recreation. In other areas however coverage could be strengthened to ensure all outcomes include some coverage in sustainability and that sustainability becomes embedded in the planning and implementation of all activities. Access to specific environmental sustainability units could also be made more easily available in all qualifications.

## Tourism, hospitality and events

### Sustainability implications for the tourism, hospitality and events industries

The tourism, hospitality and events industries include accommodation, restaurants, cafes, bars, catering, gaming, meetings, events (business and leisure), conferences, tour operations, tourist information services, tour guiding, holiday parks and resorts, cultural tourism, casinos and caravan park operations.

While statistics are difficult to specify across these industries due to their interdependence in providing consumer products and services, it is estimated that employment is around 497,800 people in tourism and approximately 739,000 in hospitality. Business size spans from micro operations to multinational companies with the majority (more than 50%) employing between 1 – 19 people. There is a high percentage of casual and part time workers and operations are geographically spread across Australia and into remote and regional communities.

These industries depend on providing customers with an appealing and worthwhile experience, often drawing on the features and offerings of local cultures and the environment. Because of this dependence, these industries need to be especially careful to maintain and conserve these attractions in order to ensure their ongoing sustainability. For many years this has been a central understanding of most operators and as such, concepts of sustainability are built into business plans and training programs.

However, with the increased pressures on reducing carbon footprints stemming from consumer demand, increasing regulation and sustainability drivers, the focus on sustainability has increased the need for further development in skills and operational leadership.

Sustainable tourism activities aim to have minimal impact on the environment and have resulted in a range of new eco-tourism products and services. Issues of sustainability in tourism include contributing to the management, conservation and improvement of cultural and environmental heritage, protection of biodiversity, respect and understanding for other cultures, their values and practices, economic benefit to and control and involvement of local communities, and educational value of tourism. Tourism plays an important role in the protection of Australia's natural environment.

The hospitality industry shares many of these concerns, and also has an especially strong focus on waste minimisation. Food waste in restaurants, water and power use in hotel linen processing and showering, energy use in air conditioners and lighting, packaging and disposal are all key targets for improving environmental outcomes. Many restaurateurs are sourcing organic and or locally produced produce as part of their sustainability initiatives. Hospitality customers often hold expectation of being treated and pampered rather than dealing with constraint and conservation. Sustainability initiatives in this industry will therefore require engaging the support and cooperation of customers. Sustainability will need to be achieved without an increase in price or a drop in quality.

Across the tourism, hospitality and events industries, the sustainability of facilities is another key area. Designs which incorporate the use of environmentally friendly technologies such as natural lighting, grey water systems, compost toilets, solar power, elevated walkways, environmentally friendly building materials, insulation, recycling and composting, are increasingly being implemented to reduce environmental impact. These are especially noticeable in remote areas and in natural environments. Transport to and

from facilities is another consideration in the overall performance of facilities, as are traffic and noise impacts on the local community.

### Sustainability in the SIT07 Tourism, Hospitality and Events Training Package

The SIT07 Tourism, Hospitality and Events Training Package is not currently in an active phase of the continuous improvement cycle and further work required to incorporate sustainability skills will be undertaken by Service Skills Australia as a separate project.

Key 'green' skills for these industries focus on:

- workplace practices – including energy efficiencies, waste minimisation and disposal and water conservation
- product knowledge – including communicating environmental credentials to customers and awareness of environmental impact of activities
- product and service design and development – with consideration to sustainability issues
- supply chain management – according to sustainability criteria, and
- leadership – including business planning, marketing and management according to sustainability criteria and values.

### Tourism units and qualifications

All tourism qualifications (except the Certificate I) require completion of the core unit: *SITTIND001A Develop and update tourism industry knowledge*. This unit includes a requirement to access and provide information on environmental issues. These are listed in the range statement as:

- protection of natural and cultural integrity
- minimal impact operations
- environmental sustainability
- waste management
- energy-efficient operations
- land ownership
- land access and usage

This unit ensures a fundamental coverage of environmental sustainability information for tourism across all outcomes from Certificate II. In addition, further coverage is ensured within a small number of other core units.

For example:

- In the provision of tourism products and services, within the range statement of the unit *SITTTSL005A Sell tourism products and services: **Specific customer needs*** may relate to: low environmental impact

- *SITPPD001A Research, assess and develop tourism products*: In performance criteria: Identify and analyse **external issues** that impact on establishing a product (includes environmental considerations); plus knowledge required in environmental, cultural and legal compliance and insurance issues that will affect the delivery of the proposed product
- *SITGDE001A Work as a guide* In performance criteria: Conduct guide tours in a manner that minimises any negative impact on the social or natural environment; and required knowledge: key factors to consider in minimising negative impacts on the social and natural environments in which tours take place
- *SITGDE007A Develop and maintain the general and regional knowledge required by guides* Required knowledge must include: knowledge of natural environment and tourism (how the environment is a tourism asset, impacts of tourism on the environment, and land management in Australia including the role of national parks)
- *SITGDE004A Lead tour groups* In performance criteria: Advise the group sensitively and accurately about ways in which minimum disruption and disturbance can be caused to other tour members, host communities and the environment.

The implementation and development of sustainable workplace procedures are covered as elective units in cross sector units discussed at the end of this report section.

### Sustainability gaps in tourism units and qualifications

While environmental sustainability information is covered as a fundamental within the tourism qualifications, there are gaps in ensuring coverage. It is evident that the tourism units have been developed with the social and economic factors firmly entrenched in work expectations, however coverage of environmental issues is less consistent.

For example, some of the terminology used omits environmental alongside other sustainability factors.

- *SITIND001A Develop and update tourism industry knowledge* notes legal and ethical issues in performance criteria, but not environmental. In this case environmental specificity is only within the range statement as an optional requirement. This unit needs to be reworked to ensure environmental aspects of work are explicit and mandatory, if it is to ensure coverage at all qualification outcomes.
- *SITGDE001A Work as a guide* covers key legal, ethical, safety and professional development issues, but not environmental.
- *SITXGLC001A Develop and update legal knowledge required for business compliance* also does not reference environmental legislation as a requirement.

Environmental legislation is frequently omitted in units which reference legislative requirements.

Another gap in outcomes, especially in the Certificate IV and above, is in assessing the environmental impact of activity and tourism products (for example in *SITPPD001A Research, assess and develop tourism products*), which may be considered a mandatory requirement for research and development activity in a sustainable world.

## Hospitality units and qualifications

All hospitality qualifications include the unit *SITHIND001A Develop and update hospitality industry knowledge*, as a mandatory requirement. This ensures coverage of fundamental environmental issues at all levels in the same manner as the tourism and events qualifications in this training package.

Further to this, key coverage across hospitality is especially strong on waste minimisation in individual units. Other coverage is illustrated in the following examples:

- *SITHACS006A Clean premises and equipment* includes performance criteria that require knowledge of cleaning equipment and materials, including key safety and environmental issues; and dispose of garbage and used chemicals according to hygiene, safety and environmental legislation requirements.
- *SITHIND002A Apply hospitality skills in the workplace* includes performance criteria to Complete end of service procedures according to organisation procedures, OHS requirements and environmental considerations. Environmental considerations include: recycling and minimising waste, responsible disposal of waste, efficient energy use and efficient water use.
- *SITHCCC033A Apply catering control principles* includes excellent coverage of waste minimisation at element level - Identify procedures to reduce wastage, and Minimise waste; and performance criteria level - Use reusable by-products of food preparation and cooking effectively where appropriate; Use recyclable products and dispose of them in an environmentally appropriate way.
- *SITHFAB004A Provide food and beverage service* requires undertaking tasks according to environmental considerations (performance criteria), and knowledge of environmentally responsible work practices and requirements and waste minimisation techniques and environmental considerations in relation to food and beverage service.
- *SITHFAB021A Provide and coordinate food and beverage service* includes performance criteria: Coordinate end of service procedures according to enterprise procedures, OHS requirements and environmental considerations and Store food and beverage service items, equipment and commodities appropriately to minimise waste.

The implementation and development of sustainable workplace procedures are covered as elective units in cross sector units discussed at the end of this report section.

### Sustainability gaps in hospitality units and qualifications

Hospitality includes coverage of environmental issues at both the unit and qualification levels, however this appears to be inconsistent through the training package and in some cases there are specific omissions which need attention.

*SITHACS004A Provide housekeeping services to guests* and *SITHACS005A Prepare rooms for guests* do not reference waste disposal requirements, however would involve removal of rubbish.

Some cooking units require skill in waste minimisation techniques and environmental considerations however this is not consistent across all cooking specialisations. Also, given the importance of waste for this industry, it is suggested that coverage of waste minimisation is not strong enough in both work activity and in planning services. In some cases the focus is on portion control, without reference to a wider waste management system; this is the case in the unit *SITHCCC031A Operate a fast food outlet*.

Other gaps are considered to be in accountability for environmental sustainability. For example *SITHCCC037B Manage facilities associated with commercial catering contracts*, does not consider sustainability or environmental impacts within this important leadership function. Again, if waste, in water, food, power etc, is a key issue, leadership and management units must be stronger (and probably mandatory) in addressing the way this is managed in service delivery.

An additional area in hospitality may be the engagement of customers in reducing the facility's carbon footprint including educational and promotional strategies.

### Events units and qualifications

Events units and qualifications appear to include limited coverage of environmental sustainability issues. Examples include:

- *SITXEVT006A Research and evaluate event industry trends and practices* includes a Range Statement reference: Event industry information, ideas and concepts may relate to: environmental sustainability.
- *SITXEVT008A Plan and develop event proposals and bids* requires knowledge in sustainability issues to be considered in formulation of event proposals and bids. In addition, Details and options for inclusion in the proposal or bid may include: information on approach to environmental impacts and issues.

The implementation and development of sustainable workplace procedures are covered as elective units in cross sector units discussed at the end of this report section.

### Sustainability gaps in events units and qualifications

Given the potential impact events may have on the environment, there appears to be weak coverage of risk analysis and planning processes aimed at identifying, analysing and planning for the minimisation and avoidance of environmental impact.

For example:

- *SITXEVT005A Organise in-house events or functions* includes a performance criteria: Identify and consider possible event impacts and take appropriate action to address these impacts, however the range statement does not mention the environment as one of these possible impacts.
- *SITXEVT007A Determine event feasibility* looks at economic and human resource issues but doesn't include sustainability or environmental factors in the feasibility assessment.
- *SITXEVT012A Select event venues and sites* does not build on environmental impact analysis or any risk assessment.

There are no sustainability or environmental considerations in *SITXEVT009A Develop event concepts*.

*SITXEVT001A Develop and update event industry knowledge* does not address sustainability factors for the industry and does not mention the environment.

In short, it cannot be said that these units and qualifications adequately reflect a concern for achieving sustainable or environmentally sensitive outcomes. As such, further work is required across relevant units to ensure all qualification outcomes address issues of sustainability.

### Holiday Parks and Resorts units and qualifications

The holiday parks and resorts qualifications are mostly made up of units from across the Tourism, Hospitality and Events Training Package and therefore, coverage of sustainability is dependant on selection and coverage within these units. Please see comments below on the cross sector units and comments on other unit coverage in the earlier sections of this report.

Of the five industry specific units, issues of environment and sustainability do not feature strongly. The key unit for coverage is most likely the industry unit *SITTIND202A Develop and update caravan industry knowledge*. Coverage within this unit is the same as the other industry knowledge units for tourism, hospitality and events.

*SITTHPR301A Plan and organise daily work* also contains a performance criteria requiring following of organisational policies and procedures (which includes disposal of waste materials), and another: Dispose of waste safely at regular intervals according to organisational procedures and in an environmentally responsible manner.

The implementation and development of sustainable workplace procedures are covered as elective units in cross sector units discussed at the end of this report section.

## Sustainability gaps in holiday parks and resorts units and qualifications

At present the coverage of sustainability skill and knowledge appears marginal in these units. As operations, especially caravan parks, are often set within close proximity to natural environments, an understanding of impacts on the environment, and how to reduce these impacts, is important at all levels. At the upper levels, within management and leadership roles, this understanding needs to underpin decisions about facilities, services and operational procedures.

## Cross sector electives in the Tourism, Hospitality and Events Training Package

The SIT07 Tourism, Hospitality and Events Training Package contains a number of units which directly address sustainability issues and can be selected as electives in qualifications across the industry sectors.

Units that directly relate to environmental sustainability are:

- *SITXENV001A participate in environmentally sustainable work practices.* This unit requires the ability to measure self-usage of resources effectively, follow predetermined environmentally sustainable work practices, identify and report on breaches and suggest improvements to work activities that will contribute to environmental sustainability and reduce negative environmental impacts.
- *SITXENV002A Implement and monitor environmentally sustainable work practices.* This unit covers the skills and knowledge required to analyse environmentally sustainable work practices effectively. It requires the ability to analyse current work practices, seek information from key stakeholders and specialists, set improvement targets, implement improvements and monitor their effectiveness.
- *SITXENV003A Develop workplace policy and procedures for sustainability.* This unit requires the ability to define the scope of the policy, and develop policy content and procedures that reflect the organisation's commitment to sustainability, communicate and implement the policy and review and modify it to suit changed circumstances.

Together these three units ensure that sustainability skills are able to be embedded into all qualifications at the required level of responsibility.

Other units that have an impact in relation to environmental sustainability are:

- *SITXFSA001A Implement food safety procedures* (includes reference to the safe disposal of food to avoid cross contamination and maintenance of a clean environment)
- *SITTGDE010A Prepare specialised interpretive content on flora, fauna and landscape* – units within this range of specialisation require deep understanding of ecological and environmental systems such as key concepts of ecology, including biotic and physical factors, populations, numbers, food web, community relations, life cycles, succession, zonation, carbon cycle, water cycle and energy flow, and interrelationships between parts of the ecosystem.

Coverage is also explicitly covered within units that relate to activity which directly impacts the environment.

- *SITTPPD004A Plan and implement minimal impact operations* – covers the organisation and operation of tourism activities with minimal negative environmental and social impact, and monitoring and reporting on any impact. It has particular application to the tour operating, cruise and attractions sectors and to those tourism products that are delivered in environmentally sensitive areas. Many would be nature or ecotourism-based experiences. Elements include: Organise environmentally responsible activities, Conduct activities with minimal impact, and Monitor impact and changes (listing both negative and positive environmental impacts).
- *SITTPPD005A Plan and develop interpretive activities* – includes the performance criteria: Identify and access a range of potential information and resources, including other specialists as required, in a culturally and environmentally appropriate manner.
- *SITTPPD007A Plan and develop culturally appropriate tourism operations* – covers planning, developing and operating a culturally appropriate tourism operation and to monitor its impact on local communities.
- *SITTPPD006A Plan and develop ecologically sustainable tourism operations* - describes strategically planning ecologically sustainable tourism operations including development of environmentally-friendly codes of practice, promoting environmental awareness and monitoring and assessing environmental impact of operations.

### Sustainability gaps in cross sector units

It is evident that there is strong coverage of sustainability skills in the cross sector units. Possible gaps may be in the area of stock control and supply chain management where coverage could include assessment, purchasing and researching of products with enhanced environmental performance and developing sustainable purchasing criteria.

Some individual units could also include additional references to sustainability as relevant. For example:

- *SITTPPD003A Source and package tourism products* could include environmental sustainability as a factor in assessing products.
- *SITTOP006A Operate tours in a remote area* should include reflection on environmental impact.
- *SITTSLO02A Access and interpret product information* should include information on environmental credentials, impact etc.

## **SIT07 Tourism, Hospitality and Events Training Package In SUMMARY**

The Tourism, Hospitality and Events Training Package covers aspects of sustainability throughout its units. There is some inconsistency, with a more thorough inclusion of references required in order to ensure some industry sectors are adequately covered.

Probably the most important issue for this package is whether environmental sustainability skills should be mandatory at all levels, rather than left as elective choices as is currently sometimes the case.

The working in industry units provide an appropriate forum to ensure fundamental skills are covered at the lower qualification levels. However at the higher levels, skills in assessing and developing products against sustainability criteria and establishing organisational guidelines would seem to be essential for all leadership positions if sustainability outcomes are to be improved.