

Training program 1: Sustainable resource use



Photo: Roger Brendhagen

Module: Biodiversity

EQF level:		3 and 4					
Green sector	X	Gardener		Landscaping		Florist	
Before doing the task		Go through the online resources about biodiversity and answer the quiz as a knowledge base for the task. Read the entire assignment text before you start solving the task.					
Description		Biodiversity is crucial for the survival of the planet, and ecological systems cannot be seen in isolation. Animals, plants, and natural processes all influence each other, so protecting and increasing levels of biodiversity in the constructed environment is an important way for you to play a part in strengthening resilience. Your decisions matter, both how you conduct your work and what materials you purchase.					
Task		<p>Level 3 and 4</p> <p>Find out the main ways your company influences biodiversity through work tasks and projects, either for better or worse.</p> <p>Does your company have a biodiversity strategy? How does it reflect what you found out in the first part of the task?</p> <p>Present your findings of the current situation and suggestions for strengthening biodiversity practices in your workflow. Consider the tasks that you can undertake alone, with a team, or by leading a team.</p> <p>Approx. time: 20 hours</p>					

	<i>The hours for each task are a suggestion and indicates the number of hours the students will need to complete the tasks.</i>	
Assessment	Passed/not passed	
Assessment basis	Level 3 and 4 Presentation of findings and suggestions to strengthen biodiversity (any form of media documentation)	
Assessment criteria's:	<p>Level 3 Demonstrates biodiversity practices in own work tasks through the choice of plant material.</p> <p>Demonstrates practices to strengthen biodiversity within company policy limits</p> <p>Describes the current biodiversity practices in the company</p> <p>Presents ways to improve biodiversity practices at the workplace and throughout the supply chain.</p> <p>Level 4 Demonstrates biodiversity practices in own company with the involvement of others, through the choice of plants and use of ground material, or supply chains.</p> <p>Presents suggestions to strengthen biodiversity through the choice of plants and use of ground material, or supply chains.</p>	
	Learning outcomes EQF level 3	EQF level 4
Knowledge (Covered in the online resources and the Quiz)	<p>Has a basic understanding of important processes in ecology, including pollination and creating a friendly environment for insects, birds, and other living organisms.</p> <p>Knows of the common best practice principles including technical solutions within biodiversity.</p>	<p>Has a broad knowledge and understanding of ecology, including pollination, and creating a friendly environment for insects, birds, and other living organisms.</p> <p>Has a broad knowledge of best practice principles within biodiversity.</p>
Skills	Considers biodiversity when choosing plant material in own practice.	Makes plans for a project to strengthen biodiversity through planting and use of ground material, or supply chains
Responsibility and autonomy	Uses own practice to strengthen biodiversity within company policy limits.	<p>Contributes to a high usage of plants that are beneficial to biodiversity.</p> <p>Takes responsibility and lead others in choosing and using pesticide-free and non-listed materials in various working processes in floristry.</p>

Module: Climate awareness

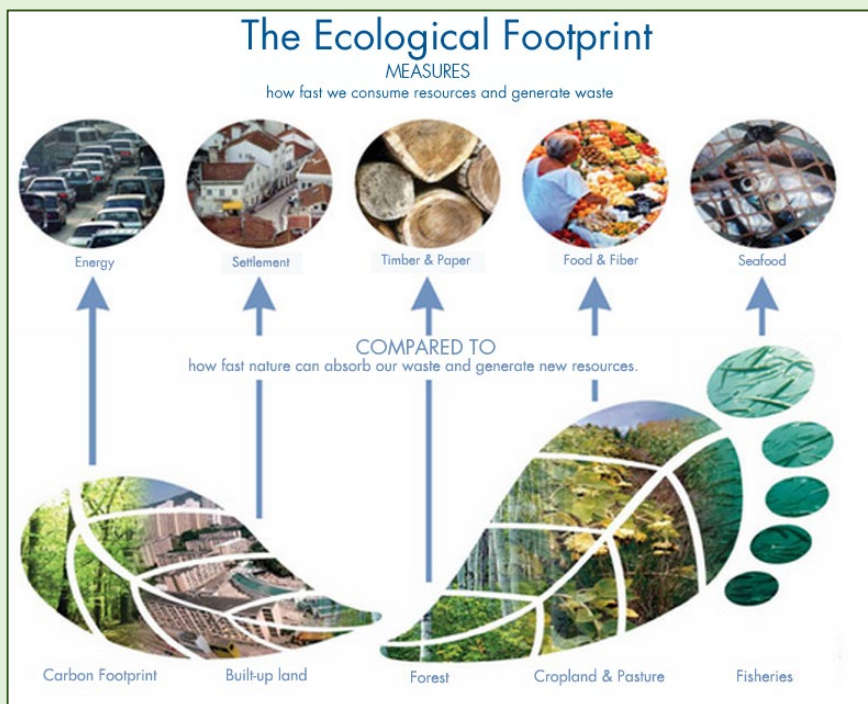


Image: <https://www.footprintnetwork.org/>

EQF level:		3 and 4				
Green sector	X	Gardener		Landscaping		Florist
Before doing the task	Go through the online resources about climate awareness and answer the quiz as a knowledge base for the task. Read the entire assignment text before you start solving the task.					
Description	Global climate changes demand local solutions. Your decisions affect the climate, and you can make changes to improve them.					
Task	<p>Level 3 and 4</p> <p>Log your ecological footprint during a working week. Pay attention to your transport means including your commute, the tools you use, transportation at work, water and fuel usage, heating and cooling procedures, how much of the material you use is locally produced, etc.</p> <p>Describe ways you can reduce your ecological footprint during the work week. The next week, try out and log some of your suggestions. Reflect on these – what worked? Why/why not?</p>					

	<p>Approx. time: 10 hours</p> <p>Level 4 Gather your team, discuss, and evaluate the results from the previous task. Create a plan together to reduce your ecological footprint.</p> <p>Approx. time: 5 hours</p> <p><i>The hours for each task are a suggestion and indicates the number of hours the students will need to complete the tasks.</i></p>	
Assessment	Passed/not passed	
Assessment basis	<p>Level 3 Log of your ecological footprint for a work week (any form of media documentation). Presentation of suggestions for improvement and the results, with reflections (any form of media documentation)</p> <p>Level 4 Minutes from the meeting (any form of media documentation) Plan for the reduction of ecological footprint</p>	
Assessment criteria's:	<p>Level 3 Provides examples of how their activity contributes to climate change in your work context.</p> <p>Reflects on the individual responsibility to counteract climate change in the work context, taking into account the ethical aspects of own actions</p> <p>Level 4 Develops work processes with the involvement of others to secure the inclusion of environmental issues, within the framework of an environmental management plan</p> <p>Evaluates work processes and instructions in the light of consequences for global climate</p>	
Learning outcomes EQF level 3		EQF level 4
Knowledge (Covered in the online resources and the Quiz)	<p>Knows the meaning of ethical acting in a context of global climate changes</p> <p>Has knowledge about climate changes in recent years, and how a changing climate affects nature and people.</p>	<p>Has factual and theoretical knowledge about ecosystems affected by activities in the green sector.</p>

	Has a basic understanding of how human activity can accelerate climate change.	Understands ethics involved in doing business in the green sector. Has knowledge of the effect emission of CO2 and other climate-active gasses on global climate.
Skills	Provides examples of how your activity contributes to climate change in your work context. Reflects on the green sector's responsibility to counteract climate change	Critically evaluates work processes and instructions in the light of consequences for global climate Includes environmental issues in decision-making Discusses how nature-based products and services can be developed within the framework of sustainable development and resource management
Responsibility and autonomy	Considers ethical aspects of own actions in the light of consequences for global climate	Plans and performs an environmental work process

Module:
Recycling and composting



Photo: Creative commons

EQF level:		3 and 4					
Green sector	X	Gardener		Landscaping		Florist	
Before doing the task		Go through the online resources about recycling and composting and answer the quiz as a knowledge base for the task. Read the entire assignment text before you start solving the task.					
Description		Reduce, reuse, recycle! You've heard it many times before! But how will you go about turning that waste into a resource that your company can use?					
Task		<p>Level 3 and 4 Create an overview of the reusable resources produced by your company/department (paper, plastic, organic matter, earth, wood, concrete etc.). Give concrete examples of how each of the material resources in your overview are reduced, reused, recycled or composted by your company/department. What solutions are in place to support recycling and composting in your work tasks? Approx. time: 10 hours</p> <p>Level 4 Give examples for improving the way your company reuses, recycles or composts materials. Reflect on to what degree your workplace already makes use of circular processes, and what happens to non-reusable resources. Approx. time: 10 hours</p> <p><i>The hours for each task are a suggestion and indicates the number of hours the students will need to complete the tasks.</i></p>					

Assessment	Passed/not passed	
Assessment basis	<p>Level 3 Presentation about the ways your company currently recycles, reuses and/or composts the most common types of waste it produces (any form of media documentation)</p> <p>Level 4 The presentation includes examples for improvement and reflections on current practices.</p>	
Assessment criteria's	<p>Level 3: Recognises materials suitable for composting / recycling and classifies them appropriately</p> <p>Describes recycling processes, including organic matter, in the company.</p> <p>Level 4: Suggests means of circular improvement in both recycling processes and treatment of organic matter. Reflects on the handling of both reusable and non-reusable resources from a circular perspective.</p>	
Learning outcomes	EQF level 3	EQF level 4
Knowledge (Covered in the online resources and the Quiz)	<p>Has a general understanding of circular resource use: reduce / reuse / recycle</p> <p>Has an overall knowledge of the ecological footprints of different methods of disposing organic matter</p> <p>Has a general understanding of organic matter composting</p>	<p>Has practical knowledge about how to reduce, reuse and recycle</p> <p>Has an overall understanding of the benefits of recycling organic matter in composting</p>
Skills	<p>Reuses and recycles materials and products</p> <p>Sorts organic materials for composting, independently and under instruction</p>	<p>Develops and implement new routines for recycling and reusing</p> <p>Implements routines for sorting organic matter for composting</p>
Responsibility and autonomy	<p>Understands that the ecological footprint of an operation (including waste production) is a consequence of a range of managerial decisions and priorities, and</p>	<p>Plans for reduced eco-footprint and responsible waste disposal</p> <p>Plans for increased circularity in resource use in a business activity</p>

	<p>Suggests ways to minimize the ecological footprints</p> <p>Applies basic principles of circular economy to accomplish greener methods in own practice</p>	
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Training program 1

Sustainable resource use



Module: Problem with polymers (plastic)



Photo: Creative commons

EQF level:		3 and 4					
Green sector	X	Gardener		Land-scaping		Florist	
Before doing the task	Go through the online resources about problem with polymers and answer the quiz as a knowledge base for the task. Read the entire assignment text before you start solving the task.						
Description	Different types of polymers are used and recycled differently, and plastic waste can have a negative impact on the local environment. As an employee, you must know how to handle these.						
Task	<p>Level 3 and 4 Make a list of the most common polymer items present in your workplace. How many types of plastic can you identify? What are the benefits and risks of using these plastics? How should you dispose of these different types correctly?</p> <p>Describe how different types of polymers can affect your local ecosystems.</p> <p>Give at least one concrete example of a way your company can reduce plastic waste and/or increase use of alternative materials to plastic. Approx. time: 20 hours</p> <p>Level 4 Explain the economic consequences of such a change. Approx. time: 5 hours</p> <p><i>The hours for each task are a suggestion and indicates the number of hours the students will need to complete the tasks.</i></p>						
Assessment	Passed/not passed						

Assessment basis	The students may choose to document their solutions of the tasks through any media format.	
Assessment criteria's	<p>Level 3 and 4 Names sources of polymer pollution, highlighting their impact on local ecosystems.</p> <p>Recognizes and sorts different types of plastic.</p> <p>Describes the benefits and risks associated with the use of plastics in their work-</p> <p>Presents relevant examples from their workplace/work task on how plastic waste can be reduced</p> <p>Describes environmentally friendly alternatives to polymers in workplace.</p> <p>Level 4 Reflects on the economic aspects of plastic usage and alternatives in the company</p>	
Learning outcomes EQF level 3	EQF level 4	
Knowledge (Covered in the online resources and the Quiz)	<p>Has a basic knowledge of significant sources of polymers pollution, how it can enter local ecosystems and its effects</p> <p>Has a general understanding of the need of reducing, reusing and recycling polymers</p> <p>Has a general understanding of the benefits and risks involved with plastic use in the green sector</p> <p>Has knowledge about municipal and sector specific systems for polymers waste collection.</p>	<p>Has a broader knowledge of the magnitude of different kinds of polymers pollution, and of the significant sources of polymers pollution in the green sector</p> <p>Has a good understanding of the need for reducing, reusing, and recycling polymers</p> <p>Has knowledge about examples of polymer waste management lines in the sector</p>
Skills	<p>Chooses eco- friendly alternatives to polymers in a work task</p> <p>Contributes to effective polymers resource use in own practice</p>	<p>Minimizes plastic waste by effectively sorting discarded materials into recyclable and reusable fractions</p>

<p>Responsibility and autonomy</p>	<p>Helps identify high risk activities regarding polymers pollution in your own work practice</p> <p>Repurposes, sorts, and disposes of polymers resources responsibly and according to local requirements</p>	<p>Reflects on the environmental impact of polymers use in the green sector.</p> <p>Ensures routines for effective and environmentally safe polymer waste management practices</p>
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