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## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### REGISTERED UNIT STANDARD:

#### Take action to address impacts on the environment

SAQA US ID	UNIT STANDARD TITLE			
119553	Take action to address impacts on the environment			
ORIGINATOR				
SGB Environmental Sc/Mgt & Waste Mgt				
QUALITY ASSURING BODY				
-				
FIELD			SUBFIELD	
Field 10 - Physical, Mathematical, Computer and Life Sciences			Environmental Sciences	
ABET BAND	UNIT STANDARD TYPE	PRE-2009 NQF LEVEL	NQF LEVEL	CREDITS
Undefined	Regular	Level 2	NQF Level 02	10
REGISTRATION STATUS		REGISTRATION START DATE	REGISTRATION END DATE	SAQA DECISION NUMBER
Reregistered		2015-07-01	2018-06-30	SAQA 10105/14
LAST DATE FOR ENROLMENT		LAST DATE FOR ACHIEVEMENT		
2019-06-30		2022-06-30		

In all of the tables in this document, both the pre-2009 NQF Level and the NQF Level is shown. In the text (purpose statements, qualification rules, etc), any references to NQF Levels are to the pre-2009 levels unless specifically stated otherwise.

This unit standard does not replace any other unit standard and is not replaced by any other unit standard.

## **PURPOSE OF THE UNIT STANDARD**

In order for me to perform effectively in the field of environmental science, environmental management and waste management, I will be able to:

- Develop, implement and evaluate a plan to prevent, correct or remedy environmental impacts
- Record and report results

I will also know and understand:

- Principles and concepts related to managing environmental impacts (a basic level of understanding is required)
- The role of environmental management tools in managing environmental impacts (a basic level of understanding is required)
- What actions can be taken to address the impact of human activities on the environment.

I can be assessed against this unit standard in the context of any activity which is related to managing environmental issues, such as:

- Waste management related activities, eg
  - > Materials recovery and buy back centres
  - > Waste reception
  - > Landfill operations
- Water course cleaning, care and maintenance
- Care of public places, open areas, cultural and natural heritage sites
- Maintenance of parks and sports fields
- Involvement in community projects and job creation schemes relating to environmental practice
- General industrial or extraction, ie activities with an environmental care or improvement focus

The skill, the knowledge and the values reflected in this unit standard form part of the exit level outcomes required for the National Certificate in Environmental Practice NQF Level 2.

## **LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING**

It is assumed that the learner is competent in Communication and Mathematical Literacy at NQF Level 1.

## **UNIT STANDARD RANGE**

The scope and level of this unit standard is indicated by range statements related to the Specific Outcomes.

## **Specific Outcomes and Assessment Criteria:**

### **SPECIFIC OUTCOME 1**

Determine an appropriate response to a variety of identified environmental impacts.

**OUTCOME RANGE**

Variety: 2 or 3 impacts that have been identified in the learner's work, domestic or community context.

Appropriate response includes preventive, corrective and remedial actions, acting immediately, reporting (including incident reporting), stopping the process, addressing the cause, addressing the impact.

**ASSESSMENT CRITERIA**

**ASSESSMENT CRITERION 1**

The differences between preventive, corrective and remedial responses are explained correctly.

**ASSESSMENT CRITERION 2**

Responses are chosen that are appropriate to the level of authority or capacity of the learner.

**ASSESSMENT CRITERION 3**

Responses are made in a timely manner.

**SPECIFIC OUTCOME 2**

Develop an appropriate plan to address each identified impact.

**OUTCOME RANGE**

The plan should include a sequence of steps.

Evidence of several plans would be required, one for each identified impact.

**ASSESSMENT CRITERIA**

**ASSESSMENT CRITERION 1**

The plan is developed that is logical, practical and sufficiently detailed.

**ASSESSMENT CRITERION 2**

Other parties are informed of the plan and required assistance requested.

**SPECIFIC OUTCOME 3**

Implement the plans and evaluate the results.

**ASSESSMENT CRITERIA**

**ASSESSMENT CRITERION 1**

The actions are taken that are in accordance with the plan.

#### **ASSESSMENT CRITERION 2**

The implementation of the plan is monitored and appropriate adjustments made where necessary.

#### **ASSESSMENT CRITERION 3**

The impacts are addressed properly.

#### **SPECIFIC OUTCOME 4**

Record and report interventions and results achieved.

#### **OUTCOME RANGE**

The report can include recommendations.

#### **ASSESSMENT CRITERIA**

##### **ASSESSMENT CRITERION 1**

Records are completed and accurately made so that they reflect the key issues succinctly and clearly.

##### **ASSESSMENT CRITERION 2**

Reports are compiled and presented appropriately.

#### **UNIT STANDARD ACCREDITATION AND MODERATION OPTIONS**

To obtain credits I must be assessed. The assessment will be based on evidence that I produce. My assessment will be governed by the policies and guidelines of a relevant Education and Training Quality Assurance body (ETQA), which has jurisdiction over this field of learning. The policies and procedures of the relevant ETQA will also determine:

- How my assessment is moderated
- How I can appeal against the outcome of the assessment

Any institution or company which offers learning that will enable me to achieve the purpose of this unit standard must be accredited as a provider through the relevant ETQA.

My assessment against this standard should meet all the requirements of established principles. It should include practical assessment activities, which are appropriate to the contents of this unit standard. These activities should include an appropriate combination of self and peer assessment, practical and oral assessments, observations, etc.

I can be assessed in the language of my choice although if I have to report incidents or conditions to someone else, I will be assessed on my ability to report in the

language commonly used in my working environment.

I will be assessed on all the Specific Outcomes, Critical Cross-Field Outcomes and essential embedded knowledge.

The Specific Outcomes must be assessed in their own right, through oral and practical evidence. My assessment will not only be based on observation but also on other evidence which I compile into a portfolio of evidence. I cannot be assessed only through a written or oral test.

The Specific Outcomes and Essential Knowledge will be assessed in relation to each other. If I am able to explain the items which fall under the heading of essential embedded knowledge, but am unable to perform the Specific Outcomes, then I cannot be assessed as 'competent'. Similarly, if I am able to perform tasks described under the Specific Outcomes, but cannot explain or justify them in terms of the fundamental concepts, principles and practice relevant to the level of the unit standard that underpins my skill, then I cannot be assessed as 'competent'.

I will also be assessed on my ability to apply the principles and techniques related to the Critical Cross-Field Outcomes, not only in terms of what I can demonstrate, but also in terms of what I know and can discuss.

My assessment for this unit standard can be done in conjunction with the assessment of other unit standards related to a qualification, and even in conjunction with my assessment for the qualification as a whole.

#### **UNIT STANDARD ESSENTIAL EMBEDDED KNOWLEDGE**

The following items reflect the type of knowledge that the assessor will evaluate

1.Names & functions of:

- components of the environment and their interrelationships
- basic terminology related to planning and implementing plans
- basic terminology related to the environment and to managing environmental impacts

2.Purpose of:

- addressing environmental impacts
- developing, implementing and evaluating plans
- preventive, corrective and remedial responses to environmental impacts

3.Attributes, descriptions, characteristics & properties:

- natural resources
- environmental impact management concepts: sustainable development, carrying capacity, best practicable environmental option, integrated environmental management, cleaner production, etc.
- environmental impact management practices
- preventive, corrective and remedial responses to environmental impacts

4.Processes and events:

- planning, implementing and evaluating the plan to manage the impact of activities on the environment
- applying preventive, corrective and remedial responses to environmental impacts

5. Causes and effects, implications of:

- implications of not following the planned sequence of steps
- implications of not monitoring the implementation of the plan
- implications of not applying environmental impact management practices

6. Procedures and techniques:

- for planning, implementing and evaluating measures to address environmental impacts (at a basic level)
- for applying preventive, corrective and remedial responses to environmental impacts

7. Sensory cues:

- related to evaluating the effectiveness of preventive, corrective and remedial measures to address environmental impacts

8. Regulations, legislation, agreements, policies, standards:

- related to managing the impact of activities on the environment

9. Theory: rules, principles, laws:

- environmental impact management principles, eg polluter pays, precautionary approach, duty of care, pollution prevention, holistic approach, participation, transparency, accountability and liability
- science and technology related to preventing, correcting and remedying impacts on the environment

10. Categories:

- environmental impact management methods
- environmental impacts
- natural resources

11. Relationships, systems:

- relationship between the nature of the plan, the effectiveness of the implementation and the overall success of the response
- the need to balance protection of the environment with social and economic development

**UNIT STANDARD DEVELOPMENTAL OUTCOME**

N/A

**UNIT STANDARD LINKAGES**

N/A

## **Critical Cross-field Outcomes (CCFO):**

### **UNIT STANDARD CCFO IDENTIFYING**

Identify and solve problems

- develop and implement an appropriate plan

### **UNIT STANDARD CCFO ORGANISING**

Organise and manage myself and my activities

- Implement the sequence of steps making up the planned preventive, corrective or remedial response

### **UNIT STANDARD CCFO COLLECTING**

Collect, analyse, organise and critically evaluate information

- evaluate information related to monitoring the implementation of the plan

### **UNIT STANDARD CCFO COMMUNICATING**

Communicate effectively

- use basic terminology related to environmental principles and concepts
- use basic terminology related to environmental management practices

### **UNIT STANDARD CCFO SCIENCE**

Use science and technology effectively and critically

- apply basic knowledge of environmental components and environmental management principles to formulate and implement a plan to prevent, correct or remedy impacts

### **UNIT STANDARD CCFO DEMONSTRATING**

Demonstrate an understanding of the world as a set of related systems

- understand how adverse impacts of human activities on the environment can be prevented, corrected or remedied
- understand how to develop and apply a plan to address impacts