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**SOUTH AFRICAN QUALIFICATIONS AUTHORITY
REGISTERED UNIT STANDARD:**

Demonstrate an awareness of the impact of human activities on the environment

SAQA US ID	UNIT STANDARD TITLE			
119305	Demonstrate an awareness of the impact of human activities on the environment			
ORIGINATOR		ORIGINATING PROVIDER		
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	OLD NQF LEVEL	NEW NQF LEVEL	CREDITS
Undefined	Regular	Level 1	NQF Level 01	12
REGISTRATION STATUS		REGISTRATION START DATE	REGISTRATION END DATE	SAQA DECISION NUMBER
Reregistered		2009-07-01	2012-06-30	SAQA 0480/09
LAST DATE FOR ENROLMENT		LAST DATE FOR ACHIEVEMENT		
2013-06-30		2016-06-30		

In all of the tables in this document, both the old and the new NQF Levels are shown. In the text (purpose statements, qualification rules, etc), any reference to NQF Levels are to the old 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:

- Identify components of the environment and respond to questions about their interrelationships within my context.
- Use appropriate terminology when speaking about environmental issues.
- Recognise the impacts of events and human activities on the environment.
- Gather information related to environmental impacts and report results.
- Take appropriate action to address the impact of the human activities on the environment.

I will also know and understand:

- Components of the environment and their interrelationships.
- Terminology related to the environment and environmental issues.
- Principles and concepts related to managing environmental impacts (an elementary level of understanding is required).
- The effects of various human activities on the environment.
- What actions can be taken to address the impact of the 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:

- Clearing invasive species and water courses.
- Land development projects.
- Collecting and processing waste.
- Working in community initiatives with an environmental focus.
- Preventing and responding to pollution.

- Inspecting facilities to prevent pollution or adverse environmental impacts.

The skill, the knowledge and the values reflected in this unit standard form part of the exit level outcomes required for the General Education and Training Certificate in Environmental Practice (NQF Level 1).

LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING

It is assumed that the learner has attained ABET level 3 in Mathematics and Communication.

UNIT STANDARD RANGE

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

The amount of detail and degree of complexity provided in explanations and descriptions should be appropriate to NQF Level 1. The purpose is to alert the learner to environmental concepts as they relate to the learner's context, and does not imply knowledge and understanding of the full range of concepts.

Natural resources include water, soil, air, plants, animals, ecosystems.

Specific Outcomes and Assessment Criteria:

SPECIFIC OUTCOME 1

Identify the components of the environment and describe their interrelationships.

OUTCOME RANGE

The environment will be determined by the context and be familiar to the learner.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

The components of the environment in general, and the environmental components of the learner's specific context are identified and described.

ASSESSMENT CRITERION RANGE

Specific context: the learner's work, domestic or community context.

ASSESSMENT CRITERION 2

The interrelationships between environmental components in general are identified and described.

ASSESSMENT CRITERION 3

The interrelationships between the environmental components of the specific context are identified and described.

ASSESSMENT CRITERION RANGE

Specific context: the learner's work, domestic or community context.

SPECIFIC OUTCOME 2

Identify a range of impacts on the environment and use the correct terminology to describe them.

OUTCOME RANGE

The environment will be determined by the context and be familiar to the learner.

Impacts include changes to the environment due to natural events and man-made activities such as resource utilisation, waste production, wastewater management, industrial and mining activities, etc.

Use the correct terminology: a limited range of terminology should be used correctly.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

A range of general impacts of human activities on the biophysical environment are identified and briefly described.

ASSESSMENT CRITERION 2

The impacts of human activities on the environment in the learner's immediate context are identified and briefly described.

ASSESSMENT CRITERION 3

Environmental terminology is used appropriately.

SPECIFIC OUTCOME 3

Describe natural events and human activities which result in impacts on the environment.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

A range of impacts on the biophysical environment is identified and described.

ASSESSMENT CRITERION 2

The links between the natural events and/or the human activities and the damage to the environment are described clearly and simply.

SPECIFIC OUTCOME 4

Gather information related to a particular environmental impact on the immediate surroundings and use it to describe the cause and effect of this impact.

OUTCOME RANGE

Particular environmental impact: a specific impact on the learner's immediate surroundings; the impact could be positive or negative.

Gather information includes anecdotal information obtained verbally from others, visual observation, personal or community experience, results of activities such as taking and recording measurements, etc.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

A sufficient amount of relevant information is collected to determine the cause and to identify the effect of the environmental impact.

SPECIFIC OUTCOME 5

Take appropriate action to address the impacts of human activities on the environment.

OUTCOME RANGE

Evidence should be presented of 4 - 5 actions that reflect:

- A range of actions, see appropriate actions below.
- A variety of impacts, i.e. examples requiring corrective and preventive action.

Appropriate action can include collecting information, reporting, taking physical steps to reduce or stop the impact.

Address impacts also includes preventing impact.

Impacts includes any action or event which could impact on the environment, no matter how small: drippings taps, oil or fuel leaks or spillages, litter, lids missing from containers, inappropriate disposal of materials, fires, etc.

The environment: the learner's work, domestic or community context.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

Appropriate actions to address actual environmental impacts of human activities in the immediate surroundings are identified and successfully implemented.

ASSESSMENT CRITERION 2

Appropriate actions to prevent the environmental impacts of human activities in the immediate surroundings are identified and successfully implemented.

ASSESSMENT CRITERION RANGE

Prevent includes the concept of wise use of materials: cleaner production, energy conservation, resource conservation, waste minimisation.

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

- Names and functions of:
 - > Various natural resources.
 - > Environmental components.
 - > Terminology related to environmental principles and concepts.
- Purpose of:
 - > Sustainable use of resources.
 - > Addressing environmental impacts.
 - > Wise use of materials and resources.
 - > Minimising waste.
- Attributes, descriptions, characteristics and properties:
 - > Soil, air, water, plants, animals, ecosystems.
 - > Wise use, e.g. cleaner production, energy conservation, waste minimisation.
 - > Potential impacts of materials and activities in the learner's context.
- Processes and events:
 - > Droughts, floods, and other natural events.
 - > Pollution and environmental degradation, e.g. soil erosion, global warming, climate change.
- Causes and effects, implications of:
 - > Depletion of natural resources.
 - > Pollution and environmental degradation.
 - > Human actions and potential impacts in the learner's context.
 - > Not taking action to address or prevent environmental impacts.
- Procedures and techniques:
 - > Gathering information.
 - > Identifying potential action in cases of events or conditions causing adverse environmental impacts.
 - > Taking action in cases of events or conditions causing adverse environmental impacts.
- Sensory cues:
 - > Visual cues, smell, hearing or touch related to environmental components and impacts.
- Regulations, legislation, agreements, policies, standards:
 - > Impact management.
 - > Sustainable development.
 - > Aspects of applicable environmental legislation.
- Theory: rules, principles, laws:
 - > Related to the environment.
 - > Related to impact management.
- Categories:
 - > Of natural resources (components).
 - > Of environmental impacts.

- Relationships, systems:
 - > The need to balance protection of the environment with social and economic development.
 - > Relationships between environmental components.
 - > Relationships between human activities and environmental components.

UNIT STANDARD DEVELOPMENTAL OUTCOME

N/A

UNIT STANDARD LINKAGES

N/A

Critical Cross-field Outcomes (CCFO):

UNIT STANDARD CCFO IDENTIFYING

Recognise adverse human impacts on the environment and identify how these can be lessened or prevented.

UNIT STANDARD CCFO ORGANISING

Related to taking action in cases of events or conditions causing adverse environmental impacts.

UNIT STANDARD CCFO COLLECTING

Determine cause and effect on the basis of information collected.

UNIT STANDARD CCFO COMMUNICATING

- Describe environmental impacts in own context effectively.
- Use terminology related to environmental concepts and principles.

UNIT STANDARD CCFO SCIENCE

Apply knowledge of the characteristics of soil, air, water, plants, animals and ecosystems to avoid pollution and environmental degradation.

UNIT STANDARD CCFO DEMONSTRATING

Understand how human activities impact on the environment and how adverse impacts can be prevented or minimised.

QUALIFICATIONS UTILISING THIS UNIT STANDARD:

	ID	QUALIFICATION TITLE	OLD LEVEL	NEW LEVEL	STATUS	END DATE	QUALITY ASSURING BODY
Core	49552	General Education and Training Certificate: Environmental Practice	Level 1	NQF Level 01	Reregistered	2012-06-30	LG SETA

PROVIDERS CURRENTLY ACCREDITED TO OFFER THIS UNIT STANDARD:

This information shows the current accreditations (i.e. those not past their accreditation end dates), and is the most complete record available to SAQA as of today. Some Quality Assuring Bodies have a lag in their recording systems for provider accreditation, in turn leading to a lag in notifying SAQA of all the providers that they have accredited to offer qualifications and unit standards, as well as any extensions to accreditation end dates. The relevant Quality Assuring Body should be notified if a record appears to be missing from here.

1. Integrated Waste and Recycling Services
2. Interwaste (Pty)Ltd

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