

**LEARNER STUDY GUIDE**

**Addressing Impacts on the Environment**

**Type of Unit Standard**

**Core**

**Unit Standard 119553**

**Level 2**

**Credits 10**

Name of Learner: ………………………………………………..

**INDEX**

*Conducting Baseline Assessments*

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# LEARNING PROGRAMME SCHEDULE

*Conducting Baseline Assessments*

Learning Programme Name: **ADDRESSING IMPACTS ON THE ENVIRONMENT**

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| --- | --- | --- | --- |
| **Unit Standard** | **Unit ID** | **US NQF Level** | **US Credits** |
| Take action to address impacts on the environment | 119553 | NQF Level 2 | 10 Credits |

**Details of the Learning Programme Schedule:**

* This learning programme will be trained over a period of 2 DAYS
* The learner has 20 HOURS (3 DAYS) in which to complete the FORMATIVE and SUMMATIVE Assessments
* The learner has to spend a minimum of 70 HOURS (12 DAYS) in the work environment in the form of practical work

*Good Luck and enjoy your learning experience!*

# Unit standard

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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** | | | **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** | **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 | | | 2012-07-01 | 2015-06-30 | SAQA 0695/12 | |
| **LAST DATE FOR ENROLMENT** | | | **LAST DATE FOR ACHIEVEMENT** | | | |
| 2016-06-30 | | | 2019-06-30 | | | |

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| *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. |

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| **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. |

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| **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. |

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| **UNIT STANDARD RANGE** |
| The scope and level of this unit standard is indicated by range statements related to the Specific Outcomes. |

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| **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. |

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| **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. |

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| **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. |

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| **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. |

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| **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. |

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| **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 |

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| **Critical Cross-field Outcomes (CCFO):** |
| **UNIT STANDARD CCFO IDENTIFYING** |
| Identify and solve problems   develope 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 |

# LESSON 1

# Environmental Impacts

This Learning Unit is aligned to US 119553 Specific Outcome 1:

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

This Learning Unit comprises the theoretical component of your learning and includes activities that are class-based and of a formative nature.

**After completing this Lesson, you should be able to:**

* Explain the difference between preventative, corrective and remedial responses
* Respond according to specified timeframes

**IMPACTS ON THE ENVIRONMENT**

Environmental issues are harmful aspects of human activity on the biological environment. Environmentalism, a social and environmental movement that started in the 1960s, addresses environmental issues through advocacy, education and activism.

Major current environmental issues may include:

* Climate change
* [](http://www.google.co.za/imgres?num=10&hl=en&biw=1366&bih=572&tbm=isch&tbnid=4j_PrwjYGK485M:&imgrefurl=http://www.lovetoknow.com/top10/environmental-problems.html&docid=80zS-ngu97OvKM&imgurl=http://cf.ltkcdn.net/www/top10/environmental-problems.jpg&w=424&h=283&ei=JyQuUJ2xDoOI6AGMuoGoDA&zoom=1&iact=hc&vpx=1022&vpy=190&dur=819&hovh=183&hovw=275&tx=128&ty=95&sig=112507014786512300855&page=2&tbnh=120&tbnw=160&start=10&ndsp=28&ved=1t:429,r:27,s:10,i:256)Pollution
* Environmental destruction
* Resource depletion

For example, the conservation movement lobbies for protection of endangered species and protection of any ecologically valuable natural areas.

Environmental issues are addressed at a regional, national or international level by government organisations.

**TASK 1 – This Task needs to be completed and placed in your PoE**

What environmental issues are evident or present in your own community?

This Task is aligned to **Specific Outcome 1, Essential Embedded Knowledge**

Sustainability is the key to preventing or reducing the effect of environmental issues. There is now clear scientific evidence that humanity is living unsustainably, and that a collective effort is needed to return human use of natural resources to within sustainable limits. For humans to live sustainably, the Earth’s resources must be used at a rate at which they can be replenished.

**ENVIRONMENTAL PROBLEMS IN SOUTH AFRICA**

**Lack of Water**

SA’s fresh water supply is almost stretched to its limit. Less than 10% of our rainfall is available as surface water, one of the lowest ratio’s in the world. The country’s groundwater resources are equally limited.

Despite regulations of river waters, in many catchments the need for water exceeds the supply and quality is often below required standards. SA faces tough times in meeting water demands in the decades ahead, given the projected growth in population and economic development.

The shortfall in fresh water is tied to growing demands, but also other issues such as loss of natural habitat and climate change.

**Destruction of Natural Habitats**

The land of the *fine leaved plants*, the SA Fynbos, is one of the world’s most impressive botanical kingdoms. But because the area has been heavily settled for several centuries, large pieces of natural vegetation have been cleared for agriculture and urban development.

Similar problems face the Nambi-Karoo Kaokeveld desert, where poor land management, conversion of marginal lands for cultivation, dam construction, mining and illegal extraction of selected succulents for black market trade, pose a suite of threats.

**Overfishing**

Along the West Coast of SA, there is overharvesting of many valuable species and products such as pilchard, anchovy and rock lobster. Further at sea, some fish stocks have been overharvested and several species are now facing extinction.

These dangerous trends follow improvements of fishing methods, increase in fishing effort and the establishment of fishing industries.

**Pollution**

A high level of traffic associated with crude oil transport from the Arabian Gulf has resulted in contamination from tankers’ spills and discharge.

**RESPONSES TO ENVIRONMENTAL IMPACTS**

[](http://www.google.co.za/imgres?num=10&hl=en&biw=1366&bih=572&tbm=isch&tbnid=tkHqew8C5k-0dM:&imgrefurl=http://www.buzzle.com/articles/environmental-problems.html&docid=dmOU1VyC_RlCLM&imgurl=http://www.buzzle.com/img/articleImages/582323-26.jpg&w=350&h=298&ei=JyQuUJ2xDoOI6AGMuoGoDA&zoom=1&iact=hc&vpx=90&vpy=111&dur=167&hovh=207&hovw=243&tx=124&ty=95&sig=112507014786512300855&page=4&tbnh=124&tbnw=146&start=67&ndsp=28&ved=1t:429,r:14,s:67,i:397)When there is an imminent danger or threat to your environment, it needs to be addressed immediately. This can be done through agencies within the community that are in place and that regularly monitor such impacts. Remember that environmental impacts not only include water and pollution – there can be other elements on the social side. An important note to remember is that any danger to the environment is an ultimate danger to people and the community.

There are organisations in place that assessment, implement plans and regularly monitor the environment, ensuring that it is safe and healthy, and free from virus and disease.

The following process outlines how action should be taken on threats or dangers to the environment. These processes apply to any type of impact, danger or threat – the steps that need to be followed are the same:

1. **Assessment:** Collect data and define the problem, resources and readiness within an area to address the needs and gaps
2. **Capacity –** mobilize and build capacity within the area to address the needs
3. **Planning –** Develop a comprehensive approach that includes policies, programmes and practices, creating a logical, data-driven plan to address the problems identified in the assessment.
4. **Implementation –** Implement evidence-based prevention strategies, programmes, policies and practices
5. **Evaluation –** Measure the impact of the plan and the implementation of processes / practices.

Responses to problems identified may be either **preventative** – which means you have identified a potential problem and therefore can develop a plan which will prevent the danger or threat from taking place; **corrective –** which means the problem has occurred and now you need to fix it and finally, **remedial –** which means that the response is not a final one, but it will fix the problem in the meantime until you have figured out a more long-term solution.

**TASK 2 – This Task needs to be completed and placed in your PoE**

Based on your response to Task 1, explain what information you would include in a report that addressed:

* Preventative measures applicable to the problem
* Remedial measures applicable to the problem
* Corrective measures applicable to the problem

This Task is aligned to **Specific Outcome 1, Assessment Criterion 1**

**TASK 3 – This Task needs to be completed and placed in your PoE**

What is the need of being time-conscious when developing and implementing plans to address dangers or threats to the environment?

This Task is aligned to **Specific Outcome 1, Assessment Criterion 2**

# LESSON 2

# Developing Plans

This Learning Unit is aligned to US 119553 Specific Outcome 2:

**Develop an appropriate plan to address each identified impact**

This Learning Unit comprises the theoretical component of your learning and includes activities that are class-based and of a formative nature.

**After completing this Lesson, you should be able to:**

* Develop a logical, practical and detailed plan
* Inform stakeholders of the plan

[](http://www.google.co.za/imgres?num=10&hl=en&biw=1366&bih=572&tbm=isch&tbnid=dL4KCGaw1M_NyM:&imgrefurl=http://citizentom.com/2007/04/14/how-we-solve-the-problem-of-environmental-pollution/&docid=G7SaM_EJ4PuRdM&imgurl=http://citizentom.files.wordpress.com/2007/04/environment.png&w=720&h=540&ei=JyQuUJ2xDoOI6AGMuoGoDA&zoom=1&iact=hc&vpx=558&vpy=182&dur=451&hovh=194&hovw=259&tx=128&ty=112&sig=112507014786512300855&page=4&tbnh=115&tbnw=148&start=67&ndsp=28&ved=1t:429,r:3,s:67,i:362)A clean and healthy environment is vital for everyone’s quality of life. While the overall quality of our environment is improving, the quality of the environment can vary between different areas and communities. People who are socially and economically disadvantaged often live in the worst environment. For example, those living in informal settlements experience the worst air quality, no adequate housing, lack of water and electricity.

These problems can affect people’s health and wellbeing and can add to the burden of social and economic deprivation. They can also limit the opportunities available for people to improve their lives and undermine attempts to renew communities. Those affected tend to be the most vulnerable and excluded in our society.

Some problems are due to the historical location of industries and communities, others are the result of the impacts of new developments such as more traffic. Often these environmental problems are caused by the action of others who do not live in the affected community. Often those most affected have not been involved in the decisions that affect the quality of their environment.

Tackling environmental inequalities and ensuring that all people have access to a good quality environment in the future is critical to sustainable development.

**DEVELOPING PLANS**

***Plan –*** *A detailed scheme, programme or method worked out beforehand for the accomplishment of an object.* The goal of planning is to ensure the development and implementation of a well-thought out strategic approach.

One of the most effective ways to establish and develop plans is for the team involved to brainstorm the primary activities associated with each impact that has been identified. This will ensure that the plan is solely based on the knowledge of the problem and that the full range of solutions are identified.

* **Brainstorm the plan:** The team should discuss the entire range of potential activities / processes to be implemented.
* **Develop the plan:** the plan should contain the following:
  + A process and deadline
  + Method for tracking progress
  + Dates to consider evaluating processes / practices / re-assessment

The plan should be developed in line with the identified danger or threat. This is the problem – the plan is to either prevent the problem from happening, taking action to correct the problem or taking action on a short-term basis to correct the problem and then re-developing a plan for corrective / preventative action.

It is important that learners understand that these plans should be developed and written like a project plan – with activities, who is responsible, timeframes applicable and cost factors (if applicable). These types of plans allow for easy monitoring and evaluation and tracking of progress to take place regularly or in line with specified timeframes.

Project planning is always developed with logical, practical steps that form a sequence of events, i.e.one event follows on from another one, etc.

Including the following components will increase the plan’s functionality and value:

* Information on relevant internal and external stakeholder meetings
* Anticipated timeframes for internal budget requests
* Anticipated office or management and budget meetings or requests

**THE PURPOSE OF PLANS**

One of the roles any person involved in health and safety activities plays, is to ensure that the environment is protected including the people around you. To do this, research must be conducted on environmental inequalities and together with others, work to develop the most effective ways of tackling them. You need to provide information and advice about the environment impacts of developments to inform local and regional planning decisions that affect their location. You need to take the social and economic impacts of the work into consideration. You also need to encourage participation of deprived and excluded communities in decisions that affect their environment.

**MAINTAINING COMMUNICATION**

The plan that is developed must be communicated to all persons who will directly, or indirectly be involved in its implementation, monitoring or assessment, in fact, even the beneficiaries of the plan must be informed. Ensure that they have access to relevant information, documents and are able to revise existing documents.

**TASK 4 – This Task needs to be completed and placed in your PoE**

Refer to Task 1 and develop a plan to address one of the impacts you have identified within your own community.

This Task is aligned to **Specific Outcome 2, Assessment Criterion 1**

# LESSON 3

# Implementing Plans

This Learning Unit is aligned to US 119553 Specific Outcome 3:

**Implement the plans and evaluate the results**

This Learning Unit comprises the theoretical component of your learning and includes activities that are class-based and of a formative nature.

**After completing this Lesson, you should be able to:**

* Take actions according to the plan
* Monitor the implementation of the plan
* Address the impacts in line with requirements

**IMPLEMENTING THE PLAN**

Once the plan has been approved and signed off, it must be implemented. Obviously, the plan will be no good if it is not monitored closely by a designed person. The implementation of the plan also needs to be evaluated to assess whether the impact is being addressed or not.

The following table illustrates the relationship and some of the differences between measurement and evaluation:

|  |  |
| --- | --- |
| **Measurement** | **Evaluation** |
| On-going monitoring and reporting of accomplishments | In-depth, systematic study that is conducted periodically or on an ad-hoc basis |
| Examines achievement of the plans goals | Examines a broader range of information on performance than is feasible to monitor on an on-going basis |
| Describes achievements in terms of outputs and outcomes in a given time against a pre-established goal | Explains why the results occurred |
| Presents a picture of what is happening at various points in time. This picture can give management an early warning about potential problems | Longer-term review of effectiveness |

**MONITORING THE PLAN**

**TASK 5 – This Task needs to be completed and placed in your PoE**

Why does the plan need to be monitored?

This Task is aligned to **Specific Outcome 3, Assessment Criterion 2**

The plan is based on a series of processes (activities) that aim at solving the problem that has been identified. Before achieving the desired goal or objective, the plan needs to be implemented and monitored at all stages of the plan.

Monitoring should therefore take place at the following stages:

* **Planning Phase** – situation analysis, problem identification, definition of goals, formulating strategies, designing the plan and budgeting
* **Implementation Phase** – mobilisation, utilisation and control of resources and operation; and finally
* **Evaluation Phase**

Monitoring should be executed by all individuals and workplaces that have an interest in the addressing of the problem. So, in the planning phase the questions we ask ourselves are:

* What do we want?
* What do we have?
* How do we use what we have to get what we want?
* What will happen when we do?

When monitoring is done the questions become:

* Where are we?
* Where do we want to go?
* How do we get there? And
* What happens as we do?

Remember, there is a close and mutually reinforcing relationship between **planning, implementation** and **monitoring**. One of the three cannot be done in isolation from the other two, and when doing one of the three the planners and implementers have to cater for the others.

**EVALUATING THE PLAN**

There are different types of evaluation that can be applied to the design, development and implementation of planned approaches to address environmental problems. Evaluations are generally categorised as either formative or summative. Formative evaluations inform and improve the approach while it is still being designed or during implementation. Summative evaluations make judgements about the approach after it has been established for some time or has ended. An evaluation can also focus on one or more aspects of the approach.

**Formative Evaluations:**

* **Design Evaluation –** focuses on the theory behind the approach – given the context, is it reasonable to expect that the processes that have been planned will yield the desired change?
* **Process Evaluation –** answers questions about how the approach operates and documents the procedures and activities undertaken

**Summative Evaluations:**

* **Outcome Evaluation –** answers questions about whether the approach has achieved its expected goals and results
* **Impact Evaluation –** focuses on questions of causality. It tries to establish cause and effect by linking observed outcomes, changes or improvements in the condition of the environment to the specific actions / processes of the approach.
* **Cost Evaluation –** addresses how much the plan will cost, in relation to alternative uses of the same resources and the benefits that the plan is producing

**TASK 6 – This Task needs to be completed and placed in your PoE**

Explain how the impacts of the evaluation would be addressed in your workplace once the plan has been implemented, monitored and evaluated?

This Task is aligned to **Specific Outcome 3, Assessment Criterion 3**

Remember, a good evaluation can:

* Ensure that you are meeting the goals of your plan
* Determine whether allocated resources are yielding the greatest environmental benefit
* Identify what works well, what does not and why and answer questions such as:
  + What internal and external factors influenced the performance?
  + What effect will this level of performance have on future performance if the plan is not changed?

Whatever the type of evaluation you plan, the basic steps remain the same:

# LESSON 4

# Recording and Reporting

This Learning Unit is aligned to US 119553 Specific Outcome 4:

**Record and report interventions and results achieved**

This Learning Unit comprises the theoretical component of your learning and includes activities that are class-based and of a formative nature.

**After completing this Lesson, you should be able to:**

* Complete records accurately
* Compile reports
* Present reports

When completing reports, the section on recommendations is probably the most important part of the document, because the purpose is to solve problems or to take advantage of opportunities and the recommendations section is the part where you make suggestions about how to do this.

You reputation as a professional in your field can be influenced by the quality of your recommendations. Therefore, the quality of the content must be good. In addition, you must ensure that you use correct language and terminology.

**TASK 7 – This Task needs to be completed and placed in your PoE**

Attach a completed report that has been written with recommendations on an environmental impact study conducted in your workplace. Read through the report and note your observations on the report – is it making sense in relation to the identified impact? Are the recommendations sufficient, why or why not? Who was the report submitted and communicated to and why?

This Task is aligned to **Specific Outcome 4, Assessment Criterion 1 and 2**