



National Unit specification

General information

Unit title: Environmental Good Practice (SCQF level 6)

Unit code: H612 46

Superclass: QA

Publication date: December 2013

Source: Scottish Qualifications Authority

Version: 01

Unit purpose

This Unit applies to everyone in an organisation who is required to support and develop environmental good practice. The Unit develops the skills and knowledge requirements for learners to develop an awareness of the impact of their activities on the environment and the importance of improving environmental performance within the work area or other activities. On completion of the Unit learners will have developed activities that both support and promote environmental good practice in the workplace.

Outcomes

On successful completion of the Unit the learner will be able to:

- 1 Demonstrate an understanding of environmental good practice.
- 2 Evaluate the impact of your activities on the environment.

Credit points and level

1 National Unit credit at SCQF level 6 (6 SCQF credit points at SCQF level 6)

Recommended entry to the Unit

While entry is at the discretion of the centre, it would be beneficial if learners have current experience working within an organisation.

National Unit specification: General information (cont)

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Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes for this Unit specification.

There is no automatic certification of Core Skills or Core Skill components in this Unit.

Context for delivery

If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

Equality and inclusion

This Unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

National Unit specification: Statement of standards

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Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

Outcome 1

Demonstrate an understanding of environmental good practice.

Performance Criteria

- (a) Explain the principles of environmental good practice.
- (b) Describe the environmental impacts of human activity on the environment.
- (c) Explain how negative human impacts on the environment can be remedied, mitigated or reduced.

Outcome 2

Evaluate the impact of your activities on the environment.

Performance Criteria

- (a) Identify how your practices impact on the environment.
- (b) Identify the environmental policies and practices that are relevant to your activities.
- (c) Review the positive and negative impact of your activities on the environment.
- (d) Identify opportunities to reduce the negative and improve the positive impact of your activities on the environment.
- (e) Explain to others the need to develop and maintain environmental good practice.

National Unit specification: Statement of standards (cont)

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Evidence Requirements for this Unit

Evidence is required to demonstrate that the learner has achieved all Outcomes and Performance Criteria.

Product evidence and written and/or recorded oral evidence (oral evidence could include recorded creative media formats) will be produced to demonstrate that the learner has achieved all of the Outcomes and Performance Criteria. Learners must produce evidence derived from a real work situation relating to an actual organisation and will produce an individual folio of work in a variety of formats.

Outcome 1 — Learners are required to provide written or oral recorded evidence on a single assessment occasion. The evidence must include:

- ◆ Principles of environmental good practice.
- ◆ Environmental impacts of human activity on the environment: pollution (land, air, water), climate change, resource depletion, biodiversity loss, damage to ecosystems.
- ◆ Ways in which negative human impacts on the environment can be remedied, mitigated or reduced.

This assessment should take place in open-book conditions.

Outcome 2 — Learners are required to demonstrate that they are able to evaluate the impacts of their activities on the environment.

Evidence could comprise a portfolio of evidence, in a variety of formats, covering all of the Performance Criteria. Suggested evidence types include:

- ◆ assessor checklists
- ◆ diaries
- ◆ log-books
- ◆ personal statements
- ◆ organisational policies and procedures
- ◆ memoranda and other communications with management
- ◆ production specifications
- ◆ witness testimony
- ◆ photographs
- ◆ internal reports
- ◆ promotional media materials/documents, video, leaflets, posters
- ◆ e-communications



National Unit Support Notes

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Unit Support Notes are offered as guidance and are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

Guidance on the content and context for this Unit

Wherever possible the context of the Unit should be workplace based. The exploration of the principles of environmental good practice should relate to a learner's own place of work. Learners not in employment must use the delivering centre to provide a suitable workplace environment.

This Unit develops the skills and knowledge requirements for learners to develop an awareness of the impact of their activities on the environment and the importance of improving environmental performance within the work area or other activities. These impacts could include any of the following:

- ◆ Pollution (land, air, water)
- ◆ Climate change
- ◆ Resource depletion
- ◆ Biodiversity depletion
- ◆ Damage to ecosystems

The practical element of the Unit, Outcome 2, requires learners to evaluate the impact of their activities on the environment by: Identifying how their practices impact on the environment, Identifying the environmental policies and practices that are relevant to their activities, Reviewing the positive and negative impact of their activities on the environment, Identifying opportunities to reduce the negative and improve the positive impact of their activities on the environment, Explaining to others the need to develop and maintain environmental good practice.

In terms of overall content, self-study and internet research is highly recommended. This ensures that content will remain both current and relevant. Learners should be guided towards internationally recognised, scientifically supported, sources. These might include: the United Nations Environment Programme, Scottish Natural Heritage and the Scottish Environmental Protection Agency. Reference might also be made to professional bodies, for example: the Chartered Institute of Waste Management (CIWM), the Institute of Environmental Management and Assessment (IEMA). Specific information and advice can also be sourced through any number of NGOs, for example: WWF, RSPB.

National Unit Support Notes (cont)

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On completion of the Unit learners will be able to explain the principles of environmental good practice and support their organisation in becoming more environmentally aware in the manner in which they carry out their business. They will help to ensure that their organisation meets all regulatory and legal requirements, eg Zero Waste Scotland, Carbon Reduction Commitment, etc and go beyond these to become truly sustainable institutions.

This Unit links to the Cogent National Occupational Standard (NOS) Develop an Awareness of Environmental Good Practice in Support of Sustainable Business Practice (COGSBP35).

Guidance on approaches to delivery of this Unit

This Unit may be delivered as part of the Professional Development Award in Sustainable Business Practice.

It would be best if the Unit were to be delivered and assessed in the order indicated by the Outcomes. Despite this sequencing a holistic approach to teaching and assessment is highly recommended.

It is important to contextualise the content to make it as relevant as possible to the learner's area of work. A range of delivery techniques can be employed, including self-study, internet research and group discussion, and learners should be encouraged to draw on any experience they have in the workplace as an operative involved in organisational activities. The use of case studies/scenarios will aid them to put their learning into a practical context. It is essential that learners have access to a real work environment. Learners not in employment must use the delivering centre to provide a real organisational context.

Learners should also be encouraged to investigate current industry standards and organisational policies through research carried out on the internet and other sources.

It would be helpful for learners to visit an external organisation with a good reputation for environmental management and resource efficiency as part of their studies. Good practice could be identified and used as discussion points within the group. It may be useful for a speaker from a relevant industry to talk to learners about how their organisation plans, implements and improves organisational environmental good practice.

Guidance on approaches to assessment of this Unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

Holistic assessment, ie a portfolio of evidence covering all Outcomes and Performance Criteria is highly recommended. A learner centred approach should be used throughout.

National Unit Support Notes (cont)

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Outcome 1 might be assessed using a series of extended response/structured questions. The questions should cover all Performance Criteria in the Outcome. The assessment should take place in open-book conditions. Learners should be encouraged to research the Outcome Performance Criteria in advance of the assessment event and transcribe their findings to notes — there is no limit to the volume of notes that may be taken into the assessment event. Internet access during the assessment should not be permitted. The completed assessment may then be used as an introduction to the learner’s portfolio of evidence for Outcome 2.

The practical assessment of this Unit, covering **Outcome 2**, could take place in any organisational context and effort should be made to ensure that the situation is real and relevant. It may be possible to link this assessment to work experience which the learner carries out as part of the programme of study.

Opportunities for e-assessment

E-assessment is appropriate for the assessment of this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA’s qualifications is available at www.sqa.org.uk/e-assessment.

Opportunities for developing Core and other essential skills

In this Unit, learners will carry out practical activities that involve interacting with management and colleagues within an organisation. There are good opportunities for developing *Communication* and *Problem Solving* skills. Learners will measure and record the efficiency of their workplace activities and there will be good opportunities to enhance *Numeracy* skills.

In addition, given that the Unit embraces the principles of sustainable development, broader skills development in the areas of enterprise, employability, sustainable development and citizenship are integral to this curriculum area. Inevitably learners will improve these skills through completion of the Unit.

History of changes to Unit

| Version | Description of change | Date |
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General information for learners

Unit title: Environmental Good Practice (SCQF level 6)

This section will help you decide whether this is the Unit for you by explaining what the Unit is about, what you should know or be able to do before you start, what you will need to do during the Unit and opportunities for further learning and employment.

This Unit develops the skills and knowledge requirements for you to develop an awareness of the impact of your activities on the environment and the importance of improving environmental performance within your work area or other activities.

During the practical elements of the Unit you will learn how to:

- ◆ Identify how your practices impact on the environment.
- ◆ Identify the environmental policies and practices that are relevant to your activities.
- ◆ Review the positive and negative impact of your activities on the environment.
- ◆ Identify opportunities to reduce the negative and improve the positive impact of your activities on the environment.
- ◆ Explain to others the need to develop and maintain environmental good practice.

On completion of the Unit you will be able to explain the principles of environmental good practice and support your organisation in becoming more environmentally aware in the manner in which they carry out their business. You will help to ensure that your organisation meets all regulatory and legal requirements, eg Zero Waste Scotland, Carbon Reduction Commitment, etc and goes beyond these to become a truly sustainable institution.

In this Unit, you will carry out practical activities that involve interacting with management and colleagues within your organisation. There are good opportunities for developing *Communication* and *Problem Solving* skills. You will measure and record the efficiency of your workplace activities and there will be good opportunities to enhance your *Numeracy* skills.

In addition, given that the Unit embraces the principles of sustainable development, broader skills development in the areas of enterprise, employability, sustainable development and citizenship are integral to this curriculum area. Inevitably you will improve these skills through completion of the Unit.