

National Unit Specification: General Information

UNIT Sustainable Development In Practice (Intermediate 2)

NUMBER D896 11

COURSE

SUMMARY

The unit is designed to meet the needs of candidates following a wide range of programmes and can be used effectively as a means of raising environmental awareness. On completion of the unit candidates will be able to describe the impact of developments on the environment and will have a knowledge and understanding of sustainable development.

OUTCOMES

- 1 Describe the environmental impact of a proposed or actual local development.
- 2 Investigate the effects of initiatives and actions towards sustainable development with respect to the proposed or actual development.

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following;

- Standard Grade Biology, Chemistry, Geography, Physics or Science at grade 3 or 4
- Intermediate 1 Managing Environmental Resources or its components units.

CREDIT VALUE

1 Credit at Intermediate 2.

CORE SKILLS

Information on the automatic certification of any core skills in this unit is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

Administrative Information

Superclass: QA

Publication date: December 1998

Source: Scottish Qualifications Authority

Version: 01

© Scottish Qualifications Authority 1999

This publication may be reproduced in whole or in part for education purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged.

Additional copies of this specification can be purchased from the Scottish Qualifications Authority. The cost is £2.50.

National unit specification: statement of standards

UNIT Sustainable Development In Practice (Intermediate 2)

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 the Scottish Qualifications Authority.

OUTCOME 1

Describe the environmental impact of a proposed or actual local development.

Performance Criteria

- a) The main contributors to the environmental effects of a given proposed or actual development are identified correctly.
- b) The environmental effects of the given development are described comprehensively.
- c) The economic effects of the given proposed or actual development are described comprehensively.
- d) The social effects of the given proposed or actual development are described comprehensively.

Evidence Requirements

Evidence of an appropriate level of attainment must be generated with items covering all performance criteria. One environmental impact report is required and must be the individual work of the candidate. The report must be based on an investigation in which the candidate has demonstrated an acceptable level of participation. The collection of the information may involve group work.

OUTCOME 2

Investigate the effects of initiatives and actions towards sustainable development with respect to the proposed or actual development.

Performance Criteria

- a) The need for action is explained correctly with reference to the concept of sustainable development.
- b) The proposed actions towards sustainable development and their effects are described comprehensively.
- c) The proposed implementation plan is described comprehensively.
- d) The proposed monitoring regime is described comprehensively.

Evidence Requirements

Evidence of an appropriate level of attainment must be generated with items covering all performance criteria. A report of one investigation is required and must be the individual work of the candidate. The report must be based on an investigation in which the candidate has demonstrated an acceptable level of participation. The collection of the information may involve group work.

National unit specification: support notes

UNIT Sustainable Development In Practice (Intermediate 2)

This part of the unit specification is offered as guidance. None of the sections of the support notes is mandatory.

GUIDANCE ON CONTENT AND CONTEXT

This unit should be delivered within as local a context as possible. The local community and how it is, or will be, affected by the development should provide a central focus to the aspects covered. The detailed content will therefore vary depending on the area and the circumstances relating to it.

The introductory nature of this unit should be borne in mind at all times.

- 1 Well documented examples of developments with significant effects could be used to introduce the various aspects. Care should be taken to provide a balanced content. Although the impact of developments on the natural environment are many and profound, they must not be allowed to skew the context away from the economic and social effects. Environmental, economic and social aspects must be seen as equal partners in sustainable development.

Concepts such as produce life cycle assessment and ecological footprints could be useful in introducing ideas relating to environmental effects. Environmental assessment and planning permission should be introduced in a vary simplified form.

- 2 Striking a balance should be the theme for this outcome. The formulation and implementation of plans to move towards sustainable development should be considered. The equally important aspects relating to regular routine monitoring, recording and reporting of selected sustainability indicators should also be included.

Discussion of environmental monitoring should refer to accepted quality standards for air and water. Waste management options should also be discussed. Potential pollution issues may be a convenient way to bring in the idea of environment impact assessment.

GUIDANCE ON TEACHING AND LEARNING APPROACHES

The delivery of this unit should reflect a candidate-centred approach.

Some formal teaching sessions will be required to introduce the concept of sustainable development and other key issues. Case studies should be taking up a large part of the allocated time for learning and teaching. An investigative approach should be adopted with candidates working in groups. Discussion sessions could be used for the exchange of ideas and information with candidates learning from their own experiences.

It is important that every effort is made to make delivery appropriate to the needs of individual candidate groups.

National unit specification: support notes (cont)

UNIT Sustainable Development In Practice (Intermediate 2)

GUIDANCE ON APPROACHES TO ASSESSMENT

Centres may use the Instruments of Assessment which are considered by teachers/lecturers to be the most appropriate. All performance criteria can be assessed by the participation of candidates in a single investigation and appropriate levels of attainment in the associated reports.

SPECIAL NEEDS

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements* (SQA, 1998).