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

Recognise, group, use and care for materials which can impact on health and the environment

SAQA US ID	UNIT STANDARD TITLE			
119306	Recognise, group, use and care for materials which can impact on health and the environment			
ORIGINATOR				
SGB Environmental Sc/Mgt & Waste Mgt				
PRIMARY OR DELEGATED QUALITY ASSURANCE FUNCTIONARY				
-				
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 1	NQF Level 01	10
REGISTRATION STATUS		REGISTRATION START DATE	REGISTRATION END DATE	SAQA DECISION NUMBER
Reregistered		2018-07-01	2023-06-30	SAQA 06120/18
LAST DATE FOR ENROLMENT		LAST DATE FOR ACHIEVEMENT		
2024-06-30		2027-06-30		

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:

- Recognise and group materials which can impact on health and the environment.
- Use and care for materials in my context which can impact on health and the environment.

I will also know and understand:

- The properties of a range materials that commonly occur in my context.
- The positive and negative effects of such materials on the environment.
- The basic principles for responsible use and handling of various materials in my context.

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 a learner studying towards this qualification has attained ABET level 3 Mathematics and Communication.

UNIT STANDARD RANGE

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

An impact may be positive or negative.

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 concepts related to handling materials as they relate to the learner's context, and does not imply knowledge and understanding of the full range of concepts.

Materials should be understood to include all substances in all phases (solid, liquid, gaseous) with which learners interact in the respective contexts. It is not, unless specifically indicated, limited to hazardous materials as defined by legislation and international codes/standards.

Specific Outcomes and Assessment Criteria:

SPECIFIC OUTCOME 1

Recognise and group various items found in my context, according to the impact of their material(s) on health and the environment.

OUTCOME RANGE

Material(s) could include the following: metals, glass, plastics, rubber (including tyres), asbestos, chemicals, agro chemicals, foodstuffs, pharmaceuticals and medical materials, fuels, lubricants, plant materials, human and animal materials, construction materials, etc.

Recognise includes identification of the contents of containers or transport/storage mechanisms for materials (e.g. gas cylinders) as well as pictograms or symbols used for the contents of containers or transport/storage mechanisms in accordance with different material types and properties.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

Items are correctly grouped and their component materials are correctly named.

ASSESSMENT CRITERION 2

Questions about the grouping of the materials are responded to appropriately.

SPECIFIC OUTCOME 2

Read documented information on materials and understand its purpose and use.

OUTCOME RANGE

Documented information includes work instructions, material safety data sheets, codes and other documentation applicable to the handling, storage, transportation or disposal of the material in question.

Information is restricted to materials which are relevant to the learner's specific context.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

The format and purpose of the documented information is explained for materials found in my context.

ASSESSMENT CRITERION RANGE

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

ASSESSMENT CRITERION 2

Requirements for working with materials are extracted from documented information for a range of materials found in my context.

ASSESSMENT CRITERION RANGE

Range of materials: two to three different hazardous chemical substances most commonly used or occurring in the context.

SPECIFIC OUTCOME 3

Understand the physical properties of the materials and relate them to the way the materials occur or are used.

OUTCOME RANGE

Physical properties: this includes understanding the information provided in the Material Safety Data Sheet (MSDS), where relevant.

Occur: In some contexts the range of materials may include some that are not used, although their properties / characteristics should be known, e.g. alien plant species.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

The basic properties/characteristics of a range of materials are described.

ASSESSMENT CRITERION 2

The use of each material (or the way the material occurs) is described.

SPECIFIC OUTCOME 4

Describe the potential impact of the materials on health and the environment, related to their properties.

OUTCOME RANGE

Potential impact: should include impacts upon the biophysical environment as well as on human health and well-being.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

The potential impact of each material is described accurately.

ASSESSMENT CRITERION 2

The impacts described for each material cover a range of environmental components.

ASSESSMENT CRITERION RANGE

Environmental components include: air, soil, water, humans, animals and plants.

SPECIFIC OUTCOME 5

Use materials in my context.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

Correct materials are used for the specific purpose.

ASSESSMENT CRITERION RANGE

In formal worksites this assessment criteria would relate to applying procedures correctly.

ASSESSMENT CRITERION 2

Defective materials are identified, isolated and reported.

ASSESSMENT CRITERION 3

Appropriate personal protective equipment is used for each material and the specific use to which it is put.

ASSESSMENT CRITERION 4

Incidents and problems are reported and appropriate action is taken.

ASSESSMENT CRITERION 5

Appropriate records are kept and reports submitted.

SPECIFIC OUTCOME 6

Transport, store and care for materials in my context.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

Materials are stored and transported so as to minimise the potential impact on health and the environment.

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:
 - > Materials.
 - > Documented information on materials.
 - > Expiry dates.
 - > Pictograms.
 - > Waste minimisation.
- Purpose of:
 - > Sorting and classifying materials.
 - > Environmentally responsible handling of materials.
 - > Documented information on materials.
 - > Expiry dates.
 - > Information contained in labels, e.g. pictograms.
- Attributes, descriptions, characteristics and properties:
 - > Material properties.
 - > Impact of materials on the environment.
- Processes and events:
 - > Sorting and classifying.
- Causes and effects, implications of:
 - > The effects of the materials on health and the environment.
 - > The implications of the material properties for handling the materials.
 - > Documented information on materials.
- Procedures and techniques:
 - > For identifying materials.
 - > For classifying materials.
 - > For applying information contained in the documented information on materials.
- Sensory cues:
 - > Related to identification of the materials.
 - > Related to defective materials.
- Regulations, legislation, agreements, policies, standards:
 - > Relevant legislation related to health and the environment, with special reference to protocols and guidelines for

hazardous chemical substances.

- Theory: rules, principles, laws:
 - > Relevant environmental principles.
- Categories:
 - > Of materials.
- Relationships, systems:
 - > The relationship between the properties of the materials and their effects on health and the environment.
 - > The relationship between the properties of the materials and the correct methods of handling them.

UNIT STANDARD DEVELOPMENTAL OUTCOME

N/A

UNIT STANDARD LINKAGES

N/A

Critical Cross-field Outcomes (CCFO):

UNIT STANDARD CCFO IDENTIFYING

- Related to the identification of materials.
- Recognise potential adverse impacts on health and the environment and take action to prevent or minimise them.

UNIT STANDARD CCFO WORKING

Work safely with due care for the health of others.

UNIT STANDARD CCFO ORGANISING

Store, transport and use potentially harmful substances correctly, without adverse impact on health and the environment.

UNIT STANDARD CCFO COLLECTING

- Use pictograms to identify the contents of containers and transport/storage mechanisms.
- Understand the format and purpose of the documented information on materials and, where applicable, nationally recognised protocols and guidelines for hazardous chemical substances.

UNIT STANDARD CCFO COMMUNICATING

- Report defective materials.
- Submit simple reports based on data recorded.

UNIT STANDARD CCFO SCIENCE

Use knowledge of material properties to group materials.

UNIT STANDARD CCFO DEMONSTRATING

Recognise the relationships between the properties of materials, the correct methods of handling them, and their effects on health and the environment.

UNIT STANDARD ASSESSOR CRITERIA

N/A

REREGISTRATION HISTORY

As per the SAQA Board decision/s at that time, this unit standard was Reregistered in 2012; 2015.

UNIT STANDARD NOTES

N/A

QUALIFICATIONS UTILISING THIS UNIT STANDARD:

	ID	QUALIFICATION TITLE	PRE-2009 NQF LEVEL	NQF LEVEL	STATUS	END DATE	PRIMARY OR DELEGATED QA FUNCTIONARY
Core	49552	General Education and Training Certificate: Environmental Practice	Level 1	NQF Level 01	Reregistered	2023-06-30	LG SETA

Elective	58493	General Education and Training Certificate: Equine and Equestrian Practices	Level 1	NQF Level 01	Reregistered	2023-06-30	AgriSETA
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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 Primary or Delegated Quality Assurance Functionaries 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 Primary or Delegated Quality Assurance Functionary should be notified if a record appears to be missing from here.

1. A4 Consultancy CC
2. ABA Sebenzi
3. Agisanang SA Training
4. Amabamba Recruitment
5. AVAX SA 481 CC. T/A Mandisa Development Services
6. Bantubanye Skills
7. Buena Vista Learning Academy
8. CTC College(PTY) LTD.
9. Ditirelo Skills Development Services
10. Elective Training Institute Enterprise CC
11. Elvis Koena Consulting (Pty) Ltd
12. Icando
13. IQ Skills Academy (PTY) LTD.
14. Iziko Capacity Building CC.
15. Kgolo Institute
16. KHOSITHI TRAINING
17. Mabuya Amahle Trading
18. Maile Consulting
19. Mangalani Business Enterprises
20. Mcebo Technologies
21. Mind Magic Consulting
22. Mission Point Consulting
23. Mortarboard Training Solutions
24. Networx for Career Development
25. NJ & L Trading Enterprise CC.
26. NS Global Academy
27. Power Rush Trading 170 CC.
28. PTDEV (Pty) Ltd
29. PWI CORPORATE TRAINING PTY LTD
30. RLSTP Training & Development (PTY) LTD.
31. Senelo Trading CC
32. The Crimson CO CC.
33. Thubelihle Graduate Institute
34. Tshwane Skills Training Centre
35. University of Venda
36. Vicmat Consultants
37. XL AT Consulting CC
38. Ya Hina Management Consulting and projects
39. YAB Business Solutions (Pty)Ltd