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

Compile a portfolio of evidence for assessment

SAQA US ID	UNIT STANDARD TITLE			
119304	Compile a portfolio of evidence for assessment			
ORIGINATOR		REGISTERING 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	3
REGISTRATION STATUS		REGISTRATION START DATE	REGISTRATION END DATE	SAQA DECISION NUMBER
Reregistered		2008-06-24	2011-06-24	SAQA 0160/05
LAST DATE FOR ENROLMENT		LAST DATE FOR ACHIEVEMENT		
2012-06-24		2015-06-24		

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 demonstrate effectively what I have learned in the field of environmental science, environmental management and waste management, I will be able to:

- Compile a portfolio of evidence to prove that I have achieved specific learning outcomes

I will also know and understand:

- What evidence is, and how evidence is evaluated

- The requirements of an assessment portfolio
- The kinds of evidence that should be included
- How to organise and present the evidence of my learning.

I can be assessed against this unit standard in any context within the field of environmental science, environmental management and waste management.

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.

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.

Specific Outcomes and Assessment Criteria:

SPECIFIC OUTCOME 1

Respond to questions about the reasons for developing a portfolio of evidence and describe briefly how the portfolio is used in the process of assessment.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

Information is provided that shows that the purpose of the portfolio and its role in assessment is understood.

SPECIFIC OUTCOME 2

Use my own portfolio to demonstrate what a portfolio should consist of, and explain briefly why I have included these items.

OUTCOME RANGE

Should consist of: CV (Curriculum Vitae), list of contents showing how material has been organised, a variety of types of evidence. The CV should be applicable to the circumstances of the learner - a more mature person with some life experience would include details of previous learning and experience, while for a young person, personal details would be sufficient.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

The portfolio contains the required material in appropriate amounts.

ASSESSMENT CRITERION 2

A detailed list of contents is provided to show what material has been included and how it is organised.

ASSESSMENT CRITERION NOTES

Organised: the contents of the portfolio should be organised in such a way that the relationship between each item and the specific learning outcome (or group of learning outcomes) for which it provides evidence, is clear.

ASSESSMENT CRITERION 3

The material is organised so as to provide clear, accessible evidence that the learning outcomes have been achieved.

ASSESSMENT CRITERION 4

Questions about the purpose of the various items in my portfolio are responded to appropriately.

SPECIFIC OUTCOME 3

Use my own material to demonstrate kinds of evidence that can be included in a portfolio, and respond to questions about why I have selected these items for my portfolio.

OUTCOME NOTES

Evidence should be of a range of types and from a range of sources, although assessors should be sensitive to constraints which could limit a learner's ability to provide a wide variety of types of evidence.

OUTCOME RANGE

Kinds of evidence: set exercises and assignments, tests and other forms of assessment, assessor observations; documents produced through work-related activities such as data sheets and activity reports, reports by supervisors and managers, progress reports, results of performance appraisals, documentary evidence of problems identified and action taken, photographic records, witness statements; evidence of community related activities relevant to the context . If evidence cannot be stored in the portfolio, its location should be recorded.

Evidence should not only show that activities have been performed, but should also provide evidence of the qualitative aspects of the performance.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

Evidence is provided that shows that specified learning outcomes have been achieved.

ASSESSMENT CRITERION RANGE

Specified learning outcomes: as defined in the unit standard(s) or qualification being assessed.

ASSESSMENT CRITERION 2

The evidence provided is relevant, reliable, sufficient for the purpose and authentic.

ASSESSMENT CRITERION RANGE

Relevant, reliable: evidence relates to the specific learning outcomes achieved; evidence indicates the ability to perform competently is consistent over a period of time

Sufficient for the purpose: quality is more important than quantity, although evidence should show that the criteria have been met for all components of a skill

Authentic: the learner's own work (contribution verified if performed as a member of a team); document verified by date and signature if provided by supervisor, etc.

ASSESSMENT CRITERION 3

Questions about my reasons for including the evidence in my portfolio are responded to appropriately.

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

1. Names and functions of:

- Components of a portfolio
- Various items, eg reports, assignments, data sheets, etc

2. Purpose of:

- Using a portfolio to demonstrate learning
- Compiling a portfolio
- Including a CV and list of contents
- Including different kinds of evidence
- Collecting evidence throughout the learning period
- Authenticating evidence (if applicable)
- Organising the material / evidence

3. Attributes, descriptions, characteristics and properties:

- Of a portfolio for assessment
- Of various types of evidence
- Of the concepts: valid, relevant, authentic, sufficient

4. Processes and events:

- Process of collecting evidence

- The assessment process
5. Causes and effects, implications of:
 - Failing to organise and present material so that its relevance to the learning outcomes can be understood
 - Failing to gather sufficient evidence of competence for the portfolio
 - Failure to begin collecting evidence early in the process
 6. Procedures and techniques:
 - For gathering evidence
 - For authenticating evidence
 - For compiling the portfolio
 7. Sensory cues:
 - Visual cues related to presenting material
 8. Regulations, legislation, agreements, policies, standards:
 - Relevant aspects of skills development legislation
 - Relevant aspects of SAQA guidelines, etc
 9. Theory: rules, principles, laws:
 - Applicable aspects of principles of assessment
 - Applicable principles for evidence, eg validity, reliability
 10. Categories:
 - Kinds of evidence
 11. Relationships, systems:
 - The relationship between my learning achievements and the evidence I provide to support this.

UNIT STANDARD DEVELOPMENTAL OUTCOME

N/A

UNIT STANDARD LINKAGES

N/A

Critical Cross-field Outcomes (CCFO):

UNIT STANDARD CCFO IDENTIFYING

1. Identify and solve problems
 - Selecting relevant material to prove learning achievements
 - Identifying gaps in the evidence and addressing these

UNIT STANDARD CCFO WORKING

Work effectively with others

- To collect and authenticate material

UNIT STANDARD CCFO ORGANISING

Organise and manage myself and my activities

- Engage in activities to generate relevant material over a period of time

UNIT STANDARD CCFO COLLECTING

Collect, analyse, organise and critically evaluate information

- Collect and organise the material so that the evidence is clear, relevant and sufficient

UNIT STANDARD CCFO COMMUNICATING

Communicate effectively

- Communicate verbally during assessment when responding to questions about the portfolio and the portfolio building process
- Written communication related to the collection of evidence

UNIT STANDARD CCFO DEMONSTRATING

Demonstrate an understanding of the world as a set of related systems

- Describe in elementary terms how the portfolio relates to the learning achievements and the process of assessment

QUALIFICATIONS UTILISING THIS UNIT STANDARD:

	ID	QUALIFICATION TITLE	OLD LEVEL	NEW LEVEL	STATUS	END DATE
Core	49552	General Education and Training Certificate: Environmental Practice	Level 1	NQF Level 01	Reregistered	2011-06-24
Elective	58493	General Education and Training Certificate: Equine and Equestrian Practices	Level 1	NQF Level 01	Registered	2010-06-27
Elective	49753	General Education and Training Certificate: General Technical Practice	Level 1	NQF Level 01	Passed the End Date - Status was "Registered"	2009-02-09

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

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