



Australian Government

Department of Education, Employment and Workplace Relations

SROOPS002B Plan for minimal environmental impact

Release: 1

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Modification History

Not applicable.

Unit Descriptor

This unit has been developed for the Outdoor Recreation Industry Training Package. This unit covers the knowledge and skills required to plan outdoor activities to ensure that minimal environmental impact occurs. The planning requires consideration of the appropriate combination of an activity with a setting. This involves the learner making informed decisions about the selection of settings and the conduct of the activity during the planning phase. Note: For Indigenous contexts, the delivery and assessment against this competency standard must comply with community protocols and guidelines and be supported by elders and custodians of country. This unit incorporates the unit SROOPS001B Implement minimal environmental impact practices, and this should be taken into consideration when planning to meet pre-and co-requisite requirements.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 1 Identify the interrelationships occurring within a natural environment	1.1 Identify <i>key ecological concepts</i> and their relationships within natural ecosystems 1.2 Determine natural <i>processes and interrelationships</i> occurring within natural environments 1.3 Identify the manner in which interrelationships between natural processes can be affected
2 2 Identify sources of environmental impact	2.1 Determine human <i>impact</i> through recreational activities on natural processes and interrelationships 2.2 Determine aspects unique to a specific environment 2.3 Identify sensitive areas after consultation with appropriate <i>authorities</i> 2.4 Source information on the <i>types of environmental impact</i> likely to occur during specific outdoor activities in specific locations 2.5 Determine <i>uses for land and water resources</i>
3 Identify sources of social impact	3.1 Identify other <i>uses</i> of a particular site/location and discuss possible implications for outdoor recreation and the <i>resources</i> 3.2 Assess whether particular settings offer appropriate recreation opportunities by examining the nature of the activities and matching this with the <i>characteristics of the settings</i> 3.3 Source information on the <i>types of social impacts</i> likely to occur during specific outdoor activities in specific locations
4 4 Plan for minimal impact	4.1 Identify current <i>management strategies</i> implemented by resource managers for environmental asset management 4.2 Source appropriate information from <i>authorities</i> , landowners and/or custodians in order to identify

- the parameters of use
- 4.3 Demonstrate compliance with resource management principles and policies when planning the activity location/site
 - 4.4 Demonstrate consideration of suitability and appropriate use of a specific recreation setting for the proposed outdoor recreation activity
- 5 **Implement methods to minimise *impact***
- 5.1 Plan and conduct activities in a manner which minimises environmental ***impact***
 - 5.2 Comply with policies and management plans relevant to the activity area
 - 5.3 Develop activity aims in order to achieve minimal ***impact***
 - 5.4 Communicate ***unique aspects*** of a setting and specific impacts likely to occur during an activity to other participants in the activity
 - 5.5 Adopt and model a positive and caring attitude towards the natural environment throughout activities
 - 5.6 Demonstrate cooperation and consideration towards other users in settings where multiple use occurs
- 6 **6 Monitor and review minimal impact practices**
- 6.1 Identify ***basic techniques*** to determine the nature and degree of ***impact***
 - 6.2 Evaluate the effectiveness of personal minimal ***impact*** practices using ***basic techniques***
 - 6.3 Modify ***impact*** reduction strategies, where necessary, after evaluation

Required Skills and Knowledge

Not applicable.

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements

Critical aspects of evidence to be considered

Assessment must confirm sufficient knowledge of the following as the basis for planning activities that cause minimal impact

- underpinning principles of ecology

- underpinning principles of resource management

Assessment of performance should be over three (3) different locations/sites in order to ensure consistency of performance over the Range Statements and contexts applicable to planning for minimal environmental impact relevant to at least one outdoor activity covering the prescribed number of categories from the Range Statements

Assessment must confirm the ability to apply this knowledge and appropriate techniques to

- apply knowledge of ecological concepts, processes, interrelationships, social aspects and management strategies to plan activities that are appropriate to the proposed location/site with respect to environmental impact

- plan for minimal impact during at least one type of outdoor recreation activity

- comply with minimal impact practices during the conduct of an activity

- monitor and review the conduct of activities in light of impacts caused

Interdependent assessment of units

This unit must be assessed after attainment of competency in the following unit(s)

Nil

This unit must be assessed in conjunction with the following unit(s)

Nil

For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)

Unit(s) associated with participation in, or conduct of, any outdoor recreation activity

Required knowledge and skills

Required knowledge

Minimum impact codes

Legal and statutory requirements (of resource management agencies)

Specific problems of fragile environments or threatened species

Area restrictions

Limited knowledge of biological systems and their interrelationships

General knowledge of factors affecting land management planning, eg, limits of acceptable change, recreation succession

Familiarity with terms used in planning for appropriate use of sites/locations

recreation setting

recreation activity

recreation opportunity

Cultural protocols for making contact and communicating with indigenous people and organisations

Impacts caused by outdoor recreation activities

Practices which may be implemented to minimise impact

Practices and procedures used by resource management authorities to reduce impact

Required skills

Minimal impact practices

Research and evaluation of impact through observation and questioning

Communication and interpersonal skills

Problem solving and solution focused strategies

Resource implications

Physical resources - assessment of this competency requires access to

an outdoor location suitable for the conduct of an outdoor recreation activity

activity specific equipment

personal clothing appropriate to location and conditions

food and water resources

resource management agencies' requirements

Human resources - Assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must

be competent in this unit but preferably be competent in the unit SROOPS008A Apply the principles of natural resource management

be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment

be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area

have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the *Standards for Registered Training Organisations*

Consistency in performance

Due to issues such as the range of possible impacts and the minimisation strategies involved, this unit of competency must be assessed over three (3) different locations/sites in order to ensure consistency of performance over the Range Statements and contexts applicable to planning for minimal environmental impact relevant to at least one area of outdoor activity

Context for assessment

This unit of competency must be assessed in the context of an outdoor recreation activity and must be demonstrated whilst planning and participating in an actual/real outdoor activity

Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes

Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

**KEY
COMPETENCIES**

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	1	3	1	2	2	2

These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace

practices.

The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:

Use routine approaches

Select from routine approaches

Establish new approaches

Collecting, analysing and organising information -

Accessing and interpreting relevant information from appropriate authorities pertaining to a particular area or setting

Communicating ideas and information -

Communicating with relevant

land
managemen
t
authorities,
clients and
other
users with
regards to
planning
for minimal
environmen
tal impact

**Planning
and
organising
activities -**

Planning
appropriate
activities
and
conducting
them in a
way that
minimises
the
environmen
tal impact
on a
particular
area or
setting

**Working
with teams
and others**

- Working
collaborativ
ely with
land
managemen
t
authorities,
colleagues,
clients and
other users
in order to
apply
consistent

and agreed
upon minimal impact
practices

**Using
mathematical ideas
and
techniques**

-

Using basic
calculations
to
determine
impact on
sites

**Solving
problems -**

Applying
knowledge
of potential
environmental and
social
impacts of
a particular
setting in
order to
find
solutions to
planning
considerations

**Using
technology**

- Sourcing
relevant
information
from
appropriate
authorities
pertaining
to a
particular
area or
setting

Please refer
to the
Assessment
Guidelines
for advice
on how to
use the Key
Competenci
es.

Range Statement

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency

RANGE STATEMENT

CATEGORIES

Authorities

[all categories]
relevant state and local government
authorities, eg, National Parks and Wildlife
Services
land owners
custodians

Basic techniques

[all categories]
observation
questioning

Characteristics of the setting

[all categories]
biological, including
vegetation
landscape
topography
scenery
social, including
number of people present and activities they
pursue
managerial, including
ownership
development
access regulations

Impact

[all categories]
on ecology
soil, including

destruction of surface organism matter
compaction
aeration
temperature
moisture
erosion
plants, including
direct injury or death
introduction of exotic species
changes in species composition
suppression of germination of new plants
reduction in growth rates of new plants
water, including
reduced water quality
changes in seasonal availability
geology including
erosion
artificial inclusions, eg, climbing bolts
displacement/destruction
wildlife, including
killing
disturbance
loss of habitat
altered populations
intrusion, eg, feeding, introduced species

Key ecological concepts

[all categories]
energy flow
community
diversity
change
adaptations
biosphere
interrelationships

Management strategies

cycles

[all categories]

dispersal of use

concentration of use

site location

site hardening or shielding

type of use

zoning

size limitations

noise restrictions

speed restrictions

Processes and interrelationships

[all categories]

food chains

sun

plants

herbivores

predators

introduced species

loss of habitat

removal of species

selective enhancement of feeding opportunities

Resources

[all categories]

water

space

huts

fires and wood for fuel

Types of environmental impact

[all categories]

pollution

physical damage

alteration to the environment, including

disturbance of fauna

introduction of new flora and fauna

	chemical alteration of environments
	reduction in decomposing timber
	gates not left as required by landholders
	damage to, or inappropriate behaviour in, cultural sites
	Visual, including
	graffiti
	campfire scars
	Noise
	intrusion into private lives and culture
	Development of facilities and signs
Types of social impacts	[all categories]
	conflicts with other recreational users
	change of setting
	damage to cultural heritage
	conflicts with other forest uses/users
	crowding
Unique aspects	[all categories]
	caves
	archaeological, heritage and cultural sites
	local traditions
	protected areas
	delicate/fragile formations and strata
	flora and fauna with restricted distribution
Uses for land and water resources	[all categories]
	mining
	recreation
	grazing
	agriculture
	hunting
	cultural purposes
	tourism
	conservation

other State/Territory specific uses

Unit Sector(s)

Not applicable.