

CAPACITY BUILDING TRAINING FOR CATCHMENT MENTORS (CHAMPIONS)

INTRODUCTION TO THE WATER CYCLE MODULE 5 (B)

SECTION 1: SAQA COMPLIANCE

**Integrated Water Resources Management
Strategies, Guidelines and Pilot Implementation in Three Water Management
Areas, South Africa**

**Department of Water Affairs and Forestry
South Africa**

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FPCD

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INTRODUCTION TO THE WATER CYCLE - MODULE 5 (B)

Note: Please refer to the Learners Guide on the Introduction to the Water Cycle

This learning material forms part of the Capacity Building Training for Catchment mentors

1.1 SAQA COMPLIANCE: INTRODUCTION TO THE WATER CYCLE

MODULE NAME	Introduction to Water Cycle
UNIT STANDARD TITLE	Demonstrate Knowledge of Water Cycle, Water and Waste Water Systems
NQF LEVEL	2
CREDITS	5
TYPE OF GUIDE	LEARNER GUIDE
ENTRY LEVEL REQUIREMENTS	Literacy NQF 1
TIME ALLOCATION (per module)	50 hours
PURPOSE	The qualifying learner will be able to explain the elements of the water cycle and water catchment management. This competence will enable the learner to value water as a scarce resource and share its knowledge to improve community understanding of the importance of conserving water resources
LEARNING STRATEGY	Off the job in groups, group work, individual work
DELIVERY METHODS	Facilitation, group work
PRESCRIBED RESOURCES	Learners guide, Assessment guide and case studies
EQUIPMENT/TRAINING AIDS	Overhead projector, flipcharts, pictures, maps, transparencies, papers
LEARNING ENVIRONMENT	Classroom
EVALUATION METHODS	<ul style="list-style-type: none"> ❖ Group Assessment ❖ Facilitators assessment ❖ Companion assessment ❖ Self assessment ❖ Diagnostic assessment

SPECIFIC OUTCOMES ATTACHED TO THIS UNIT	
SPECIFIC OUTCOME 1:	“Identify and explain the elements of the natural water cycle” (addressed in this module)
SPECIFIC OUTCOME 2:	“Explain the principles of a water catchment”
SPECIFIC OUTCOME 3:	“ Explain the concepts of ground water collection and extraction”
SPECIFIC OUTCOME 4:	“ Explain the concepts of surface water collection and extraction”
SPECIFIC OUTCOME 5:	“Identify possible sources of pollution of water and explain appropriate corrective action”
SPECIFIC OUTCOME 6	“ Explain the importance of legislation within the water sector”
SPECIFIC OUTCOME 7:	“ Identify and explain common water related diseases”
<u>Specific outcomes 2-7 forms part of this Unit Title but has been included in the Introduction to Water Use Module</u>	

1.2 LEARNING OUTCOMES

At the end of this unit you should be able to:

- ❖ Draw the water cycle
- ❖ Identify and explain all the elements of the water cycle
- ❖ Explain the relationship of elements to each other

1.3 RECOGNITION OF PRIOR LEARNING

In order to be assessed against this unit standard the learner should demonstrate competence in the stated learning outcomes. Any learner who feels that they already have all or some of the skills, knowledge, attitudes and values covered by this module should apply for Recognition of Prior Learning and supply appropriate information.

1.4 PORTFOLIO OF EVIDENCE

This programme is outcomes based and uses continuous assessment strategies. One of the strategies is for the learner to develop a portfolio of evidence. This means that all learners must keep a portfolio for this course. It will demonstrate their competencies during the course and the application of these competencies. The portfolio should contain:

- ❖ Learner detail form
- ❖ Application for Assessment
- ❖ Candidate's Guidelines

- ❖ Assignment on theoretical knowledge; e.g.:
 - The LGWSETA Sector skills plan
 - The Bill of Rights
 - Equity
 - Alternative ways of providing information to learners
- ❖ Assessment documents and guides; e.g.:
 - Master Assessment plan
 - Preparation of Candidate for assessment
 - Assessment evidence
 - Feedback
 - Appeal form
 - Review form

1.5 CRITICAL CROSS-FIELD OUTCOMES

The following critical cross-field outcomes have been included in the learning material. (✓ The ones that have been covered in the module).

CRITICAL CROSS-FIELD OUTCOMES	
Identify and solve problems:	✓
Work effectively with others in teams	✓
Organise and manage oneself and one's activities responsibly and effectively	✓
Collect, analyse, organise and critically evaluate information	✓
Communicate effectively using visual, mathematical and/or language skills	✓
Use science and technology effectively and critically	✓
Understand the world as a set of inter-related parts of a system	✓
Contribute to the full development of self by engaging with texts that stimulate awareness and development of life skills and the learning process	✓

1.6 TIME FRAME

6 hours