

ASSESSMENT GUIDELINES

Unit 1675

Select control programmes for amenity plant diseases and disorders

Level 4, Credit 8, version 5

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Unit standard 1675

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Level of performance required for this unit standard

This is a level 4 unit standard. At this level trainees are expected to demonstrate the following abilities when completing assessment tasks:

- To work under broad guidance, independently; with complete responsibility for the standards of the outcome achieved.
- To apply technical skills, knowledge, and innovation to complete the task to the specified standard, in a variety of familiar and unfamiliar contexts.
- To analyse and interpret information, and make an informed judgment.

Workplace assessment:

For guidelines on Workplace Assessment, please refer to the NZHITO Workplace Assessors Manual, and for further information, please contact: NZHITO, PO Box 8638, Christchurch. Ph 03 9644 735, fax 03 9644 737, website www.hortito.org.nz

Special notes:

Legislation relevant to this unit standard includes but is not limited to the Hazardous Substances and New Organisms Act 1996, and subsequent amendments.

Unit 1675: Select control programmes for amenity plant diseases and disorders (Apprentice copy)

ELEMENT	Competent	Range of evidence an assessor should consider
<p>Element 1 Identify a range of specific amenity plant diseases and disorders</p>	<p>Yes/No</p>	<ul style="list-style-type: none"> ▪ Recognise and name fungal diseases by viewing signs or symptoms. Diseases – downy mildew, grey mould, phytophthora, powdery mildew, sclerotinia, silver leaf, wilt fungi; Signs or symptoms – bulb rots, cankers and diebacks damping off, fungal galls, leaf spots, rusts. ▪ Recognise and name bacterial diseases by viewing symptoms. Range: bacterial spot (begonias), blast (peach, citrus), fireblight (<i>Cotoneaster</i>, <i>Pyracantha</i>), soft rot, crown gall. ▪ Recognise and name viral diseases by viewing symptoms. Range: mosaics, breaks, wilts. ▪ Recognise causes of physiological disorders. Range: nutrient deficiencies, nutrient toxicities, wind damage, hail damage, unsuitable light levels, unsuitable soil moisture levels, unsuitable temperatures.
<p>Element 2 Evaluate disease and disorder control measures</p>	<p>Yes/No</p>	<ul style="list-style-type: none"> ▪ Explain cultural control methods and illustrate with common examples. Range: six of – barriers, crop rotation, environmental modification, hygiene, pheromones’ planting nectar sources to attract natural enemies, prevention of plant injury, quarantine, resistant cultivars, soil cultivation, soil water management, time of sowing. ▪ Explain biological control and illustrate with examples of pathogens commonly used. Range: <i>Agrobacterium radiobacter</i>, <i>Trichoderma viride</i> ▪ Summarise pesticides used to control amenity plant diseases and disorders according to chemical name, formulation, toxicity, mode of action, and resistance potential. ▪ Explain the principle of integrated pest control and outline the specific programmes. ▪ Outline the health and safety precaution for using pesticides. Range includes: precautions to protect the user, other people, crops, the environment according to the Standard
<p>Element 3 Select a disease and disorder control programme for a specified amenity horticultural situation</p>	<p>Yes/No</p>	<ul style="list-style-type: none"> ▪ List major diseases and disorders in relationship to their vulnerability, to various environmental conditions. ▪ Identify chemical control methods on the basis that cultural and biological methods have been exhausted. ▪ Integrate cultural, biological and chemical methods in to the selected programme. ▪ Ensure the programme selected is justified against other available programmes. Range: all chemical, all biological.

(Name of Apprentice)

is **Competent / Not yet competent** in Unit Standard 1675 (version 5)

Signed (Assessor): _____

WPA Registration Number: _____ Date: _____

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Please send this page to your NZHITO Regional Manager, who will forward it to National Office to register the credits on your NZQA Record of Learning.

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