

**Identify and Report  
Common Pests and Diseases  
In Plant Propagation and Landscapes**

# **Assessment Guide**

**TABLE OF CONTENTS**

|                                 | <b>Document</b>  | <b>Page Number</b> |
|---------------------------------|--|--------------------|
| <b>Assessment Details</b>       |  |                    |
| 1                               | Candidate Details  | 3                  |
| <b>Assessment Guidelines</b>    |  |                    |
| 2                               | Unit Standard: Identify and Report Common Pests and Diseases in Plant Propagation and Landscapes | 4                  |
| 3                               | Assessment Strategy  | 9                  |
| 4                               | Assessment Process   | 13                 |
| 5                               | Assessment Confirmation  | 15                 |
| 6                               | Assessment Preparation Interview Sheet   | 16                 |
| 7                               | Competence Judgement (Overall Competence Record)   | 18                 |
| 8                               | Assessment Decision (Motivation)   | 19                 |
| 9                               | Appeals Application  | 20                 |
| 10                              | Assessment Review (Candidate and Assessor)   | 21                 |
| 11                              | Instructions to the Candidate  | 22                 |
| <b>Assessment Instruments</b>   |  |                    |
| 13                              | Knowledge Questionnaire Checklist  | 32                 |
| <b>Additional Documentation</b> |  |                    |
| 14                              | Assessment Design Document   | 37                 |

**CANDIDATE DETAILS**

|                       |                         |
|-----------------------|-------------------------|
| Candidate Name: _____ |                         |
| Contact Details:      | Physical Address: _____ |
| Identity Number       | _____                   |
| Tel:                  | Email:                  |
| Assessor Name: _____  |                         |
| Tel:                  | Email:                  |
| Moderator Name: _____ |                         |
| Tel:                  | Email:                  |
|                       | Physical Address: _____ |
|                       | _____                   |
| Tel:                  |                         |

**Declaration:**

I, \_\_\_\_\_ ( assessor) hereby declare that the information contained in the attached documentation is, to my knowledge, correct and valid.

**Candidate**

**signature**

**Date**

**Assessor**

**signature**

**Date**

**Moderator**

**signature**

**Date**

**UNIT STANDARD**

## TITLE

Identify and Report Common Pests and Diseases in Plant Propagation and Landscapes

|                       |                                     |
|-----------------------|-------------------------------------|
| UNIT STANDARD NUMBER: | 119708                              |
| UNIT STANDARD LEVEL:  | NQF 1                               |
| CREDITS:              | 4                                   |
| FIELD:                | Agriculture and Nature Conservation |
| SUB FIELD:            | Horticulture                        |
| ISSUE DATE:           | 2006-02-09                          |
| REVIEW DATE:          | 2009-02-09                          |

---

**PURPOSE OF THE UNIT STANDARD**

This standard is aimed at people who work in or intend to work within the Horticulture industry in general and as applied in a specific environment.

Those learners who acquire the outcomes of this standard will be able to recognise the presence of common pests and diseases in the horticultural and landscape environment and how to report these.

The qualifying learner is able to:

- Identify pests and describe the consequences of their presence.
- Recognise the presence of a disease and describe their consequences.
- Apply preventative procedures to minimize pests and disease occurrence.
- Demonstrate and understanding of the methods to control pests and diseases that occur in the horticultural environment.

**LEARNING ASSUMED TO BE IN PLACE**

Demonstrate knowledge of communication and Numeracy at Abet level 3.

---

1 Continued on next page

**Specific Outcomes and Assessment Criteria:****Specific Outcome 1****Identify pests and describe the consequences of their presence.****Outcome Range:**

Definition, list common pests, different types of feeding habits, consequences, naming common pests, their characteristics and the plants they are prone to attack, insect, slugs, snails, mites, worms, caterpillars, beetles, aphids, bugs, scale insects, ants, moles, sap sucking, leaf mining, defoliate, tunnel, roots, stems, leaves, flowers, fruit, abnormal growth (galls), death, damage (aesthetic), spread viral and fungal diseases, sugar cover.

**Assessment Criteria**

1. Describe the factors that define a pest.
2. Detail the different feeding habits of common pests that damage or destroy plants.
3. Explain the consequences of the damage to plants, caused by pest.
4. Name and describe ten common pests found in the workplace.
5. Describe the signs/evidence of the presence of these pests and the plants they commonly attack.

**Specific Outcome 2****Recognise the presence of a disease and describe their consequences.****Outcome Range:**

Types of diseases and their spread, consequences, naming common diseases, their characteristics and the plants they are prone to attack, bacterial, fungal, virus, most common of these, methods of spreading, rate of infection, powdery mildew, down mildew, grey mould (Botrytis) bacterial leaf spots and blotches, rust, fungal leaf spots, viruses, wilt, root rot, damping off, root knot nematodes, honey fungus, ink spot, canker, crown rot, dollar spot.

**Assessment Criteria**

1. Describe the factors that define a disease and how they are spread.
2. Explain the effects that diseases have on plants.
3. Name and describe ten common diseases found in the workplace.
4. Describe the signs/evidence of their presence and the plants they commonly appear on.

**Specific Outcome 3**

**Apply preventative procedures to minimize pest and disease occurrence.**

**Outcome Range:**

Plant health, suitability of plant to intended position (pH, aspect of site), micro climate (shade, frost), correct planting, plant requirements, identifying cause, removal.

**Assessment Criteria**

1. Describe the measures to be taken to prevent pest infestations
2. Explain the preventative procedures to minimize the occurrence of diseases in plants.
3. Demonstrate the preventative procedures for deterring pests in the horticultural environment.

**Specific Outcome 4**

**Demonstrate an understanding of the methods to control pests and diseases that occur in the horticultural environment.****Outcome Range:**

Organic – traps, companion planting, resistant plants, hygiene, crop rotation.

Biological – predators, parasites, diseases, beneficial animals.

Chemical – insecticides (pesticides), fungicides.

**Assessment Criteria**

1. Describe the methods used to control pests.
2. Describe the methods used to control diseases.

**Unit Standard Accreditation and Moderation Options**

1. Internal moderation.
2. External moderation.
3. Moderation of assessment will be overseen by the relevant ETQA, according to the moderation guidelines in the relevant qualification the agreed ETQA procedures.
4. Internal assessment.
5. External assessment with the relevant registered/accredited industry body/ETQA.
6. An Assessor accredited by the relevant ETQA, will assess the Learner's competency.
7. Formative and summative assessment of qualifying Learners against this unit standard should be in alignment with the requirements of the NSB.
8. Practical assessment activities will be used that are appropriate to the contents in which the qualifying Learners are working.
9. Assessment will include self and peer assessment, practical and oral assessment, observations, questions and answers, etc.
10. Direct observation is required in simulated or actual work conditions.
11. Reporting skills are demonstrated by effective communication, using verbal and/or writing skills.
12. Assessments are to be structured to include formative and summative component, as well as the submission of a Portfolio of Evidence.
13. The assessment should ensure that all the specific outcomes, critical cross-field outcomes and embedded knowledge are assessed.
14. Specific outcomes must e assessed in their own right, through oral and practical evidence and cannot be assessed by observation only.
15. Essential embedded knowledge must be assessed in their own right, through oral and practical evidence and cannot be assessed by observation only.
16. Special outcomes and essential embedded knowledge must e assessed in relation to each other.
17. If qualifying Learners are able to explain the essential embedded knowledge, but are unable to perform the specific outcomes, then they should not be assessed as competent.
18. If qualifying Learners are able to perform specific outcomes, but are unable to explain the essential embedded knowledge, they should not be assessed as competent.
19. Evidence of the specified critical cross-field outcomes should be found, both in performance and in essential embedded knowledge.
20. All assessment activities must be fair, so that all Learners have equal opportunities. Activities must be free of gender, ethnic or other bias.
21. This unit standard can be assessed together with any other relevant registered unit standard.

**Embedded Knowledge**

Embedded knowledge is reflected within the assessment criteria of each specific outcome and must be assessed in its own right, through oral and written evidence. Observation cannot be the only assessment.

**Developmental Outcomes**

1. Reflecting on and exploring a variety of strategies to learn more effectively.
2. Participating as responsible citizens in the life of local, national and global communities.
3. Being culturally and aesthetically sensitive across a range of social contexts.
4. Exploring education and career opportunities.
5. Developing entrepreneurial opportunities.

**Critical Cross Field Outcomes**

- Identify and solve problems in which responses display that responsible decisions using critical and creative thinking have been made – specific outcomes 1, 2, 3 and 4.
- Work effectively with others as a member of a team, group, organisation or community. Specific outcome embedded in the learning for this level of learner.
- Organise and manage oneself and one's activities responsibly and effectively. Specific outcome 3.
- Collect, analyse, organise and critically evaluate information. Specific outcome 1, 2, 3 and 4.
- Communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written presentation. Specific outcome embedded in the learning for this level of learner.
- Use science and technology effectively and critically, showing responsibility toward the environment and health of others. Specific outcome 1, 2, 3 and 4.
- Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation. Specific outcome 1, 2, 3 and 4.

---

*All qualifications and unit standards registered on the National Qualifications Framework are public property. Thus the only payment that can be made for them is for service and reproduction. It is illegal to sell this material for profit. If the material is reproduced or quoted, the South African Qualifications Authority (SAQA) should be acknowledged as the source.*

**ASSESSMENT STRATEGY**

|                            |   |                              |        |
|----------------------------|---|------------------------------|--------|
| <b>UNIT STANDARD TITLE</b> | Identify and Report Common Pests and Diseases in Plant Propagation and Landscapes   | <b>UNIT STANDARD NUMBERS</b> | 119708 |
| <b>LEVEL</b>               | NQF Level 1   | <b>TOTAL CREDIT VALUE</b>    | 4      |
| <b>TARGET GROUP</b>        | <p>This standard is aimed at people who work in or intend to work within the Horticulture industry in general and as applied in a specific environment.</p> <p>Those learners who acquire the outcomes of this standard will be able to recognise the presence of common pests and diseases in the horticultural and landscape environment and how to report these.</p> <p>The qualifying learner is able to:</p> <ul style="list-style-type: none"> <li>▪ Identify pests and describe the consequences of their presence.</li> <li>▪ Recognise the presence of disease and describe their consequences.</li> <li>▪ Apply preventative procedures to minimize pest and disease occurrence.</li> <li>▪ Demonstrate an understanding of the methods to control pests and diseases that occur in the horticultural environment.</li> </ul> |                              |        |

|                              |  |
|------------------------------|--|
| <b>Context of Assessment</b> | <b>The Purpose of the Assessment</b>   |
|                              | <p><b>Range Addressed</b></p> <ul style="list-style-type: none"> <li>• The range covered, refers to all the specific outcomes and assessment criteria as outlined by the unit standard.</li> </ul> <p>Candidates produce evidence that he/she can identify and report common pests and diseases.</p> |

|  |   |
|--|---|
|  | <b>Assessment Approach</b>  |
|  | <p>Assessment is focused on the applied competence of the learner and the relevant unit standard determines the assessment criteria.</p> <p><b>Summative Assessment</b><br/>This is a summative assessment and assesses Candidates taking part in the National Certificate in Ornamental Horticulture Learnership at NQF Level 1.</p> <p><b>RPL</b><br/>This assessment may also be used to assess Candidates for RPL purposes</p> <p><b>Diagnostic</b><br/>The results from this assessment can also be used for the purpose of Gap Fill training and will assist in the development of the Workplace Skills Plan.</p> <p><b>Rating</b><br/>Learners are rated "Competent" or "Not Yet Competent".</p> |

|  |   |
|--|---|
| <b>Assessment Instruments</b>  |   |
| <b>Types of Evidence</b>   | <b>Assessment Method</b>  |
| Direct   | <b>Questioning</b> by means of an oral or written test to determine foundational and reflective competence. |
| <b>Assessment Conditions</b>   |   |
| <p>The collection of evidence for the purposes of this assessment will take place in either the candidate’s natural work environment or in the classroom. The candidate will be expected to identify and report common pests and diseases as stipulated by the Unit Standards specific outcomes, range statements and assessment criteria.</p> |   |

|  |  |
|--|--|
|  | <b>Assessment Team</b>   |
|  | <p>The assessment team consists of the following:</p> <ul style="list-style-type: none"><li>▪ Evidence Collection Facilitator</li><li>▪ Assessor</li><li>▪ Internal Moderator (20% of all portfolios are moderated)</li><li>▪ External Moderator (20% of portfolios are moderated)</li></ul> |
|  | <b>Special Assessment Needs</b>  |

|  |   |
|--|---|
|  | <p>Special needs are dealt with in the Assessment Preparation Interview. Should the candidate present any special needs requests, the assessment will be adjusted, provided that the fairness, validity and reliability of the assessment are not compromised.</p> <p>In addition the knowledge test may be administered as an oral interview or as a written test depending on the confidence and language levels of the candidates.</p> |
|--|---|

**ASSESSMENT PROCESS**

| The Steps:                               | How:  |
|--|---|
| <p><b>Prepare for the Assessment</b></p> | <p>1. Review this assessment guide to:</p> <ul style="list-style-type: none"> <li>▪ Ensure that you understand all the requirements of the assessment in terms of evidence required to prove competence.</li> <li>▪ Validate the assessment instruments against the candidate’s context.</li> <li>▪ Ensure that you have familiarised yourself with all the policies and procedures referred to in the assessment guide.</li> </ul> <p>2. Identify and prepare the candidate for the assessment by:</p> <ul style="list-style-type: none"> <li>▪ Conducting the <b>“Assessment Preparation Interview, Sheet”</b> where all the details regarding the assessment are discussed and agreed to by all parties.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>▪ Provide the candidate with a letter detailing all the specifications covered in the <b>“Assessment Preparation Interview Sheet.”</b></li> </ul> |
| <p><b>Conduct Assessment</b></p>         | <p>1. Review the assessment plan with the candidate.</p> <p>2. Collect the evidence in accordance with the instrument requirements.</p> <p>Please note that the checklist covers the following:</p> <p><b><u>Knowledge Questioning</u></b></p> <p>This assessment covers all the foundational competence as outlined by the specific outcomes, range statements and assessment criteria in the unit standard and may be conducted as a written or oral test.</p> <p>Gather, record and make judgments on all the evidence.</p>  |

| <b>The Steps:</b>                           | <b>How:</b>  |
|---|--|
| <p><b>Make assessment Decision</b></p>      | <ol style="list-style-type: none"> <li>1. Make assessment decision and discuss the results with the learner in a face-to-face interview.</li> <li>2. Ensure that your feedback is developmental and supportive in nature.</li> <li>3. Advise the candidate on what action to follow in the event of a “Not-Yet-Competent”.</li> <li>4. Advise the candidate on what action to take where he/she feels the need to appeal your decision.</li> <li>5. Allow the candidate time to provide you with feedback relevant to the process.</li> <li>6. Ensure the candidate counter-signs the <b>“Assessment Decision”</b> to indicate his/her agreement to the feedback and overall score.</li> <li>7. Record the candidate’s feedback in this guide and ensure that it is provided to the person responsible for the quality assurance of assessment tools.</li> <li>8. Handle any disputes and identify matter that requires contingency planning.</li> </ol> |
| <p><b>Review the Assessment Process</b></p> | <p>Complete the <b>“Assessment Review”</b> documents and submit to the assessment co-ordinator.</p>  |

|                                  |  |                    |  |
|----------------------------------|--|--------------------|--|
| <p><b>Assessor Signature</b></p> |  | <p><b>Date</b></p> |  |
|----------------------------------|--|--------------------|--|

**ASSESSMENT CONFIRMATION**

Dear : \_\_\_\_\_

(Candidate Name & Surname)

This serves as a confirmation that your “**Assessment Preparation Interview**” will be conducted on the \_\_\_\_\_ (date) at \_\_\_\_\_ (venue).

We will discuss:

- The purpose of the assessment.
- The date, time and venue of your assessment.
- The context of the NQF.
- And select the Unit Standard against which you will be assessed.
- The credit value, level, of the unit standard against which you will be assessed.
- The assessment procedure.
- The assessment methods to be used in your assessment.
- How the evidence will be collected.
- What evidence you are required to present on the day, whether direct, historical or indirect.
- Your special requirements, whether medical or personal, that will affect the assessment procedure.
- And agree to feedback procedures.
- The moderation process.
- Appeals procedure.
- Agree to and sign the assessment plan.

Please do not hesitate to contact me should you have any further queries.

Thank you

Assessor Signature

Date

\_\_\_\_\_

Candidate Signature

\_\_\_\_\_  
\_\_\_\_\_

Date

\_\_\_\_\_  
\_\_\_\_\_

**ASSESSMENT PREPARATION INTERVIEW SHEET**

|  | √ | X | Contingency |
|--|---|---|-------------|
| <p>_____, your assessment will be conducted at .....(time) on the .....(day) of .....(month) 200...(year) at .....(venue).</p> <ul style="list-style-type: none"> <li><i>(Allow the candidate to provide alternative dates, times or venues, where feasible.)</i></li> </ul>   |   |   |             |
| <p>I will briefly explain the context of the NQF to you, to ensure that you understand the reasons for the assessment being conducted in this manner.</p>  |   |   |             |
| <p>You will be assessed against Unit Standard No:<br/> <b>Identify and report common pests and diseases in plant propagation and landscapes.</b></p> <p><b>@ NQF Level :1</b></p>  |   |   |             |
| <p>The Unit Standard is worth 4 credits<br/> <i>(Where the assessment is not based on an NQF Standard, please explain to the candidate that this field will not be completed.)</i></p>   |   |   |             |
| <p>In order to determine your competence levels, we will be conducting the assessment using various methods:</p> <p>You will be required to produce the following evidence in order to demonstrate your competence:</p> <ul style="list-style-type: none"> <li><i>(Explain the evidence requirements in terms of the assessment criteria.)</i></li> <li><i>(Explain what documentary evidence the candidate should produce on the day of the assessment, i.e. historical evidence, indirect evidence.)</i></li> </ul> <p><b><u>Knowledge Questionnaire</u></b><br/>                     This covers all the specific outcomes, range statement and assessment criteria as outlined by the unit standard.</p> |   |   |             |

|   | √ | X | Contingency |
|---|---|---|-------------|
| <p>Please provide us with details regarding any special needs you may have.</p> <ul style="list-style-type: none"> <li><i>(Explain to the candidate that these special needs may be of a medical or personal nature, e.g. requiring an interpreter, making provision for guide dogs, etc.)</i></li> <li><i>(Explain to the candidate that these needs will be catered for, within the parameters of assessment validity, fairness, and reliability.)</i></li> </ul> |   |   |             |
| <p>You will be provided with detailed feedback regarding your performance on .....(date) by means of .....<br/>(explain methods, i.e. written, interview.)</p> <ul style="list-style-type: none"> <li><i>(Explain how and when feedback will be provided – indicate to the candidate, at which intervals feedback will be provided, using the assessment instrument.)</i></li> <li><i>(Explain the Moderation Process.)</i></li> </ul>                              |   |   |             |
| <p>In the event that you are rated “Not-Yet-Competent”, you will be entitled to one (1) re-assessment opportunity.</p> <ul style="list-style-type: none"> <li><i>(Explain the re-assessment procedure in terms of remedial coaching, etc.)</i></li> </ul>   |   |   |             |
| <p>You are entitled to lodge an appeal should you not be in agreement with the assessor’s decision.</p> <ul style="list-style-type: none"> <li><i>(Explain the appeals procedure to the candidate...see appeals procedure attached.)</i></li> </ul>   |   |   |             |
| <p>Your assessment results will be forwarded to the following departments:</p> <ul style="list-style-type: none"> <li><i>(Advise candidate of rights in terms of confidentiality agreements.)</i></li> <li><i>(Advise candidate of storage procedures.)</i></li> </ul>  |   |   |             |
| <p>You will be afforded an opportunity to provide the assessor with feedback regarding the assessment procedure, to assist us in improving our assessment practices.</p> <ul style="list-style-type: none"> <li><i>(Advise candidate that the Assessor Review Document should be returned, together with the signed Assessment Decision Form (this is where you would acknowledge feedback provided by the Assessor))</i></li> </ul>                                |   |   |             |
| <b>Candidate’s declaration of understanding</b>   |   |   |             |
| <p>I herewith declare that I am ready for the assessment and that we have reviewed the assessment plan. I understand the assessment process and am happy that the assessment will be conducted in a fair manner.</p>  |   |   |             |

Assessor Signature \_\_\_\_\_

• Date \_\_\_\_\_

|   |   |             |
|---|---|-------------|
| √ | X | Contingency |
|---|---|-------------|

Candidate Signature \_\_\_\_\_

Date \_\_\_\_\_

## **COMPETENCE JUDGEMENT**

### OVERALL COMPETENCE RECORD

|                      |   |                 |  |
|----------------------|---|-----------------|--|
| <b>Candidate</b>     |   | <b>Assessor</b> |  |
| <b>Venue</b>         |   | <b>Date</b>     |  |
| <b>Unit Standard</b> | <b>Identify and report common pests and diseases in plant propagation and landscapes.</b> |                 |  |

| <b>Evidence evaluation</b> | Relevant | Valid | Authentic | Consistent | Current | Sufficient |
|----------------------------|----------|-------|-----------|------------|---------|------------|
| Knowledge questionnaire    |          |       |           |            |         |            |

### EVIDENCE SUMMARY

| <b>TYPES OF EVIDENCE</b> | <b>ASSESSMENT METHODS</b> | <b>FEEDBACK</b> | <b>REQUIREMENTS MET</b> |           |
|--------------------------|---------------------------|-----------------|-------------------------|-----------|
|                          |                           |                 | <b>YES</b>              | <b>NO</b> |
| DIRECT                   | KNOWLEDGE QUESTIONNAIRE   |                 |                         |           |

| <b>ADDITIONAL FEEDBACK FROM ASSESSOR</b> |  |
|--|--|
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

**ASSESSMENT DECISION**

|   |  |
|---|--|
| The candidate has submitted evidence that is valid, relevant, current, sufficient and authentic against the listed specific outcomes and covered all range statements. (Yes/No) |  |
|---|--|

|  |  |
|--|--|
| The candidate is competent in all the assessment criteria listed. (Yes/No) |  |
|--|--|

|   |   |
|---|---|
| The candidate is not yet competent in the following criteria: | The following items needed some corrective action or improvement: |
| <br><br><br>  | <br><br><br>  |

**RE-ASSESSMENT DECISION**

|  |  |
|--|--|
| The candidate has submitted additional evidence that was required. The evidence is valid, relevant, sufficient and authentic against the listed specific outcomes and covered all range statements. (Yes/No) |  |
|--|--|

|  |  |
|--|--|
| The candidate is competent in all the assessment criteria listed. (Yes/No) |  |
|--|--|

|   |      |
|---|------|
|   |      |
| <b>Assessor's name, surname and signature</b> | Date |

|   |
|---|
| <b>Declaration by candidate</b>   |
| I, .....declare that I am satisfied that the feedback given to me by the Assessor was relevant, sufficient and done in a constructive manner. I accept the assessment decisions and have no further questions relating to this particular assessment process. |

|           |      |          |      |           |      |
|-----------|------|----------|------|-----------|------|
| Candidate | Date | Assessor | Date | Moderator | Date |
|-----------|------|----------|------|-----------|------|

**APPEALS APPLICATION**

|                         |  |                         |  |
|-------------------------|--|-------------------------|--|
| <b>Candidate</b>        |  | <b>Application Date</b> |  |
| <b>Assessor</b>         |  | <b>Assessment Date</b>  |  |
| <b>Assessment Venue</b> |  |                         |  |

|  |   |             |           |
|--|---|-------------|-----------|
| <b>Unit Standard against which you were assessed</b> | Identify and report common pests and diseases in plant propagation and landscapes |             |           |
|  | Number 119708   | NQF Level 1 | Credits 4 |

|   |  |
|---|--|
| <b>What was the purpose of the assessment?</b>                          |  |
| <b>Explain how you were assessed?</b>                                   |  |
| <b>List the reasons why you disagree with the assessment decisions.</b> |  |
| <b>Which one of the following options could resolve the matter?</b>     | <input type="checkbox"/> <i>Another Assessor</i><br><input type="checkbox"/> <i>Different Assessment Instrument</i><br><input type="checkbox"/> <i>Different Assessment Method</i><br><input type="checkbox"/> <i>Different Venue for Assessment</i><br><input type="checkbox"/> <i>Different Time</i> |
| <b>List any special needs you may have.</b>                             |  |

Candidate signature \_\_\_\_\_

Date \_\_\_\_\_

Moderator signature \_\_\_\_\_

Date \_\_\_\_\_

**ASSESSMENT REVIEW**

| <b>Candidate</b>   |  | <b>Assessor</b>   |               |
|--|--|---|---------------|
| <b>Venue</b>   |  | <b>Review date</b>  |               |
| <b>Unit standard</b>   | Identify and report common pests and diseases in plant propagation and landscapes. |   |               |
| <b>Review Dimension</b>  | <b>ASSESSOR</b>  | <b>CANDIDATE</b>  | <b>ACTION</b> |
| The principles/criteria for good assessment were achieved.   | <input type="checkbox"/> Agree<br><input type="checkbox"/> Disagree                | <input type="checkbox"/> Agree<br><input type="checkbox"/> Disagree |               |
| The assessment related to the registered unit standard.  | <input type="checkbox"/> Agree<br><input type="checkbox"/> Disagree                | <input type="checkbox"/> Agree<br><input type="checkbox"/> Disagree |               |
| The assessment was practicable.  | <input type="checkbox"/> Agree<br><input type="checkbox"/> Disagree                | <input type="checkbox"/> Agree<br><input type="checkbox"/> Disagree |               |
| It was time efficient and cost-effective and did not interfere with my normal responsibilities.                      | <input type="checkbox"/> Agree<br><input type="checkbox"/> Disagree                | <input type="checkbox"/> Agree<br><input type="checkbox"/> Disagree |               |
| The assessment instruments were fair, clear and understandable.  | <input type="checkbox"/> Agree<br><input type="checkbox"/> Disagree                | <input type="checkbox"/> Agree<br><input type="checkbox"/> Disagree |               |
| The assessment judgements were made against set requirements.  | <input type="checkbox"/> Agree<br><input type="checkbox"/> Disagree                | <input type="checkbox"/> Agree<br><input type="checkbox"/> Disagree |               |
| The venue and equipment were functional.   | <input type="checkbox"/> Agree<br><input type="checkbox"/> Disagree                | <input type="checkbox"/> Agree<br><input type="checkbox"/> Disagree |               |
| Special needs were identified and assessment plan was adjusted.  | <input type="checkbox"/> Agree<br><input type="checkbox"/> Disagree                | <input type="checkbox"/> Agree<br><input type="checkbox"/> Disagree |               |
| Feedback was constructive against the evidence required.   | <input type="checkbox"/> Agree<br><input type="checkbox"/> Disagree                | <input type="checkbox"/> Agree<br><input type="checkbox"/> Disagree |               |
| An opportunity to appeals was given.   | <input type="checkbox"/> Agree<br><input type="checkbox"/> Disagree                | <input type="checkbox"/> Agree<br><input type="checkbox"/> Disagree |               |
| The evidence was recorded.   | <input type="checkbox"/> Agree<br><input type="checkbox"/> Disagree                | <input type="checkbox"/> Agree<br><input type="checkbox"/> Disagree |               |
| <b>CANDIDATES DECLARATION OF UNDERSTANDING</b>   |  |   |               |
| I am aware of the moderation process and understand that the moderator could declare the assessment decision invalid |  |   |               |

|           |      |          |      |           |      |
|-----------|------|----------|------|-----------|------|
| Candidate | Date | Assessor | Date | Moderator | Date |
|-----------|------|----------|------|-----------|------|

## **INSTRUCTIONS TO THE CANDIDATE**

This assessment is a knowledge questionnaire. This assessment is made up of 12 questions and may be answered orally or in writing.

If you will be answering the questions in writing, take note of the following instructions.

- Before answering the questions, take your time and read each one question. Make sure that you understand the question.
- Please make sure that you answer all the questions.
- There is no time limit so you can take as long as you need to complete the questions.
- Once you have finished answering the questions, give your questions to the assessor.
- The assessor will contact you within the next five days to give you feedback on your assessment.

|                  |  |
|------------------|--|
| <b>Candidate</b> |  |
| <b>Assessor</b>  |  |
| <b>Venue</b>     |  |
| <b>Date</b>      |  |