

AHC - Agriculture, Horticulture and Conservation
and Land Management

AHC20416 - Certificate II in Horticulture



Unit Resources
and
User
Guide



LANE

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INTRODUCTION

Passing Lane Pty Ltd is pleased to introduce your school/institution to our vocational education and training unit resource packages.

AHC20416 - Certificate II in Horticulture

This document outlines the licensing terms and conditions of the unit resource packages.

It also provides basic information on how to use the materials.

Should you have any further questions or require any additional information do not hesitate to contact Passing Lane.

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INTRODUCTION-CONT'D

The Student/Trainee and the Teacher/Trainer manuals are developed to provide training content that addresses the specific 'Unit of Competency' as outlined on the following pages.

This unit manuals can be packaged with various manuals addressing other 'Units of Competency' in order to meet the 'Packaging Rules' of a particular Australian Training Package Qualification.

This resource has been designed to be delivered in a form that is conducive to the learning environment including:

- ☆ Online delivery
- ☆ Classroom delivery
- ☆ On the job training

The documents are designed in a 'landscape' format in order to make reading on a computer screen easier as well as reduces the need to scroll down pages. Documents can be easily printed if the learning environment requires the student or trainee to have hard copies of the learning materials.

The Student/Trainee and the Teacher/Trainer manuals are Portable Document Files (PDF) and are opened using Adobe Reader.



The latest Acrobat Reader software is available at no charge from the website <http://get.adobe.com/reader/>

INTRODUCTION—CONT'D

The Student/Trainee and the Teacher/Trainer manuals can be used on both PC and MAC platforms.

Generally, the materials are easily exported to most learning platforms.

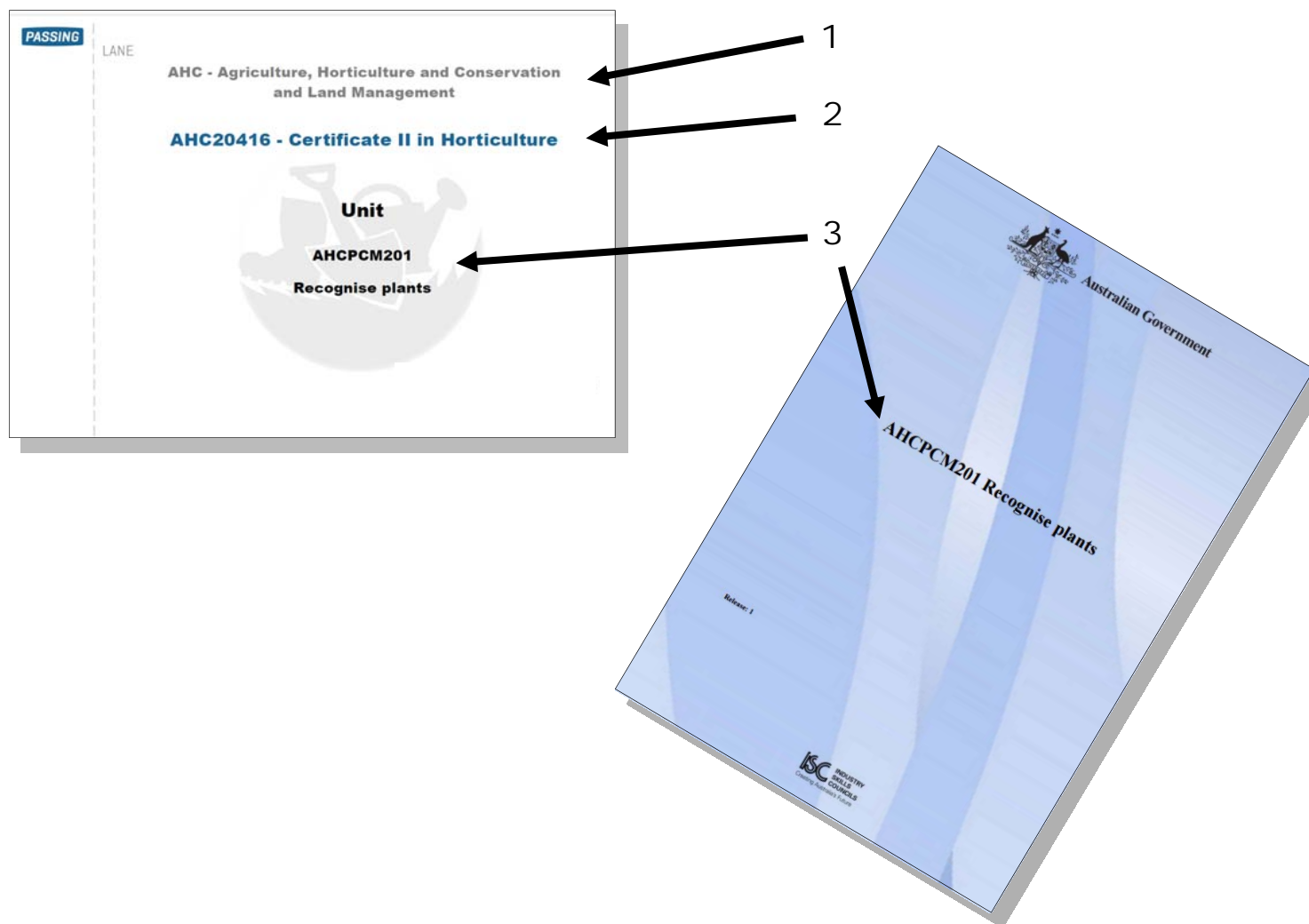
The materials can also be printed and bound and handed out as hardcopies to each student or trainee.



If your institution purchased the materials on DVD, it is recommended that the master DVD be copied on to a network and/or a teacher's notebook computer and the master DVD then stored in a secure location.

MATERIALS CONTENT

The title page of both the Student/Trainee and the Teacher/Trainer manuals specify 1) the training package it has been developed for, 2) the qualifications which the content in each manual has been written for and 3) the specific unit the content is addressing.



MATERIALS CONTENT—CONT'D

The beginning of both manuals is the 1) 'Unit of Competency Overview' page, which aligns directly with the endorsed 'Unit of Competency' in the training package.

This page is to let the readers know what the materials in the manuals are addressing.

PASSING LANE

AHPCPM201 - Recognise plants Page 8

UNIT OF COMPETENCY OVERVIEW

The following pages are extracts from Training.gov.au website and outlines this specific 'Unit of Competency' including the 'Elements' and the 'Performance Criteria'. The content within this manual has been developed to address this unit.

AHPCPM201 - RECOGNISE PLANTS

Equivalent to AHPCPM201A - Recognise plants

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for plant recognition	1.1 Clarify work activity instructions with supervisor 1.2 Identify any work health and safety hazards and tell supervisor 1.3 Prepare resources and equipment for use in recognition activity 1.4 Identify, select and prepare available processes for plant recognition 1.5 Identify a range of desirable and non-desirable plants requiring recognition
2. Recognise specified plants	2.1 Carry out a visual inspection of plants 2.2 Recognise specified plants by their identifiable characteristics and name them 2.3 Record brief descriptions of plant habits, characteristics and significant features 2.4 Consult with others, browse the internet browsing, collect specimen collections, consult field guides and use workplace notetaking to assist with plant recognition 2.5 Seek advice when necessary and where appropriate to assist with plant recognition
3. Update the reference collection	3.1 Document information about plants and add to the reference collection 3.2 Update reference collection as new plants are recognised

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Teacher/Trainer Manual
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AHPCPM201 Recognise plants Date this document was generated: 27 June 2016

Elements and Performance Criteria

Element	Performance criteria
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Prepare for plant recognition	1.1 Clarify work activity instructions with supervisor 1.2 Identify any work health and safety hazards and tell supervisor 1.3 Prepare resources and equipment for use in recognition activity 1.4 Identify, select and prepare available processes for plant recognition 1.5 Identify a range of desirable and non-desirable plants requiring recognition
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3. Update the reference collection	3.1 Document information about plants and add to the reference collection 3.2 Update reference collection as new plants are recognised

Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

This unit is equivalent to AHPCPM201A Recognise plants.

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MATERIALS CONTENT—CONT'D

The manuals contain detailed information aligned specifically to the 'Unit of Competency' and the unit's 'Elements' and 'Performance Criteria'.

The 1) Table of Contents for both manuals show that each section title is the 2) 'Unit of Competency' 'Element'.

Table of Contents (Left Panel)

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Section One Prepare for plant recognition	Page 9
Section Two Recognise specified plants	Page 43
Section Three Update the reference collection	Page 58
Self Assessment	Page 66

Section One (Middle Panel)

Section One

Prepare for Plant Recognition

Elements and Performance Criteria (Right Panel)

Element	Performance criteria
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Prepare for plant recognition	1.1 Clarify work activity instructions with supervisor 1.2 Identify any work health and safety hazards and tell supervisor 1.3 Prepare resources and equipment for use in recognition activity 1.4 Identify, select and prepare available processes for plant recognition 1.5 Identify a range of desirable and non-desirable plants requiring recognition
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Foundation Skills

Foundation Skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Unit Mapping Information

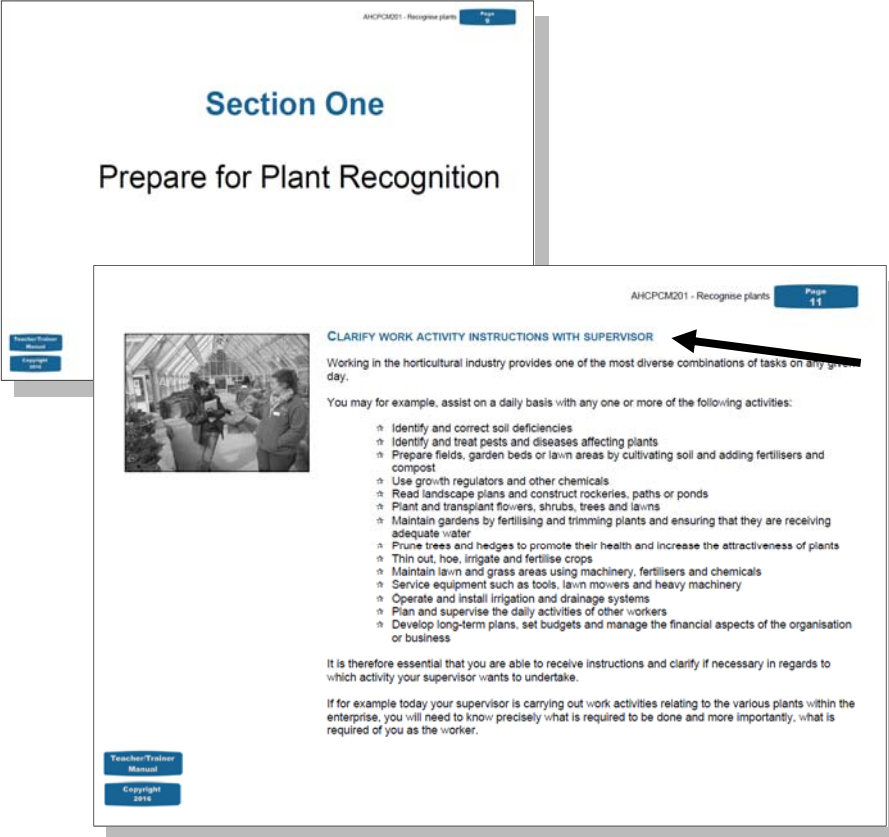
This unit is equivalent to AHCPM201A Recognise plants.

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MATERIALS CONTENT—CONT'D

In each section the content is broken down into sub-sections and the titles for each sub-section is the same as the 1) 'Element's' 'Performance Criteria'.



Section One

Prepare for Plant Recognition

CLARIFY WORK ACTIVITY INSTRUCTIONS WITH SUPERVISOR

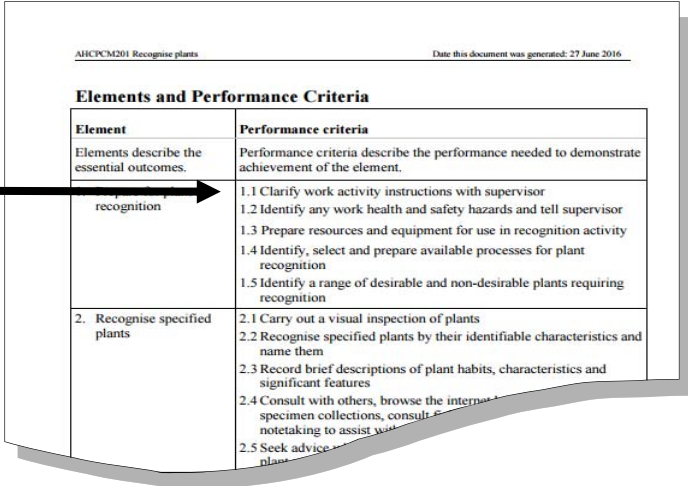
Working in the horticultural industry provides one of the most diverse combinations of tasks on any given day.

You may for example, assist on a daily basis with any one or more of the following activities:

- Identify and correct soil deficiencies
- Identify and treat pests and diseases affecting plants
- Prepare fields, garden beds or lawn areas by cultivating soil and adding fertilisers and compost
- Use growth regulators and other chemicals
- Read landscape plans and construct rockeries, paths or ponds
- Plant and transplant flowers, shrubs, trees and lawns
- Maintain gardens by fertilising and trimming plants and ensuring that they are receiving adequate water
- Prune trees and hedges to promote their health and increase the attractiveness of plants
- Thin out, hoe, irrigate and fertilise crops
- Maintain lawn and grass areas using machinery, fertilisers and chemicals
- Service equipment such as tools, lawn mowers and heavy machinery
- Operate and install irrigation and drainage systems
- Plan and supervise the daily activities of other workers
- Develop long-term plans, set budgets and manage the financial aspects of the organisation or business

It is therefore essential that you are able to receive instructions and clarify if necessary in regards to which activity your supervisor wants to undertake.

If for example today your supervisor is carrying out work activities relating to the various plants within the enterprise, you will need to know precisely what is required to be done and more importantly, what is required of you as the worker.



Elements and Performance Criteria

Element	Performance criteria
1. Prepare for plant recognition	<p>Performance criteria describe the performance needed to demonstrate achievement of the element.</p> <ul style="list-style-type: none"> 1.1 Clarify work activity instructions with supervisor 1.2 Identify any work health and safety hazards and tell supervisor 1.3 Prepare resources and equipment for use in recognition activity 1.4 Identify, select and prepare available processes for plant recognition 1.5 Identify a range of desirable and non-desirable plants requiring recognition
2. Recognise specified plants	<ul style="list-style-type: none"> 2.1 Carry out a visual inspection of plants 2.2 Recognise specified plants by their identifiable characteristics and name them 2.3 Record brief descriptions of plant habits, characteristics and significant features 2.4 Consult with others, browse the internet, examine specimen collections, consult with experts and take notes to assist with identification 2.5 Seek advice from others on plant identification

The manual's information is supported with graphics, charts, tables, photos and drawings.

MATERIALS CONTENT-CONT'D

As earlier mentioned, the materials are vocational education and training unit resources in the form of Student/Trainee and the Teacher/Trainer manuals.

We will go through each in more detail.

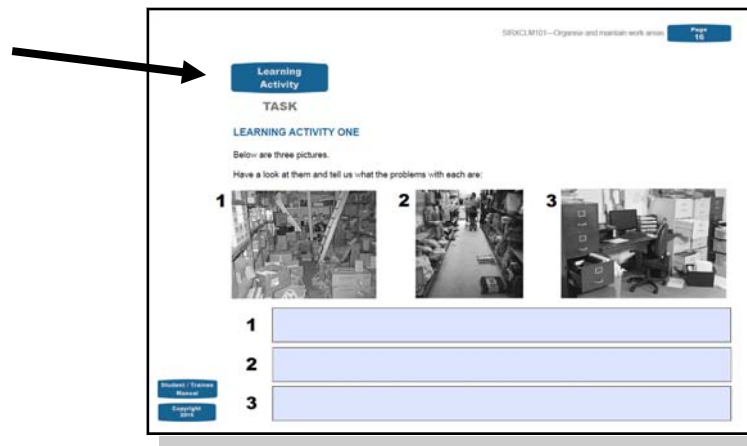
STUDENT/TRAINEE MANUAL

The 'Student/Trainee Manual' could be likened to a textbook.

The manuals contain detailed information aligned specifically the 'Unit of Competency' and the unit's 'Elements' and 'Performance Criteria' and are supported with graphics, charts, tables, photos and drawings.

The manuals contain a series of 'Learning Activities'.

Each learning activity is identified with the following icon.



**Learning
Activity**

MATERIALS CONTENT-CONT'D

Learning activities come in the following forms.

- ☆ Questions
- ☆ Research
- ☆ Tasks
- ☆ Interviews

Questions

Questions would relate to the information presented on previous pages.

Research

This type of learning activity would require the student or trainee to locate information by using research methods. The information they would be required to locate would be in line and/or support the information that the manual had outlined in previous pages.

**Learning
Activity**

Research

Tasks

This learning activity type would require the student/trainee to actually do or undertake something and would be reinforcing the knowledge they have gained from reading the manual's previous pages.

Interviews

This learning activity type would require the student/trainee to interview person(s) in an actual workplace environment or a person(s) who are experienced in the industry sector which the student/trainee is currently undergoing training.

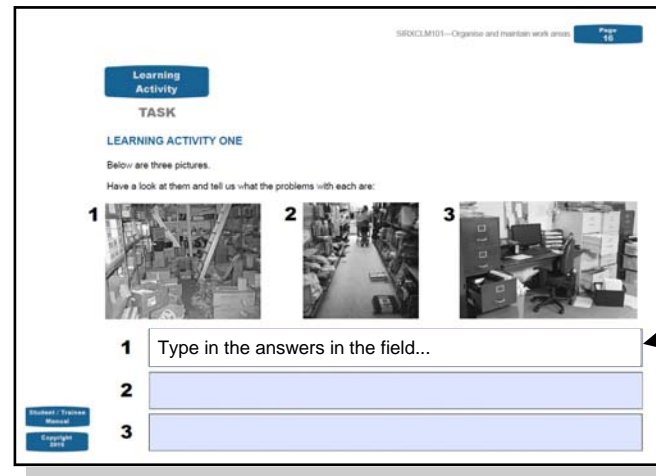
The student/trainee is made aware of the type of learning activity by noting the learning activity type displayed under the learning activity icon.

MATERIALS CONTENT—CONTID

The learning activities in the Student/Trainee manuals are 'Form Enabled' so that if the resources delivered are online, the activities can be filled in using the computer keyboard.

The student or trainee would simply place the cursor in the field and click once with the mouse.

Seconds later the blue colour disappears and the student enters his/her answers into the field .



The screenshot shows a web-based learning activity interface. At the top, it says 'Learning Activity' and 'TASK'. Below that, it says 'LEARNING ACTIVITY ONE' and 'Below are three pictures. Have a look at them and tell us what the problems with each are:'. There are three numbered images: 1. A cluttered warehouse floor, 2. A narrow aisle in a warehouse, and 3. A desk with a computer monitor and papers. Below each image is a text input field. The first field is labeled '1' and contains the placeholder text 'Type in the answers in the field...'. The second and third fields are labeled '2' and '3' respectively and are currently empty. An arrow points to the first input field. In the bottom left corner, there are two buttons: 'Student - Trainee Manual' and 'Copyright 2016'.

When the student or trainee leaves the filled in field to move on to the next field, the previous field returns to a blue colour.

IT IS VERY IMPORTANT THAT THE MANUAL IS SAVED REGULARLY.

It is recommended that the student or trainee set up a 'Student/Trainee' folder on their computer and saves their manuals to that folder.

The '**first**' SAVE will have the software will ask if you wish to replace the file and the student/trainee would click YES.

Saving does not prevent the student or trainee from going back to previous fields to make changes.

After the 'first' SAVE, the student or trainee would need to use the '**SAVE AS**' function.

MATERIALS CONTENT—CONT'D

Self Assessment

At the end of each manual is a series of questions that the student or trainee should review and answer.

This self assessment is to ensure in the student's or trainee's mind that they have reviewed and understood the information that was presented in the manual.

If they are unsure of their understanding in any of the topics reviewed, they are encouraged to go back and review the information again and/or seek the assistance of their teacher or trainer.

TEACHER/TRAINER MANUAL

The Teacher/Trainer manuals have exactly the same content as the Student/Trainee manuals.

The only differences are the explanatory introduction pages and after each learning activity there are 'Teacher/Trainer Guidance Notes'. These provide the answers to the 'Learning Activities' as well as some notes on how to assess the student/trainee's submission to each learning activity.

SRXCLM101—Organize and maintain work areas Page 23

Learning Activity

Question

LEARNING ACTIVITY THREE

In this section we learned about 'routines' that basically meant the cleaning and handling issues within a store environment.

What six areas of a store were affected by 'routines'?

TEACHER/TRAINER GUIDANCE NOTES

- 1) Storeroom
- 2) Retail office
- 3) Selling area and displays
- 4) Staffrooms
- 5) Toilets
- 6) Change rooms

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LICENCE OVERVIEW—CONT'D

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The Passing Lane licence agreement allows the Passing Lane materials to be modified or contextualised to suit the teaching/training environment.

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Graphics, pictures or illustrations in the original materials can be removed ,but not used elsewhere or modified.

The PDFs can be converted to WORD files using PDF conversion tools that are readily available on the market.



UPDATES AND UPGRADES

On occasions the training packages will be updated and if the updates are minor, Passing Lane updates the materials and the updated materials are provided free to those holding a current user licence.

If the training package changes are substantial, Passing Lane will update the materials.

However, there would be a small upgrading fee charged to those schools or institutions wanting to upgrade their materials.