

<b>1. Module details</b>	
<b>Module name</b>	<b>Tree and Plant Knowledge 2 for Powerline Clearance</b>
<b>Module duration</b>	It is expected that students with the appropriate entry knowledge and skills will successfully complete this module in 18 – 20 hours.
<b>Module code</b>	NUE273
<b>Discipline code</b>	1101515
<b>2. Module purpose</b>	To provide participants with the opportunity to increase their working knowledge of trees and plants in the field, building tree and plant recognition skills developed via Tree and Plant Knowledge 1.
<b>3. Prerequisites</b>	Tree and Plant Knowledge 1 OH & S/First Aid
<b>4. Relationship to competency standards</b>	NES450, RUH HRT227
<b>5. Content</b>	Tree and Plant identification Drawing/sketching/photographing trees/plants Naming and labelling trees/plants
<b>6. Assessment strategy</b>	
<b>Assessment methods</b>	More than one learning outcome may be assessed at once. Learning outcomes in this module may be assessed concurrently with learning outcomes in the other modules. This module may be assessed using oral presentation, written work, presentation of working sketch books, drawings, sketches, photographs assembled as part of a working folio of tree/plant images, and practical exercises as demonstration of competence
<b>Conditions of assessment</b>	Access to appropriate sites, resource materials and equipment. Learning outcomes may be assess on-or-off the job or in a simulated work environment. The images of thirty trees/plant selected by the participant, named and labelled and presented as part of a working folio. Presentation of working sketch books, finished images, layout and presentation. Plant parts to be presented are specified by the trainer. Drawing/sketch books, pencils, sketch pens, photographic camera, labels references, identification tools are to be made

| available to the participant.

## 7. Learning outcome details

### Learning outcome 1

#### Assessment criteria

### Record identifying characteristics of trees/plants.

- 1.1 Draw/sketch, photograph thirty trees/plants showing identifying features.
- 1.2 Layout and mount images with reference to identification features, labelling requirements, clear presentation, safe keep and ease of future use.

### Learning outcome 2

#### Assessment criteria

### Name and label trees/plants.

- 2.1 Using two naming systems, label thirty specimens presented as drawings, sketches, or photographs according to the accepted conventions of each naming system for trees and plants.

## 8. Delivery of the module

All or part of this module may be delivered through full or part-time, on- and off-the-job and/or distance education modes. Practical components should be delivered in a way that ensures participant safety.

Delivery methods must provide for the demonstration of skills and associated knowledge specified in all learning outcomes either in the workplace or simulated work place conditions. Delivery should take into account current legislation, regulations and by-laws and be consistent with existing industry standards including Federal/State and Local legislation, laws and regulations

This module has high literacy and numeracy content. Learners identified as having literacy and numeracy needs may require additional support to achieve competency through concurrent delivery with the module: Literacy and Numeracy Support

#### Resource requirements

Live plant material, pictures and diagrams of plants/trees, drawing/sketching materials, photographic camera site visits, State/Territory land protection legislation

#### Resources

Clark, I. And Lee, H., 1987, *Name that Flower*, Melbourne University Press

Nursery Industry Accreditation Scheme, Australia (NIASA), 1994, Bodman, K., & Forsberg, L. (eds) Nursery Industry of Australia & Australian Horticultural Corporation

Nursery Industry Accreditation Scheme, Australia (NIASA), 1994, State technical guidelines and checklists.

Young, P., 1982

Costermans, L., 1992, *Native Trees and Shrubs of South Eastern Australia*, Rigby, Melbourne

Dashorst, G.R.M., & Jessop, P.J., 1986, *Plants of the Adelaide Plains and Hills*, Botanic Gardens of Adelaide, SA

Cunningham, G.M. et al, 1992, *Plants of Western New South Wales*, Inkarta, Melbourne

Hirschfield J., 1991, *What to Plant Where in Brisbane and the Coasts*, 2<sup>nd</sup> ed. Rev. and updated, Ascote, Brisbane

Holliday I., 1989, *Field Guide to Australian Native Shrubs*, Hamlyn, Melbourne

Jessop J., & Toelken H. 1986, *Flora of South Australia*, South Australian Government Printing Division

Lumley, P.F. 1990, *Plant Names: A Guide to Botanical Nomenclature*, Dept. Of Conservation & Environment, Victoria

Macoboy, S. 1969, *Trees for Flower and Fragrance*, Landsdowne Press, Sydney

Macoboy, S., 1979, *What Tree is That?*, Landsdowne Press, Sydney

Macoboy, S., 1979, *Trees for Warm and Temperate Climates*, Ure Smith, Sydney

Macoboy, S., 1989, *A-Z Gardening Series – Trees for Fruit and Foliage*, Angus and Roberston, North Ryde, New South Wales

McCann, I.R., 1989, *Mallee in Flower*, Victorian National Parks Association, Melbourne

Rowell, R.J. 1991, *Ornamental Flowering Trees in Australia*, Reed

Symons, D.E., & Whibley, D.J.E., 1992, *Acacias of South Australia*, Government Printer, South Australia

See also examples of industry planting guides such as PowerNet *Planting Under Powerlines* and Local Council Street Planning Strategy/ies in the participants region

**Occupational health and safety requirements**

All work practices must comply with current state and federal OH & S requirements