

Module Descriptor

Plant Identification

Award Type: Minor
Award Level: 3
Award Code: 3N0568
FÁS Assessment Code: 3N0568-014
Validation Date: 14th July 2011

Revision 2.0

Module Descriptor

Purpose: The purpose of this module is to equip the learner with the knowledge, skill and competence to correctly identify a range of plants, ornamental plants, vegetables and weeds under supervision

Module Duration: The learner effort required from a typical learner to successfully achieve the stated learning outcomes for the module is one hundred hours.

Learning Outcomes: By the end of this module, the learner will be able to:

1. Explain the basic language associated with the identification of plants, to include the names of plant parts
2. List sources and types of information available on plant identification
3. List the origin of a limited range of ornamental plants, vegetables and weeds
4. Give the common names of a limited range of plants, ornamental plants, vegetables and weeds
5. List a limited range of ornamental plants, vegetables and weeds by their family
6. Describe the difference between the terms annual, perennial and biennial
7. Explain the term 'weed'
8. Operate safely and effectively in a horticultural environment
9. Maintain acceptable standards of work and personal hygiene when working in a horticultural environment
10. Demonstrate the application of communications, quality awareness and teamwork in a horticultural environment

Key Learning Points

Learning Outcome 1: Explain the basic language associated with the identification of plants, to include the names of plant parts

Key Learning Points

- Language associated with plant identification
- Describing plants, ornamental plants and vegetables
- Information associated with identification of plants
- Identifying the differences between plant types
- Identifying the different parts of a plant
- Naming the different parts of a plant
- Keys for identifying plants
- Individual characteristics of plants
- Defining 'ornamental plants'
- Defining a 'vegetable'
- Terminology associated with the identification of plants
- Writing the terminology associated with plants and plant identification

Learning Outcome 2: List sources and types of information available on plant identification

Key Learning Points

- Sources and types of information on plant identification
- Workshop textbooks
- List of DVD/ Videos associated with plant identification
- Writing names of identified plants, ornamental plants, vegetables and weeds

Learning Outcome 3: List the origin of a limited range of ornamental plants, vegetables and weeds

Key Learning Points

- Origins of a limited range of plants, ornamental plants, vegetables and weeds
- Describing the origins of a selected number of plants
- Describing the origins of a selected number of ornamental plants
- Describing the origins of a selected number of vegetables.
- Describing the origins of a selected number of weeds
- Reading and writing the origins of a selected number of plants, ornamental plants, vegetables and weeds
- Implication of origins of plant for plant care

Learning Outcome 4: Give the common names of a limited range of ornamental plants, vegetables and weeds

Key Learning Points

- Explaining the term 'common name'
- Examples of common names of a limited range of plants
- Examples of common names of a limited range of ornamental plants
- Examples of common names of a limited range of vegetables
- Examples of common names of a limited range of weeds

Learning Outcome 5: List a limited range of ornamental plants, vegetables and weeds by their family

Key Learning Points

- Explaining the term 'plant family'
- Identify the families with which various plants are associated by plant type
- Implications of family type for plant care
- Reading and writing the names of families with which plants, ornamental plants, vegetables and weeds are associated

Learning Outcome 6: Describe the difference between the terms annual, perennial and biennial

Key Learning Points

- Defining 'annual'
- Defining 'perennial'
- Defining 'biennial'
- The differences between annual, perennial and biennial plants, ornamental plants, vegetables and weeds
- Examples of annual, biennial and perennial plants
- Recording annual, perennial and biennial plants by drawing the various plants
- Reading and writing names of annual, perennial and biennial plants, ornamental plants, vegetables and weeds
- Labeling parts of annual, perennial and biennial plants

Learning Outcome 7: Explain the term 'weed'

Key Learning Points

- Defining a 'weed'
- Researching the term weed
- Identifying various weeds
- Naming the different parts of a weed
- Writing the names of the different parts of a weed
- Treatment of weeds
- Identifying whether a weed is annual, perennial or biennial

Learning Outcome 8: Operate safely and effectively in a horticultural environment**Key Learning Points**

- Defining the term 'Personal Protective Equipment'
- Examples of PPE used in horticulture
- Listing items of PPE used in horticulture
- Stating the functions of each PPE verbally or in writing
- Hazards associated with plant identification
- Safety precautions to be taken before identifying plants
- Applying safety precautions when identifying plants
- Identifying location for the First Aid unit
- Listing materials in a First Aid box
- Applying health and safety practices appropriate to a horticultural work environment
- Recording health and safety precautions procedures
- Identifying potential health and safety hazards in a horticulture environment
- Reporting health, safety and welfare hazards
- Health and safety considerations when using horticultural materials and equipment

Learning Outcome 9: Maintain acceptable standards of work and personal hygiene when working in a horticultural environment**Key Learning Points**

- Applying horticultural hygiene standards and procedures
- Maintaining horticultural standards and procedures
- Listening to and following instructions
- Personal hygiene standards
- Maintaining personal hygiene standards
- Wearing correct protective clothing when working in a horticultural work environment
- Recording personal hygiene procedures
- Reflecting on own strengths and weaknesses
- Identifying areas for improvement

Learning Outcome 10: Demonstrate the application of communications, quality awareness and teamwork in a horticultural environment**Key Learning Points**

- Knowledge of vocational language
- Listening and responding appropriately to verbal instructions
- Reading and writing to obtain and convey information
- Ability to work independently if required
- Participating effectively in a team

Assessment Specification

Award Title	Plant Identification
Award Type	Minor
FÁS Assessment Code	3N0568-014
Credit Value :	10
Award Code:	3N0568

Module Learning Outcome	Performance Criteria (Knowledge, Skill & Competence)	Assessment Techniques	Weighting	Assessment Instrument	Assessment Evidence
L01	Knowledge	Portfolio	8%	Exercise E1	Exercise Sheet
L01	Knowledge	Portfolio	8%	Exercise E2	Exercise Sheet
L02	Knowledge Skill	Skills Demonstration	10%	Learner's Instructions S1	Assessment Sheet
L03	Competence	Portfolio	4%	Exercise E3	Teamwork Exercise
L04	Knowledge Skill	Skills Demonstration	13%	Learner's Instructions S1	Assessment Sheet
L04	Competence	Portfolio	5%	Exercise E3	Teamwork Exercise
L05	Knowledge Skill	Skills Demonstration	12%	Learner's Instructions S1	Assessment Sheet
L05	Competence	Portfolio	3%	Exercise E3	Teamwork Exercise
L06	Knowledge	Portfolio	4%	Exercise E1	Exercise Sheet
L07	Knowledge	Portfolio	2%	Exercise E1	Exercise Sheet
L08	Knowledge Skill	Skills Demonstration	10%	Learner's Instructions S1	Assessment Sheet
L09	Knowledge Skill	Skills Demonstration	10%	Learner's Instructions S1	Assessment Sheet
L10	Knowledge Skill	Skills Demonstration	5%	Learner's Instructions S1	Assessment Sheet

L10	Competence	Portfolio	2%	Exercise E3	Teamwork Exercise
L10	Competence	Portfolio	2%	Activity A1	Learner Reflection Sheet
L10	Competence	Portfolio	2%	Activity A2	Learner Reflection Sheet

Suggested Learning Methodologies

- Note taking
- Practical Work Training
- Simulated Work Environment
- Activities
- Exercises
- Discussion Groups
- Text Books
- Videos/DVDs
- Internet
- Learning Diary

Specific Module Requirements

The following is a recommended list. The list is not definitive as some of the items listed may not be essential in order to run the course. Items other than those listed may also be acquired for the course at the discretion of the Manager

Selection of ornamental plants, vegetables and weeds for identification purposes, camera or drawing/sketching materials

Suggested Learning Resources

All of the highlighted Curriculum Resources mentioned below are available on the Moodle Community Services Curriculum and Assessment page.

Textbooks and Videos/DVDs

The Hillier Manual of Trees and Shrubs by John Hillier and Allen Coombes

The Expert Range of Books by Dr. D.G. Hessayon

How to Grow Practically Everything by Zia Allaway

Good Plant Guide by RHS

Plants for Places by RHS

Growing Vegetables by Tony Biggs

Kitchen Garden by Lucy Peel

The Organic Gardening Book by Geoff Hamilton

Organic Gardening by Pauline Peers and Sue Strickland

The Field Flora of the British Isles by Clive Space

Weeds : Friend or Foe – An Illustrated Guide to Identifying, Taming and Using

Weeds by Sally Roth

Oxford English Dictionary

Generic Skills: Literacy and Numeracy

The learners will keep and maintain a **Learning Diary** throughout the course in order to record and file any useful and relevant information on any aspect of Plant Identification.

At the end of every week the learners will complete a short **Weekly Reflective Sheet** in order to reflect on their learning and progress during that week.

This Weekly Reflective Sheet will assist the learners to develop their generic skills of literacy, numeracy, communications and quality awareness and will give learners an opportunity to develop their writing skills.

The Learning Diary can be used as a reference for the learner when filling out the Mid Course and End of Course reflections, Activity X and Activity Y.

The learners will create a **Personal Dictionary** of new words, key words and terms relating to Plant Identification. This Dictionary will be updated each week and kept in the Learning Diary.

The learners, as a group, will add words and terms to a **Key Word and Terminology Bank** in the classroom, relating to Plant Identification. The learners will find words listed in text books, class notes, DVDs and internet websites etc.

The learners will complete a number of **Word Searches**. These are **Word Search 1; Word Search 2 and Word Search 3**. When the learners have gained sufficient practice and experience at these word searches, each learner will make up 1 (one) Word Search/Quiz which will be completed by the group.

Generic Skill: Teamwork and Communications

Learners will discuss the importance of teamwork with the instructor using the **Teamwork Guide**.

Learners will take part in a teamwork exercise by designing, planning and carrying out a project which will incorporate group discussions.

Recommended by: _____
Manager Training Policy Development and Support

Approved by: _____
Director Training Policy Development and Support