### Training Package

**Amenity Horticulture (RTF03)**

### Title

**Prepare and maintain plant displays**

### Unit code

**RTF2014A**

This competency standard covers the process of preparing and maintaining plant displays, either indoors or as seasonal displays of annual and perennial plants in garden beds. The preparation and maintenance of plant displays requires the application of basic horticultural knowledge including plant types, condition and requirements to maintain the plants in prime condition throughout the duration of the display. The preparation and maintenance of plant displays is likely to be under regular supervision from others. Some discretion and judgement is required in the selection of equipment, work organisation, services, actions and achieving outcomes within time constraints.

### HSC Indicative Hours

20

### Evidence Guide

**What evidence is required to demonstrate competence for this standard as a whole?**

Competence in preparing plant displays requires evidence that plant displays can be prepared to a level which satisfies the workplace and plants suitable for the display can be selected and maintained in a healthy, optimal state. The skills and knowledge required to prepare the display must be transferable to a different work environment. For example, it may include displays of annual flowering plants, displays of potted colour or temporary displays for functions.

### What specific knowledge is needed to achieve the performance criteria?

- **Knowledge and understanding**
  - Planting techniques for annual bed displays
  - Maintenance techniques for annuals and/or indoor displays
  - Common problems occurring with display plants
  - Remedial action required for display plants displaying health problems

### What specific skills are needed to achieve the performance criteria?

- **To achieve the performance criteria,** appropriate literacy and numeracy levels as well as some complimentary skills are required. These include the ability to:
  - Communicate with work team members, supervisors, suppliers and customers
  - Use hand tools and machinery associated with the preparation of plant displays
  - Use fertilisers and chemicals associated with plant maintenance
  - Interpret planting plans
  - Calculate quantities of plants and materials
  - Effectively complete plant display in a timely manner

### Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

### Assessment guide

- There is essential information about assessing this competency standard for consistent performance and where and how it may be assessed, in the Assessment Guidelines for this Training Package. All users of these competency standards must have access to the Assessment Guidelines. Further advice may also be sought from the relevant Sector Booklet.

### Key Terms and Concepts

- Accessories and materials
- Environmental considerations
- Fertiliser schedules
- Maintenance techniques
- Material Safety Data Sheets (MSDS)
- Monitoring
- OHS requirements
- Personal protective equipment (PPE)
- Plant displays
- Plant health and appearance
- Plant placement
- Plant types
- Planting design
- Planting plans
- Planting techniques
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<th>What specific skills are needed to achieve the performance criteria?</th>
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- recording
- remedial action
- safety equipment
- time management
- tools and machinery
- watering
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<tr>
<td>1 Prepare the display site</td>
<td>1.1 The <strong>plant display</strong> site is prepared according to instructions.</td>
<td>The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment requirements may depend on the work situations available. For more information on contexts, environment and variables for training and assessment, refer to the Sector Booklet. What are <strong>plant displays</strong> in the context of this standard? Plant displays include displays for functions, annual bedding displays, herbaceous perennial displays, and indoor presentations.</td>
<td><strong>Learning experiences for the HSC must address:</strong> Basic horticultural knowledge of the following:  - plant types  - conditions and requirements to maintain the plants in prime condition throughout the duration of the display. Preparation of plant display sites including:  - clearing rubbish and debris  - risk assessment  - weeding  - soil tillage  - removal of unwanted shrubs or plants  - pruning shrubs and plants  - mark layout  - level ground to instructions  - drainage  - light.</td>
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<td></td>
<td>1.2 Materials, <strong>tools, equipment and machinery</strong> are used according and enterprise work procedures.</td>
<td>What <strong>tools, equipment and machinery</strong> may be required? Materials, tools, equipment and machinery may include plants, hanging baskets, fertiliser, hand tools such as rakes, shovels, spades, wheelbarrows and hoses, forklifts, trolley.</td>
<td><strong>Learning experiences for the HSC must address:</strong> Tools, equipment and machinery including:  - materials  - plants  - shrubs  - hanging baskets  - fertilisers  - gravel, sand and stones  - hand tools  - shovel  - spades  - hoe  - rakes  - wheelbarrow  - hoses  - trolley  - measuring tape  - string  - spray can markers  - spirit level  - pots</td>
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<td>1.3</td>
<td>Suitable personal <strong>safety equipment</strong> is selected and used.</td>
<td>What <strong>safety equipment</strong> may be required?</td>
<td><strong>Learning experiences for the HSC must address:</strong>&lt;br&gt;The selection, use, maintenance and storage of personal protective equipment (PPE) appropriate to the work task including:&lt;br&gt;- footwear&lt;br&gt;- head protection – hard hat, sun hat and helmet&lt;br&gt;- overalls&lt;br&gt;- gloves&lt;br&gt;- apron&lt;br&gt;- respirator&lt;br&gt;- face mask&lt;br&gt;- hearing protection&lt;br&gt;- eye protection – goggles, safety glasses and face guard&lt;br&gt;- sunscreen&lt;br&gt;- waterproof clothing.</td>
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</table>
| 2       | Install plants       |                    | **Learning experiences for the HSC must address:**<br>An understanding of planting plans including:<br>- planting design<br>- types of plant or shrub to be displayed<br>- following the plan when planting<br>- identification of symbols from plan.
<p>| 2.2     | <strong>Accessories and materials</strong> chosen are as specified in the plan. | What <strong>accessories and materials</strong> may be used for the preparation of plant displays? | <strong>Learning experiences for the HSC must address:</strong>&lt;br&gt;Choosing the right materials and accessories for the preparation of the plant display including: |</p>
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| 2.3 Work is undertaken according to **OHS requirements.** | What **safety equipment** may be required? Safety equipment may include signage and barriers. What **OHS requirements** are relevant to this standard? OHS requirements may include cleaning, maintaining and storing tools, equipment and machinery; appropriate use of personal protective equipment including sun protection, drinking to avoid dehydration; safe operation of | sculptures, rocks, water, surface and edge treatments, garden furniture, nursery products, signage, stands, boxes, fabrics and other decorative materials. | • accessories  
  - sculptures  
  - lighting  
  - fencing  
  - water features  
  - garden furniture  
  - surface and edge treatments  
  - signage  

• materials  
  - rocks and stones  
  - fabrics  
  - paint  
  - wood products – lattice  
  - nursery products  
  - pots  
  - ornaments  
  - piping/hoses  
  - mesh  
  - boxes  
  - stands.  

An understanding of the purpose of accessories and materials including:  
• colour enhancement  
• highlight design  
• theme enhancement  
• perspective  
• lighting  
• atmosphere  
• audience attraction. |

| Learning experiences for the HSC must address: | An awareness of appropriate OHS strategies including:  
• select, use and maintain appropriate PPE  
• provision of sufficient drinking water  
• basic first aid training  
• access to first aid kits  
• safe work practices and procedures  
• access to appropriate communication devices  
• emergency plans  
• safety signs |
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<td>3 Maintain plants</td>
<td>3.1 Health of the plants is monitored to ensure they retain optimum appearance.</td>
<td>tools, equipment and machinery; correct manual handling; basic first aid; personal hygiene and reporting problems to supervisors.</td>
<td>• environmental policies.</td>
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<td>3.2 Plants are fertilised and watered to maintain optimum health and appearance.</td>
<td>What <strong>tools, equipment and machinery</strong> may be required? Materials, tools, equipment and machinery may include plants, hanging baskets, fertiliser, hand tools such as rakes, shovels, spades, wheelbarrows and hoses, forklifts, trolley.</td>
<td><strong>Learning experiences for the HSC must address:</strong> Indications of the health of plants including: • appearance – colour – shape – texture – wilting – signs of pest and disease – mechanical damage. Records of observations including • damaged plants • replaced plants • type of damage and date • reasons for replacement.</td>
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<td><strong>Learning experiences for the HSC must address:</strong> Equipment and tools for fertilising and watering including: • hoses • watering cans • sprayer/sprinkler. An awareness of enterprise procedures for regular fertilising and watering including: • fertiliser schedules • watering schedules • monitoring and reporting plant health to assess watering requirements • monitoring and recording fertilisation outcomes. Selection, use, maintenance and storage of suitable PPE including: • boots • waterproof clothing and footwear • goggles • gloves.</td>
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| 3.3     | Plants are replaced when no longer at optimum health and appearance. | | The use of fertilisers including:  
- foliar  
- soil application  
  - slow release  
  - soluble.  
An understanding of the consequences of over watering and over fertilising:  
- water logging  
- nutrient toxicities  
- fungal rots  
- moulds and mosses growing on plant media.  
Clean up, disposal and storage of fertilisers according to environmental considerations and directions provided on the label and Material Safety Data Sheets (MSDS). |
| 3.4     | Rubbish, litter and decaying material are removed from plants, pots and surrounds to maintain optimum appearance of display. | What **OHS requirements** are relevant to this standard?  
OHS requirements may include cleaning, maintaining and storing tools, equipment and machinery; appropriate use of personal protective equipment including sun protection, drinking to avoid dehydration; safe operation of tools, equipment and machinery; correct manual handling; basic first aid; personal hygiene and reporting problems to supervisors. | **Learning experiences for the HSC must address:**  
Procedures for the removal of rubbish, litter and decaying material from plants, pots and surrounds including:  
- monitoring amounts of rubbish, litter and decaying material  
- identifying a suitable means of disposal  
- identifying equipment required to gather, store or dispose of rubbish, litter and decaying material.  
Environmental considerations for removal of rubbish, litter and decaying material including:  
- biodegradable matter  
- recyclable or reusable materials. |
What processes should be applied to this competency standard?

There are a number of processes that are learnt throughout work and life, which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this competency standard. Following each question a number in brackets indicates the level to which the key competency needs to be demonstrated where

0 = not required  
1 = perform the process  
2 = perform and administer the process  
3 = perform, administer and design the process

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<td>1. How can communication of ideas and information (1) be applied?</td>
<td>Verbal communication of ideas and information relating to achieving the task.</td>
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<td>2. How can information be collected, analysed and organised (1)?</td>
<td>Daily work reports may be used to collect information for the supervisors.</td>
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<td>3. How are activities planned and organised (1)?</td>
<td>Activities are planned and organised as a part of a team.</td>
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<td>4. How can team work (1) be applied?</td>
<td>Preparing the display may involve working as part of a team to complete the display to plan and on time.</td>
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<td>5. How can the use of mathematical ideas and techniques (1) be applied?</td>
<td>Mathematical concepts may be used to calculate plant requirements.</td>
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<td>6. How can problem-solving skills (1) be applied?</td>
<td>Problem-solving skills may be required when dealing with unforeseen circumstances.</td>
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<tr>
<td>7. How can the use of technology (1) be applied?</td>
<td>Technological understanding may be required to access information about suitable plants and design ideas, communicate and keep records.</td>
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