

Level 1/2/3 Awards/Certificates in Floral Design (7144)

March 2022 Version 1.2



Qualification at a glance

Subject area	Floral Design
City & Guilds number	7144
Age group approved	16 – 18, 19+
Entry requirements	N/A
Assessment	Assignments
Fast track	Available
Support materials	Centre handbook Assessment pack
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Title and level	City & Guilds number	Accreditation number
Level 1 Award in Floral Design (Contemporary Flower Arrangement - Free Standing)	7144-01	600/4461/5
Level 1 Award in Floral Design (Contemporary Flower Arrangement - Table Décor)	7144-01	600/4462/7
Level 1 Award in Floral Design (Traditional Flower Arrangement - Free Standing)	7144-01	600/4463/9
Level 1 Award in Floral Design (Traditional Flower Arrangement - Table Décor)	7144-01	600/4464/0
Level 2 Award in Floral Design (Contemporary Flower Arrangement - Free Standing)	7144-02	600/4498/6
Level 2 Award in Floral Design (Contemporary Flower Arrangement - Table Décor)	7144-02	600/4458/5
Level 2 Award in Floral Design (Traditional Flower Arrangement - Free Standing)	7144-02	600/4459/7
Level 2 Award in Floral Design (Traditional Flower Arrangement - Table Décor)	7144-02	600/4460/3
Level 3 Award in Floral Design (Contemporary Flower Arrangement - Free Standing)	7144-03	600/4465/2
Level 3 Award in Floral Design (Contemporary Flower Arrangement - Table Décor)	7144-03	600/4466/4

Level 3 Award in Floral Design (Traditional Flower Arrangement - Free Standing)	7144-03	600/4467/6
Level 3 Award in Floral Design (Traditional Flower Arrangement - Table Décor)	7144-03	600/4468/8
Level 1 Certificate in Floral Design	7144-11	600/4516/4
Level 2 Certificate in Floral Design	7144-12	600/4515/2
Level 3 Certificate in Floral Design	7144-13	600/4514/0

Version and date	Change detail	Section
1.1 October 2017	Added TQT and GLH details	Qualification at a Glance, Structure
	Deleted QCF	Appendix
1.2 March 2022	Added TQT and GLH details for 600/4515/2	Structure
	Updated C&G address	



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1 Introduction

This document tells you what you need to do to deliver the qualifications:

Area	Description
Who are the qualifications for?	For candidates with an interest in Floral design
What do the qualifications cover?	They allow candidates to learn, develop and practise the skills required for career progression into the floristry sector.
What opportunities for progression are there?	They allow candidates to progress on to the following City & Guilds NPTC qualifications: <ul style="list-style-type: none"> • Level 2 Award, Certificate and Diploma in Floristry (0351-02) • Level 3 Award, Certificate and Diploma in Floristry (0351-03)

Structure

Level 1 Awards

To achieve the Level 1 Award in Floral Design (Contemporary Flower Arrangement - Free Standing), learners must achieve **4** credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
D/503/7141	103	Contemporary flower arrangement - free standing	4

To achieve the Level 1 Award in Floral Design (Contemporary Flower Arrangement - Table Décor), learners must achieve **4** credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
H/503/7142	104	Contemporary flower arrangement - table décor	4

To achieve the Level 1 Award in Floral Design (Traditional Flower Arrangement - Free Standing), learners must achieve **4** credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
K/503/7143	105	Traditional flower arrangement - free standing	4

To achieve the Level 1 Award in Floral Design (Traditional Flower Arrangement - Table Décor), learners must achieve **4** credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
M/503/7144	106	Traditional flower arrangement - table décor	4

Level 2 Awards

To achieve the Level 2 Award in Floral Design (Contemporary Flower Arrangement - Free Standing), learners must achieve **6** credits from the mandatory unit

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
L/503/7149	203	Contemporary flower arrangement - free standing	6

To achieve the Level 2 Award in Floral Design (Contemporary Flower Arrangement - Table Décor), learners must achieve **6** credits from the mandatory unit

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
J/503/7151	204	Contemporary flower arrangement - table décor	6

To achieve the Level 2 Award in Floral Design (Traditional Flower Arrangement - Free Standing), learners must achieve **6** credits from the mandatory unit

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
L/503/7152	205	Traditional flower arrangement - free standing	6

To achieve the Level 2 Award in Floral Design (Traditional Flower Arrangement - Table Décor), learners must achieve **6** credits from the mandatory unit

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
R/503/7153	206	Traditional flower arrangement - table décor	6

Level 3 awards

To achieve the Level 3 Award in Floral Design (Contemporary Flower Arrangement - Free Standing), learners must achieve **10** credits from the mandatory units

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
D/503/7169	303	Contemporary flower arrangement - free standing	10

To achieve the Level 3 Award in Floral Design (Contemporary Flower Arrangement - Table Décor), learners must achieve **10** credits from the mandatory units

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
R/503/7170	304	Contemporary flower arrangement - table décor	10

To achieve the Level 3 Award in Floral Design (Traditional Flower Arrangement - Free Standing), learners must achieve **10** credits from the mandatory units

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Y/503/7171	305	Traditional flower arrangement - free standing	10

To achieve the Level 3 Award in Floral Design (Traditional Flower Arrangement - Table Décor), learners must achieve **10** credits from the mandatory units

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
D/503/7172	306	Traditional flower arrangement - table décor	10

Certificates

To achieve the **Level 1 Certificate in Floral Design (7144-11)** learners must achieve **6** credits from the mandatory units and **8** credits from the optional units.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
H/503/7139	101	Explore design ideas	3
Y/503/7140	102	Exploring ideas and techniques for floral design	3
Optional			
D/503/7141	103	Contemporary flower arrangement - free standing	4
H/503/7142	104	Contemporary flower arrangement - table décor	4
K/503/7143	105	Traditional flower arrangement - free standing	4
M/503/7144	106	Traditional flower arrangement - table décor	4

To achieve the **Level 2 Certificate in Floral Design (7144-12)** learners must achieve **8** credits from the mandatory units and **12** credits from the optional units.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
F/503/7147	201	Developing design ideas	4
J/503/7148	202	Exploring ideas and techniques for floral designs	4
Optional			
L/503/7149	203	Contemporary flower arrangement - free standing	6
J/503/7151	204	Contemporary flower arrangement - table décor	6
L/503/7152	205	Traditional flower arrangement - free standing	6
R/503/7153	206	Traditional flower arrangement - table décor	6

To achieve the **Level 3 Certificate in Floral Design (7144-13)** learners must achieve **10** credits from the mandatory units and **20** credits from the optional units.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
K/503/7174	301	Researching design ideas and concepts	5
M/503/7175	302	Develop and innovate ideas for floral designs	5
Optional			
D/503/7169	303	Contemporary flower arrangement - free standing	10
R/503/7170	304	Contemporary flower arrangement - table décor	10
Y/503/7171	305	Traditional flower arrangement - free standing	10
D/503/7172	306	Traditional flower arrangement - table décor	10

Total Qualification Time

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a Learner to achieve a qualification. It includes both guided learning hours (which are listed separately) and hours spent in preparation, study and assessment.

Title and level	GLH	TQT
Level 1 Award in Floral Design (Contemporary Flower Arrangement - Free Standing)	30	40
Level 1 Award in Floral Design (Contemporary Flower Arrangement - Table Décor)	30	40
Level 1 Award in Floral Design (Traditional Flower Arrangement - Free Standing)	30	40
Level 1 Award in Floral Design (Traditional Flower Arrangement - Table Décor)	30	40
Level 1 Certificate in Floral Design	115	140
Level 2 Certificate in Floral Design	124	200



2 Centre requirements

Approval

If your Centre is approved to offer the following Level 1/2/3 Awards/Certificates/Diplomas in Creative Techniques:

7111-06 7111-16 7111-26
7112-06 7112-16 7112-26
7113-06 7113-16 7113-26

then you can apply for the new Level 1/2/3 Awards in Floral Design (7144-01/02/03) and the new Level 1/2/3 Certificates in Floral Design (7144-11/12/13) approval using the **fast-track approval form**, available from the City & Guilds website.

Centres should use the fast-track form if:

- there have been no changes to the way the qualifications are delivered, and
- they meet all of the approval criteria in the fast-track form guidance notes.

Fast track approval is available for 12 months from the launch of the qualification. After 12 months, the Centre will have to go through the standard Qualification Approval Process. The centre is responsible for checking that fast-track approval is still current at the time of application.

To offer these qualifications, new centres will need to gain both centre and qualification approval. Please refer to the *Centre Manual - Supporting Customer Excellence* for further information.

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualifications before designing a course programme.

Resource requirements

Centre staffing

Staff delivering these qualifications must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- be occupationally competent or technically knowledgeable in the areas for which they are delivering training and/or have experience of providing training. This knowledge must be to the same level as the training being delivered
- have recent relevant experience in the specific area they will be assessing
- have credible experience of providing training.

Centre staff may undertake more than one role, eg tutor and assessor or internal verifier, but cannot internally verify their own assessments.

Assessors and internal verifiers

Assessor/Verifier (A/V) units are valued as qualifications for centre staff, but they are not currently a requirement for the qualifications

Continuing professional development (CPD)

Centres must support their staff to ensure that they have current knowledge of the occupational area, that delivery, mentoring, training, assessment and verification is in line with best practice, and that it takes account of any national or legislative developments.

Candidate entry requirements

City & Guilds does not set entry requirements for these qualifications. However, centres must ensure that candidates have the potential and opportunity to gain the qualifications successfully.

Age restrictions

City & Guilds cannot accept any registrations for candidates under 16 as these qualifications are not approved for under 16s.



3 Delivering the qualification

Initial assessment and induction

An initial assessment of each candidate should be made before the start of their programme to identify:

- if the candidate has any specific training needs,
- support and guidance they may need when working towards their qualifications.
- any units they have already completed, or credit they have accumulated which is relevant to the qualifications.
- the appropriate type and level of qualification.

We recommend that centres provide an induction programme so the candidate fully understands the requirements of the qualifications, their responsibilities as a candidate, and the responsibilities of the centre. This information can be recorded on a learning contract.

Support materials

The following resources are available for these qualifications:

Description	How to access
Assessment Pack for centres	www.cityandguilds.com
fast track approval forms	www.cityandguilds.com

Recording documents

Candidates and centres may decide to use a paper-based or electronic method of recording evidence.

City & Guilds endorses several ePortfolio systems, including our own, **Learning Assistant**, an easy-to-use and secure online tool to support and evidence learners' progress towards achieving qualifications. Further details are available at: www.cityandguilds.com/eportfolios.



4 Assessment

Assessment of the qualification

All units are assessed by assignments.

Please refer to the City & Guilds assessment pack which can be found at www.cityandguilds.com

Assessment strategy

Assessments

This qualification is assessed by assignments. These assignments assess in a number of ways to provide a clear indication of candidate knowledge and skills. These include:

- practical tasks
- knowledge and understanding tasks.

The assessments are set by City & Guilds and are administered by the centre when the candidate is ready. They are graded internally, using the information provided and the outcomes recorded on the documents provided by City & Guilds. Assessments are subject to internal and external verification.

For further details please refer to the Assessment Pack.

Recognition of prior learning (RPL)

Recognition of prior learning means using a person's previous experience or qualifications which have already been achieved to contribute to a new qualification.

RPL is not allowed for this qualification.



5 Units

Availability of units

Below is a list of the learning outcomes for all the units.

Structure of units

These units each have the following:

- City & Guilds reference number
- unit accreditation number
- title
- level
- credit value
- unit aim
- relationship to NOS, other qualifications and frameworks
- endorsement by a sector or other appropriate body
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria
- notes for guidance.

Unit 101

Exploring design ideas

UAN:	H/503/7139
Level:	Level 1
Credit value:	3
GLH:	28
Relationship to NOS:	This unit is linked to the following National Occupational Standards for Creative and Cultural Skills : CR 6, 8, 9, 13, 14, 15, 17, 21, 22, 24, 30, 31 DES 5, 8, 10, 11
Endorsement by a sector or regulatory body:	This unit is endorsed by Creative and Cultural Skills, the Sector Skills Council for Craft and Design
Aim:	This unit provides the candidate with the practical skills and knowledge needed to understand how simple design ideas are created using materials for colour, line and texture.

Learning outcome
The learner will: 1. Know how to work safely and effectively when exploring design ideas
Assessment criteria
The learner can: 1.1 Identify Health and Safety regulations relating to tools and equipment used in basic design work 1.2 Identify Health and Safety risks relating to materials used in basic design work

Range
Regulations COSHH, Health and Safety at Work Act
Tools and equipment adhesive , cutting tools, drawing tools, applicators
Materials colouring mediums, graphite, papers

Learning outcome

The learner will:

2. Be able to prepare for design work

Assessment criteria

The learner can:

2.1 Select **craft materials** to sample design ideas

2.2 Select **tools and equipment** to sample design ideas

2.3 Store craft materials, tools and equipment correctly

Range**Craft materials**

common craft materials related to design – papers, drawing mediums, colouring mediums and similar items

Tools and equipment

adhesive, cutting tools, drawing tools, applicators

Learning outcome

The learner will:

3. Be able to experiment with design ideas

Assessment criteria

The learner can:

3.1 **Experiment** with design materials to create visuals

3.2 **Explore the potential** of design materials through experimentation

Range**Experiment**

eg bend, fold, ease, cut, colour

Explore the potential use materials to experiment where there is no known outcome

Learning outcome
The learner will: 4. Be able to experiment with different materials, mediums and techniques to create designs
Assessment criteria
The learner can: 4.1 Create a primary and secondary colour wheel with colouring materials 4.2 Create gradations of primary colours with colouring materials 4.3 Create accent colours 4.4 Create marks and lines using mediums 4.5 Create low relief using mediums 4.6 Make overlays 4.7 Create contrast using overlays 4.8 Create visual texture using mediums

Range
Primary magenta, cyan and yellow
Secondary violet, green and orange
Gradations of primary colours a colour ladder to show the central primary colour working out in stages to white and to black
Accent colours a small proportion of the complimentary colour adjacent to its primary
Mediums
Wet mediums eg Ink, paint and similar items
Dry mediums eg crayon, graphite, wax and similar items
Marks contrasting lines, expressive lines, dots, dashes and similar drawn expressions
Low relief low level 3D effects
Overlays Transparent or translucent materials layered over underlying materials

Visual texture

eg colour discharge, resists, rubbing, sponging, spraying, stippling, and similar

Learning outcome

The learner will:

5. Be able to evaluate and record design work

Assessment criteria

The learner can:

5.1 Produce records of design ideas

5.2 Evaluate results of design work

Range**Records**

•written record

•visual record

the experimentations undertaken, or photographs where the life of the materials renders storage impractical

Evaluate

identify/record strengths and weaknesses of the designs undertaken

Unit 102

Exploring ideas and techniques for floral design

UAN:	Y/503/7140
Level:	Level 1
Credit value:	3
GLH:	27
Relationship to NOS:	<p>This unit is linked to the following National Occupational Standard for Creative and Cultural Skills :</p> <p>CR6, 8, 9, 13, 14, 15, 17, 21, 22, 24, 30, 31</p> <p>DES 7, 9, 10, 11</p> <p>This unit is also linked to the following National Occupational Standard for LANTA LAN FLR 6, 8</p>
Endorsement by a sector or regulatory body:	This unit is endorsed by LANTRA and the Sector Skills Council for Land Based and Environmental Industries
Aim:	This unit enables the candidate to experiment and sample a practical process, idea or technique with materials for Floral Designs.

Learning outcome
The learner will: 1. Know how to work safely and effectively when using tools and equipment in floral design
Assessment criteria
The learner can: 1.1 Identify Health and Safety regulations relating to tools and equipment used in basic floral design 1.2 Identify Health and Safety risks relating to materials used in basic floral design

Range
Regulations COSHH, Health and Safety at Work Act
Tools and equipment eg adhesive , cutting tools, tape, wires
Risk eg irritant, poisonous

Learning outcome
The learner will: 2. Be able to prepare for sampling design ideas and techniques
Assessment criteria
The learner can: 2.1 Select tools and equipment to sample floral design ideas and techniques 2.2 Select <ul style="list-style-type: none"> • traditional materials • common craft materials to sample basic floral design ideas and techniques 2.3 Store materials correctly <ul style="list-style-type: none"> • traditional materials • common craft materials • tools and equipment

Range
Tools and equipment eg adhesives, cutting tools, tape, wires
Traditional materials common flowers and foliage
Common craft materials Common craft materials related to floral design

Learning outcome
The learner will: 3. Be able to sample techniques and experiment with materials for floral designs
Assessment criteria
The learner can: 3.1 Manipulate basic floral design materials <ul style="list-style-type: none"> • traditional materials • non-traditional materials 3.2 Handle materials carefully to avoid damage during the experimentation process 3.3 Explore the potential of basic floral design materials through experimentation

Range
Manipulate eg bend, fold, ease, cut, thread
Non-traditional materials eg raffia, midilino, cellophane
Avoid damage manipulate material as necessary to achieve the anticipated or desirable result
Explore the potential Use materials to experiment where there is no known outcome

Learning outcome
The learner will: 4. Be able to evaluate results and record samples
Assessment criteria
The learner can: 4.1 Produce records of techniques used and samples 4.2 Evaluate results of techniques used and samples

Range
Records <ul style="list-style-type: none">•written records•visual records photographs or simple sketches
Samples experimentations undertaken
Evaluate identify/record strengths and weaknesses of the techniques and sampling undertaken

Unit 103

Contemporary flower arrangement - free standing

UAN:	D/503/7141
Level:	Level 1
Credit value:	4
GLH:	30
Relationship to NOS:	This unit is linked to the following floristry National occupations standards produced by LANTRA: LAN FLR 3, LAN FL 5, LAN FLR 6, LAN FLR 8, LAN CU2
Endorsement by a sector or regulatory body:	This unit is endorsed by LANTRA and the Sector Skills Council for Land Based and Environmental Industries
Aim:	This unit provides the practical skills and knowledge needed to make simple free standing contemporary floral designs. The unit aims to develop basic practical skills using a range of materials in the planning, preparation, construction and presentation of the finished free standing contemporary floral designs.

Learning outcome
The learner will: 1. Know how to work safely and effectively using tools and equipment
Assessment criteria
The learner can: 1.1 Identify Health and Safety regulations relating to contemporary flower arrangement – free standing 1.2 Describe tools and equipment used for contemporary flower arrangement – free standing

Range
Regulations COSHH, Health and Safety at Work Act
Tools and equipment cutting tools, wires

Learning outcome
The learner will: 2. Know the botanical classification and characteristics of fresh plant material and mechanics
Assessment criteria
The learner can: 2.1 State the botanical name of a range of fresh flowers and plant material 2.2 Describe the characteristics of a range of fresh plant material 2.3 Describe a range of mechanics

Range
Botanical Latin classification
Characteristics colour, line, texture, shape, hazardous features
Fresh plant material common flowers and foliage
Mechanics simple - containers, floral mediums, floral tapes

Learning outcome
The learner will: 3. Be able to sketch simple designs for contemporary free standing flower arrangements
Assessment criteria
The learner can: 3.1 Select design materials 3.2 Store design materials correctly 3.3 Describe simple contemporary techniques 3.4 Sketch simple designs for contemporary free standing arrangements to evidence the use of <ul style="list-style-type: none"> • colour • line • texture 3.5 Store sketches safely for easy retrieval

Range
Design materials colouring mediums (eg paint, pencils, pens, wax, ink), range of papers
Contemporary techniques binding, banding , bundling cupping, grouping, simple leaf manipulation, looping, rolling, simple leaf manipulation, simple plaiting, terracing
Free standing arrangements linear, horizontal, parallel

Learning outcome
The learner will: 4. Be able to plan, prepare and handle materials for contemporary free standing flower arrangements
Assessment criteria
The learner can: 4.1 Prepare materials for selected sketches 4.2 Handle materials carefully to avoid damage 4.3 Estimate the time required to make contemporary free standing arrangements

Range
Prepare select, obtain, condition and check for damage, soak and secure medium

Learning outcome
The learner will: 5. Be able to construct contemporary free standing flower arrangements and record the process
Assessment criteria
The learner can: 5.1 Handle materials to minimise damage during construction purpose 5.2 Construct contemporary free standing arrangements 5.3 Finish contemporary free standing arrangements 5.4 Stage contemporary free standing arrangements 5.5 Record the basic steps followed during the construction process including any adjustments 5.6 Produce a simple cost sheet 5.7 State production timescales 5.8 Evaluate contemporary free standing arrangements

Range
Construct Use contemporary and/or innovative techniques to satisfy the design specifications and intended use
Finish Eg Check for damage, mist as appropriate
Stage Present and display the finished product following the design specifications and intended use
Record Photographic and written evidence
Cost sheet Retail and labour costs
Production timescales Time taken to plan, construct and complete arrangements
Evaluate Identify / record strengths and weaknesses of the design

Unit 103 **Contemporary flower arrangement - free standing**

Supporting information

Unit range

Description of techniques to be covered:

1. Binding: a method of securing materials together using a pliable medium, ensuring the binding point does not travel.
2. Banding: the use of a pliable medium to bind in close order, for effect.
3. Bundling: the use of like materials, bound together to form a pick.
4. Cupping: the creation of a conical structure using a manipulated flat leaf secured with wire, glue or staples. E.g. Galax urceolata
5. Grouping: the positioning of like materials in close order to form an area of dominance.
6. Looping: the use of a pliable medium to cage part of the design.
7. Plaiting: the use of 3 strands of materials interwoven for decorative effect.
8. Rolling: the use of different materials, e.g. grasses, leaves, midolino to create a coiled affect thus creating enclosed space, secured with wire, staples or glue.
9. Simple leaf manipulation: the twisting, cutting, folding of leaves to create a three dimensional shape secured by wire, glue or staples.
10. Terracing: the use of like materials to be placed in a stepped, overlapped manner.

Unit 104

Contemporary flower arrangement - table décor

UAN:	H/503/7142
Level:	Level 1
Credit value:	4
GLH:	30
Relationship to NOS:	This unit is linked to the following floristry National occupations standards produced by LANTRA: LAN FLR 3, LAN FL 5, LAN FLR 6, LAN FLR 8, LAN CU2
Endorsement by a sector or regulatory body:	This unit is endorsed by LANTRA the Sector Skills Council for Land Based and Environmental Industries
Aim:	This unit provides the practical skills and knowledge needed to make simple contemporary floral table decor. The unit aims to develop basic practical skills using a range of materials in the planning, preparation, construction and presentation of the finished contemporary floral table décor.

Learning outcome
The learner will: 1. Know how to work safely and effectively using tools and equipment
Assessment criteria
The learner can: 1.1 Identify Health and Safety regulations relating to contemporary flower arrangement – table décor 1.2 Describe tools and equipment used for contemporary flower arrangement – table décor

Range
Regulations COSHH, Health and Safety at Work Act
Tools and equipment cutting tools, wires

Learning outcome
The learner will: 2. Know the botanical classification and characteristics of fresh plant material
Assessment criteria
The learner can: 2.1 State the botanical name of a range of fresh flowers and plant material 2.2 Describe the characteristics of a range of fresh plant material 2.3 Describe a range of mechanics

Range
Botanical Latin classification
Characteristics colour, line, texture, shape, hazardous features
Fresh plant material common flowers and foliage
Mechanics simple - containers, floral mediums, floral tapes

Learning outcome
The learner will: 3. Be able to sketch simple designs for contemporary flower arrangements – table decor
Assessment criteria
The learner can: 3.1 Select design materials 3.2 Store design materials correctly 3.3 Describe simple contemporary techniques 3.4 Sketch simple designs for all-round contemporary table arrangements to evidence the use of <ul style="list-style-type: none"> • colour • line • texture 3.5 Store sketches safely for easy retrieval

Range
<p>Design material a range of colouring mediums (paint, pencils, pens, wax, ink), range of papers</p> <p>Contemporary techniques binding, banding , bundling, cupping, grouping, looping, rolling, simple plaiting, terracing, weaving</p> <p>All-round contemporary table arrangements circular, square, rectangular</p>

Learning outcome
The learner will: 4. Be able to plan, prepare and handle materials for contemporary table arrangements
Assessment criteria
The learner can: 4.1 Prepare materials for selected sketches 4.2 Handle materials carefully to avoid damage 4.3 Estimate the time required to make all round contemporary table arrangements

Range
<p>Prepare select, obtain, condition and check for damage, soak and secure medium</p>

Learning outcome
The learner will: 5. Be able to construct contemporary table arrangements and record the process
Assessment criteria
The learner can: 5.1 Handle materials to minimise damage during the construction process 5.2 Construct all round contemporary table décor 5.3 Finish all round contemporary table décor 5.4 Stage all round contemporary table décor 5.5 Record the basic steps during the construction process including any adjustments 5.6 Produce a simple cost sheet 5.7 State production timescales 5.8 Evaluate contemporary table arrangements

Range
Construct Use contemporary and/or innovative techniques to satisfy the design specifications and intended use
Finish Check for damage, mist as appropriate
Stage Present and display the finished product following the design specifications and intended use
Record Photographic and written evidence
Cost sheet Retail and labour costs
Production timescales Time taken to plan, construct and complete arrangements
Evaluate Identify/ record strengths and weaknesses of the design

Unit 104 **Contemporary flower arrangement - table décor**

Supporting information

Unit range

The learner must cover the range

Description of techniques to be covered:

1. Binding: a method of securing materials together using a pliable medium, ensuring the binding point does not travel.
2. Banding: the use of a pliable medium to bind in close order, for effect.
3. Bundling: the use of like materials, bound together to form a pick.
4. Cupping: the creation of a conical structure using a manipulated flat leaf secured with wire, glue or staples. E.g. Galax urceolata
5. Grouping: the positioning of like materials in close order to form an area of dominance.
6. Looping: the use of a pliable medium to cage part of the design.
7. Plaiting: the use of 3 strands of materials interwoven for decorative effect.
8. Rolling: the use of different materials, e.g. grasses, leaves, midolino to create a coiled affect thus creating enclosed space, secured with wire, staples or glue.
9. Simple leaf manipulation: the twisting, cutting, folding of leaves to create a three dimensional shape secured by wire, glue or staples.
10. Terracing: the use of like materials to be placed in a stepped, overlapped manner.
11. Weaving: the interlacing of materials using the warp and weft affect to create a solid surface area.

Unit 105

Traditional flower arrangement - free standing

UAN:	K/503/7143
Level:	Level 1
Credit value:	4
GLH:	30
Relationship to NOS:	This unit is linked to the following floristry National occupations standards produced by LANTRA: LAN FLR 3, LAN FL 5, LAN FLR 6, LAN FLR 8, LAN CU2
Endorsement by a sector or regulatory body:	This unit is endorsed by LANTRA the Sector Skills Council for Land Based and Environmental Industries
Aim:	This unit provides the practical skills and knowledge needed to make simple free standing traditional floral designs. The unit aims to develop basic practical skills using a range of materials in the planning, preparation, construction and presentation of the finished free standing traditional floral designs.

Learning outcome
The learner will: 1. Know how to work safely and effectively using tools and equipment
Assessment criteria
The learner can: 1.1 Identify Health and Safety regulations relating to traditional flower arrangement – free standing 1.2 Describe tools and equipment used for traditional flower arrangement – free standing

Range
Regulations COSHH, Health and Safety at Work Act
Tools and equipment cutting tools, wires

Learning outcome
The learner will: 2. Know the botanical classification and characteristics of fresh plant material and mechanics
Assessment criteria
The learner can: 2.1 State the botanical name of a range of fresh flowers and plant material 2.2 Describe the characteristics of a range of fresh plant material 2.3 Describe a range of mechanics

Range
Botanical Latin classification
Characteristics colour, line, texture, shape, hazardous features
Fresh plant material common flowers and foliage
Mechanics simple - containers, floral mediums, floral tapes

Learning outcome
The learner will: 3. Be able to sketch simple designs for traditional free standing flower arrangements
Assessment criteria
The learner can: 3.1 Select design materials 3.2 Store design materials correctly 3.3 Sketch simple designs for free standing arrangements to evidence the use of <ul style="list-style-type: none"> • colour • line • texture 3.4 Store sketches safely for easy retrieval

Range
<p>Design material a range of colouring mediums (paint, pencils, pens, wax, ink), range of papers</p> <p>Free standing arrangement line, L shaped, asymmetric, topiary</p>

Learning outcome
<p>The learner will: 4. Be able to plan, prepare and handle materials for traditional free standing flower arrangements</p>
Assessment criteria
<p>The learner can: 4.1 Prepare materials for selected sketches 4.2 Handle materials carefully to avoid damage 4.3 Estimate the time required to make traditional free standing arrangements</p>

Range
<p>Prepare select, obtain, condition and check for damage, soak and secure medium</p>

Learning outcome
<p>The learner will: 5. Be able to construct traditional free standing flower arrangements and record the process</p>
Assessment criteria
<p>The learner can: 5.1 Handle materials to minimise damage during the construction process 5.2 Construct traditional free standing arrangements 5.3 Finish traditional free standing arrangements 5.4 Stage traditional free standing arrangements 5.5 Record the basic steps followed during the construction process including any adjustments 5.6 Produce a simple cost sheet 5.7 State production timescales 5.8 Evaluate traditional free standing arrangements</p>

Range**Construct**

Use traditional and/or innovative techniques to satisfy the design specifications and intended use

Finish

Eg Check for damage, mist as appropriate

Stage

Present and display the finished product following the design specifications and intended use

Record

Photographic and written evidence

Cost sheet

Retail and labour costs

Production timescales

Time taken to plan, construct and complete arrangements

Evaluate

Identify/ record strengths and weaknesses of the design

Unit 106

Traditional flower arrangement - table décor

UAN:	M/503/7144
Level:	Level 1
Credit value:	4
GLH:	30
Relationship to NOS:	This unit is linked to the following floristry National occupations standards produced by LANTRA: LAN FLR 3, LAN FL 5, LAN FLR 6, LAN FLR 8, LAN CU2
Endorsement by a sector or regulatory body:	This unit is endorsed by LANTRA and the Sector Skills Council for Land Based and Environmental Industries
Aim:	This unit provides the practical skills and knowledge needed to make simple traditional floral table decor. The unit aims to develop basic practical skills using a range of materials in the planning, preparation, construction and presentation of the finished traditional floral table décor.

Learning outcome
The learner will: 1. Know how to work safely and effectively using tools and equipment
Assessment criteria
The learner can: 1.1 Identify Health and Safety regulations relating to traditional flower arrangement – table décor 1.2 Describe tools and equipment used for traditional flower arrangement – table décor

Range
Regulations COSHH, Health and Safety at Work Act
Tools and equipment cutting tools, wires

Learning outcome
The learner will: 2. Know the botanical classification and characteristics of fresh plant material and mechanics
Assessment criteria
The learner can: 2.1 State the botanical name of a range of fresh flowers and plant material 2.2 Describe the characteristics of a range of fresh plant material 2.3 Describe a range of mechanics

Range
Botanical Latin classification
Characteristics colour, line, texture, shape, hazardous features
Fresh plant material common flowers and foliage
Mechanics simple - containers, floral mediums, floral tapes

Learning outcome
The learner will: 3. Be able to sketch simple designs for traditional flower arrangements – table décor
Assessment criteria
The learner can: 3.1 Select design materials 3.2 Store design materials correctly 3.3 Sketch simple designs for all-round table arrangements to evidence the use of <ul style="list-style-type: none"> • colour • line • texture 3.4 Store sketches safely for easy retrieval

Range
Design material a range of colouring mediums (paint, pencils, pens, wax, ink), range of papers
All round table arrangement circular, oval, diamond

Learning outcome
The learner will: 4. Be able to plan, prepare and handle materials for traditional flower arrangements – table décor
Assessment criteria
The learner can: 4.1 Prepare materials for selected sketches 4.2 Handle materials carefully to avoid damage 4.3 Estimate the time required to make all round traditional table arrangements

Range
Prepare select, obtain, condition and check for damage, soak and secure medium

Learning outcome
The learner will: 5. Be able to construct traditional table arrangements and record the process
Assessment criteria
The learner can: 5.1 Handle materials to minimise damage during the construction process 5.2 Construct traditional all round table arrangements 5.3 Finish traditional all round table arrangements 5.4 Stage traditional all round table arrangements 5.5 Record the basic steps followed during the construction process including any adjustments 5.6 Produce a simple cost sheet 5.7 State production timescales 5.8 Evaluate traditional all round table arrangements

Range
Construct Use traditional and/or innovative techniques to satisfy the design specifications and intended use
Finish Eg Check for damage, mist as appropriate
Stage Present and display the finished product following the design specifications and intended use
Record Photographic and written evidence

Cost sheet

Retail costs and labour costs

Production timescales

Time taken to plan, construct and complete arrangements

Evaluate

Identify/ record strengths and weaknesses of the arrangements

UAN:	F/503/7147
Level:	Level 2
Credit value:	4
GLH:	31
Relationship to NOS:	This unit is linked to the following National Occupational Standards for Creative and Cultural Skills: CR 2, 5, 6, 8, 9, 11, 13, 14, 15, 17, 19, 21, 22, 24, 30, 31 DES 3, 4, 5, 8, 10, 11, 18
Endorsement by a sector or regulatory body:	This unit is endorsed by Creative and Cultural Skills, the Sector Skills Council for Craft and Design
Aim:	This unit provides the candidate with the practical skills and knowledge needed to use a range of materials to create and develop design ideas using colour, line, texture, shape and form.

Learning outcome
The learner will: 1. Know how to work safely and effectively when developing design ideas
Assessment criteria
The learner can: 1.1 Identify Health and Safety regulations relating to tools and equipment used in design work 1.2 Identify Health and Safety risks relating to materials used in design work

Range
Regulations COSHH, Health and Safety at Work Act
Tools and equipment adhesive , cutting tools, drawing tools, applicators
Materials colouring mediums, drawing mediums, papers, card

Learning outcome
The learner will: 2. Be able to prepare for design work
Assessment criteria
The learner can: 2.1 Select craft materials to sample design ideas 2.2 Select tools and equipment to sample design ideas 2.3 Store craft materials, tools and equipment correctly

Range
Craft materials craft materials related to design – colouring mediums drawing mediums, papers, card and similar items
Tools and equipment adhesive , cutting tools, drawing tools, applicators

Learning outcome
The learner will: 3. Be able to experiment with design ideas
Assessment criteria
The learner can: 3.1 Experiment with design materials to create visuals 3.2 Explore the potential of design materials through experimentation

Range
Experiment eg bend, fold, ease, cut, colour
Explore the potential use materials to experiment where there is no known outcome

Learning outcome
The learner will: 4. Be able to use different materials, mediums and techniques to create designs
Assessment criteria
The learner can: 4.1 Create a primary and secondary colour wheel by mixing colouring materials 4.2 Create tints, tones and shades using colouring materials 4.3 Create greyscale using colouring materials 4.4 Make lines and marks using mediums 4.5 Use lines and marks to evoke mood

4.6 Produce **low relief** using a variety of materials

4.7 Make **overlays**

4.8 Create contrast using overlays

4.9 Create **textures** using materials

Range

Primary

magenta, cyan and yellow

Secondary

violet, green and orange

Tints, tones and shades

add white, grey and black to primary colours

Greyscale

make a gradation ladder from white to black through the grey tones

Lines and marks

eg contrasting lines, expressive lines, straight, curvilinear, angular lines, hatching, dots, dashes and similar drawn expressions

Mediums

Wet mediums

eg Ink, paint and similar items

Dry mediums

eg crayon, graphite, wax and similar items

Mood

eg anger, tranquillity, excitement and similar expressive ideas

Low relief

low 3D effects, surface texture created by the addition and mixture of mediums

Overlays

Transparent or translucent materials layered over underlying materials

Textures

•visual texture

eg colour discharge, rubbing, sponging, spraying, stippling, resists and similar

•texture

eg surface created by pleating, folding, embossing, crumpling and similar techniques

Learning outcome

The learner will:
5. Be able to develop shape

Assessment criteria

The learner can:
5.1 Create **shapes** using lines and marks
5.2 Manipulate shapes to form pattern
5.3 Use areas of **void**

Range**Shapes**

- **Shape** enclosed areas
- **Random** shape freely formed
- **Geometric shape** regular or mathematical shapes

Void space occurring between designed shapes, negative space

Learning outcome

The learner will:
6. Be able to develop form

Assessment criteria

The learner can:
6.1 Create **3D form** using construction methods
6.2 Construct 3D form using **2D materials**

Range**3D form**

three dimensional forms

2D materials

eg acetate, balsa, card, paper, and similar items

Learning outcome

The learner will:
7. Be able to evaluate and record design work

Assessment criteria

The learner can:
7.1 Produce **records** of design ideas
7.2 **Evaluate** results of design work

Range
Records <ul style="list-style-type: none">•written record•visual record the experimentations undertaken, or photographs where the life of the materials renders storage impractical
Evaluate identify/record strengths and weaknesses of the designs undertaken

Unit 202

Exploring ideas and techniques for floral designs

UAN:	J/503/7148
Level:	Level 2
Credit value:	4
GLH:	33
Relationship to NOS:	<p>This unit is linked to the following National Occupational Standard for Creative and Cultural Skills:</p> <p>CR2, 5, 6, 8, 9, 11, 13, 14, 15, 17, 19, 21, 22, 24, 30, 31</p> <p>DES 3, 4, 5, 8, 10, 11, 18</p> <p>This unit is also linked to the following National Occupational Standard for LANTA LAN FLR 5, 6, 8</p>
Endorsement by a sector or regulatory body:	This unit is endorsed by LANTRA the Sector Skills Council for Land Based and Environmental Industries
Aim:	This unit enables a candidate to experiment with traditional and non-traditional techniques and materials to develop practical processes and ideas for Floral Designs

Learning outcome
The learner will: 1. Know how to work safely and effectively using tools and equipment in floral design
Assessment criteria
The learner can: 1.1 Identify Health and Safety regulations relating to tools and equipment used in floral design 1.2 Identify Health and Safety risks relating to materials used in floral design

Range
Regulations COSHH, Health and Safety at Work Act
Tools and equipment eg cutting tools, wires, tapes, staples and similar items
Risks eg irritant, poisonous

Learning outcome
The learner will: 2. Be able to prepare for sampling design ideas and techniques
Assessment criteria
The learner can: 2.1 Handle tools and equipment to sample floral design ideas and techniques 2.2 Select <ul style="list-style-type: none"> • traditional materials • non traditional materials • seasonal materials • common craft materials to sample floral design ideas and techniques 2.3 Store materials correctly <ul style="list-style-type: none"> • traditional materials • non traditional materials • seasonal materials • common craft materials

Range
Tools and equipment cutting tools, wires, tapes, staples, and similar items
Traditional materials common cut all year round plant material
Non traditional materials eg sisal, decorative wires
Seasonal materials common seasonal flowers, foliage and materials
Common craft materials Common craft materials related to floral design

Learning outcome
The learner will: 3. Be able to explore the potential of materials for floral designs
Assessment criteria
The learner can: 3.1 Prepare materials for floral design techniques 3.2 Manipulate floral design materials <ul style="list-style-type: none"> • traditional materials • non-traditional materials • seasonal materials 3.3 Handle materials carefully to avoid damage during the experimentation process 3.4 Explore the potential of floral design materials through experimentation

Range
Prepare condition, common cut all year round plant material and common seasonal flowers, foliage and materials
Manipulate Eg Twist, turn, bend, fold, thread, ease, cut and similar
Avoid damage manipulate material as necessary to achieve the anticipated or desirable result
Explore the potential Use materials to experiment where there is no known outcome

Learning outcome
The learner will: 4. Be able to evaluate results and record samples
Assessment criteria
The learner can: 4.1 Produce records of techniques used and samples 4.2 Evaluate results of techniques used and samples

Range
Records <ul style="list-style-type: none">•written records•visual records photographs or simple sketches
Samples experimentations undertaken
Evaluate make a record to identify strengths and weaknesses of the techniques and sampling undertaken

Unit 203

Contemporary flower arrangement - free standing

UAN:	L/503/7149
Level:	Level 2
Credit value:	6
GLH:	30
Relationship to NOS:	This unit is linked to the following floristry National occupations standards produced by LANTRA: LAN FLR 3, LAN FL 5, LAN FLR 6, LAN FLR 8, LAN CU2
Endorsement by a sector or regulatory body:	This unit is endorsed by LANTRA and the Sector Skills Council for Land Based and Environmental Industries
Aim:	This unit provides the practical skills and knowledge needed to make contemporary free standing floral designs to a saleable standard. It aims to develop research and practical skills, whilst using a range of materials and techniques in the planning, preparation, construction and presentation of saleable contemporary free standing floral designs.

Learning outcome
The learner will: 1. Know how to work safely and effectively using tools and equipment
Assessment criteria
The learner can: 1.1 Identify Health and Safety regulations relating to contemporary flower arrangement – free standing 1.2 Describe the care and safety of tools and equipment used for contemporary flower arrangement – free standing

Range
Regulations COSHH, Health and Safety at Work Act,
Tools and equipment cutting tools, wires

Learning outcome
The learner will: 2. Know the botanical classification and characteristics of fresh plant material and mechanics
Assessment criteria
The learner can: 2.1 State the botanical name of a range of fresh flowers and plant material 2.2 Describe the characteristics of a range of common, all year round and seasonal plant material 2.3 Describe a range of mechanics

Range
Botanical Latin classification
Characteristics colour, line, texture, shape and form, hazardous features
Common cut all year round plant material common plant material which can be purchased all the year round
Seasonal cut plant material common seasonal flowers and foliage
Mechanics containers, floral mediums, floral tapes, wires, glue

Learning outcome
The learner will: 3. Be able to research contextual influences relating to contemporary flower arrangement- free standing
Assessment criteria
The learner can: 3.1 Research current trends and recognised designers 3.2 Record and collate research

Range
Current trends In vogue containers, mediums, materials, techniques
Designers recognised designers related to subject
Record Photographic and written evidence
Research Eg Websites, books, journals, exhibitions and shows, museums

Learning outcome
The learner will: 4. Be able to sketch designs for contemporary flower arrangements – free standing for a stated design specification
Assessment criteria
The learner can: 4.1 Select design material 4.2 Store design material correctly 4.3 Produce a statement of intent 4.4 Describe simple contemporary techniques 4.5 Sketch designs for themed and non-themed contemporary flower arrangements – free standing to evidence the use of <ul style="list-style-type: none"> • colour • line • texture • shape • form 4.6 Store sketches safely for easy retrieval

Range
Design material colouring mediums (eg paint, pencils, pens, wax, ink), range of papers
Statement of intent Description of the suggested design to satisfy stated client requirements
Contemporary techniques Binding, banding , bundling, caging, cupping, gluing, grouping, layering, plaiting, sculpturing, simple leaf manipulation, terracing, threading, weaving
Themed Eg cultural, religious, celebration or event

Contemporary flower arrangement –free standing

Vertical, horizontal, radial, contemporary arrangement with simple self made structure, wall hanger

Learning outcome

The learner will:

5. Be able to plan, prepare and handle materials for contemporary flower arrangements - free standing

Assessment criteria

The learner can:

5.1 **Prepare** materials for selected sketches

5.2 Handle materials carefully to avoid damage

5.3 Estimate the cost and time required to make contemporary flower arrangements - free standing

Range**Prepare**

select, obtain, condition and check for damage, soak and secure medium

Learning outcome

The learner will:

6. Be able to construct contemporary free standing arrangements to a saleable standard

Assessment criteria

The learner can:

6.1 Handle materials, tools and equipment safely and effectively

6.2 **Construct** contemporary free standing arrangements to a saleable standard

6.3 **Finish** contemporary free standing arrangements to a saleable standard

6.4 **Stage** contemporary free standing arrangements to a saleable standard

6.5 **Record** the steps followed during the construction process including any adjustments

6.6 Produce a detailed cost sheet

6.7 Produce detailed **production timescales**

6.8 **Evaluate** contemporary free standing arrangements

Range
Construct Use contemporary and/or innovative techniques to satisfy the design specifications and intended use whilst applying the principles correctly
Finish Eg Check for damage, mist as appropriate
Stage Present and display the finished product following the design specifications and intended use
Record Photographic and written evidence
Cost sheet Detailed retail costs and labour costs
Production timescales Details of time taken to plan, construct and complete arrangements
Evaluate Record strengths and areas for further development

Unit 204

Contemporary flower arrangement - table décor

UAN:	J/503/7151
Level:	Level 2
Credit value:	6
GLH:	30
Relationship to NOS:	This unit is linked to the following floristry National occupations standards produced by LANTRA: LAN FLR 3, LAN FL 5, LAN FLR 6, LAN FLR 8, LAN CU2
Endorsement by a sector or regulatory body:	This unit is endorsed by LANTRA the Sector Skills Council for Land Based and Environmental Industries
Aim:	This unit provides the practical skills and knowledge needed to make Contemporary table décor designs to a saleable standard. It aims to develop research and practical skills, whilst using a range of materials and techniques in the planning, preparation, construction and presentation of saleable Contemporary table designs.

Learning outcome
The learner will: 1. Know how to work safely and effectively using tools and equipment
Assessment criteria
The learner can: 1.1 Identify Health and Safety regulations relating to contemporary flower arrangement – table décor 1.2 Describe the care and safety of tools and equipment used for contemporary flower arrangement – table décor

Range
Regulations COSHH, Health and Safety at Work Act
Tools and equipment cutting tools, wires

Learning outcome
The learner will: 2. Know the botanical classification and characteristics of fresh plant material and mechanics
Assessment criteria
The learner can: 2.1 State the botanical name of a range of fresh flowers and plant material 2.2 Describe the characteristics of a range of common, all year round and seasonal plant material 2.3 Describe a range of mechanics

Range
Botanical Latin classification
Characteristics colour, line, texture, shape and form, hazardous features
Common cut all year round plant material common plant material which can be purchased all the year round
Seasonal cut plant material common seasonal flowers and foliage
Mechanics containers, floral mediums, floral tapes, wires, glue

Learning outcome
The learner will: 3. Be able to research contextual influences relating to contemporary flower arrangement- table decor
Assessment criteria
The learner can: 3.1 Research current trends and recognised designers 3.2 Record and collate research

Range
Current trends In vogue containers, mediums, materials, techniques
Designers recognised designers related to subject
Record Photographic and written evidence
Research Eg Websites, books, journals, exhibitions and shows, museums

Learning outcome
The learner will: 4. Be able to sketch designs for contemporary flower arrangements - table décor for a stated design specification
Assessment criteria
The learner can: 4.1 Select design material 4.2 Store design material correctly 4.3 Produce a statement of intent 4.4 Describe simple contemporary techniques 4.5 Sketch designs for themed and non-themed contemporary flower arrangements – table décor to evidence the use of <ul style="list-style-type: none"> • colour • line • texture • shape • form 4.6 Store sketches safely for easy retrieval

Range
<p>Design material colouring mediums (eg paint, pencils, pens, wax, ink), range of papers</p> <p>Statement of intent Description of the suggested design to satisfy stated client requirements</p> <p>Contemporary techniques Binding, banding , bundling, caging, cupping, gluing, grouping, layering, plaiting, sculpturing, simple leaf manipulation, terracing, threading, weaving</p> <p>Themed Eg cultural, religious, celebration or event</p> <p>Contemporary flower arrangement –table décor All round square, rectangular, circular table arrangements Vertical, buffet table arrangements</p>

Learning outcome
<p>The learner will: 5. Be able to plan, prepare and handle materials for contemporary flower arrangement - table décor</p>
Assessment criteria
<p>The learner can: 5.1 Prepare materials for selected sketches 5.2 Handle materials carefully to avoid damage 5.3 Estimate the cost and time required to make all round contemporary flower arrangements – table décor</p>

Range
<p>Prepare select, obtain, condition and check for damage, soak and secure medium</p>

Learning outcome
The learner will: 6. Be able to construct contemporary flower arrangements - table décor to a saleable standard
Assessment criteria
The learner can: 6.1 Handle materials, tools and equipment safely and effectively 6.2 Construct contemporary flower arrangements - table décor to a saleable standard 6.3 Finish contemporary flower arrangements - table décor to a saleable standard 6.4 Stage contemporary flower arrangements - table décor to a saleable standard 6.5 Record the steps followed during the construction process including any adjustments 6.6 Produce a detailed cost sheet 6.7 Produce detailed production timescales 6.8 Evaluate contemporary table décor arrangements

Range
Construct Use contemporary and/or innovative techniques to satisfy the design specifications and intended use whilst applying the principles correctly
Finish Eg Check for damage, mist as appropriate
Stage Present and display the finished product following the design specifications and intended use
Record Photographic and written evidence
Cost sheet Retail costs and labour costs
Production timescales Time taken to plan, construct and complete arrangements
Evaluate Record strengths and weaknesses and areas for further development

Unit 204 **Contemporary flower arrangement - table décor**

Supporting information

Unit range

The learner must cover the range

Description of techniques to be covered:

1. Binding: a method of securing materials together using a pliable medium, ensuring the binding point does not travel.
2. Banding: the use of a pliable medium to bind in close order, for effect.
3. Bundling: the use of like materials, bound together to form a pick.
4. Caging: the creation of a structure which encases the entire design.
5. Cupping: the creation of a conical structure using a manipulated flat leaf secured with wire, glue or staples. E.g. Galax urceolata
6. Gluing: the use of hot or cold glue to adhere materials together.
7. Grouping: the positioning of like materials in close order to form an area of dominance.
8. Layering: the positioning of materials so they overlap each other to cover a specific surface area.
9. Plaiting: the use of 3 strands of materials interwoven for decorative effect.
10. Sculpturing: the binding of like materials with a pliable medium to create a solid structure

Unit 205

Traditional flower arrangement - free standing

UAN:	L/503/7152
Level:	Level 2
Credit value:	6
GLH:	30
Relationship to NOS:	This unit is linked to the following floristry National occupations standards produced by LANTRA: LAN FLR 3, LAN FL 5, LAN FLR 6, LAN FLR 8, LAN CU2
Endorsement by a sector or regulatory body:	This unit is endorsed by LANTRA the Sector Skills Council for Land Based and Environmental Industries
Aim:	This unit provides the practical skills and knowledge needed to make Traditional free standing floral designs to a saleable standard. It aims to develop research and practical skills, whilst using a range of materials and techniques in the planning, preparation, construction and presentation of saleable traditional free standing floral designs.

Learning outcome
The learner will: 1. Know how to work safely and effectively using tools and equipment
Assessment criteria
The learner can: 1.1 Identify Health and Safety regulations relating to traditional flower arrangement – free standing 1.2 Describe the care and safety of tools and equipment used for traditional flower arrangement – free-standing

Range
Regulations COSHH, Health and Safety at Work Act
Tools and equipment cutting tools, wires

Learning outcome
The learner will: 2. Know the botanical classification and characteristics of fresh plant material and mechanics
Assessment criteria
The learner can: 2.1 State the botanical name of a range of fresh flowers and plant material 2.2 Describe the characteristics of a range of common, all year round and seasonal plant material 2.3 Describe a range of mechanics

Range
Botanical Latin classification
Characteristics colour, line, texture, shape and form, hazardous features
Common cut all year round plant material common plant material which can be purchased all the year round
Seasonal cut plant material common seasonal flowers and foliage
Mechanics containers, floral mediums, floral tapes, bases

Learning outcome
The learner will: 3. Be able to research contextual influences relating to traditional flower arrangement- free standing
Assessment criteria
The learner can: 3.1 Research current trends and recognised designers 3.2 Record and collate research

Range
Current trends In vogue containers, mediums, materials, techniques
Designers Recognised designers related to the subject
Record Photographic and written evidence
Research Eg Websites, books, journals, exhibitions and shows, museums

Learning outcome
The learner will: 4. Be able to sketch designs for traditional flower arrangement – free standing suitable for a stated design specification
Assessment criteria
The learner can: 4.1 Select design material 4.2 Store design material correctly 4.3 Develop a statement of intent 4.4 Sketch designs for themed and non-themed traditional flower arrangements – free standing to evidence the use of <ul style="list-style-type: none"> • colour • line • texture • shape • form 4.5 Store sketches safely for easy retrieval

Range
Design material a range of colouring mediums (paint, pencils, pens, wax, ink), range of papers
Statement of intent Description of the suggested design to satisfy stated client requirements
Traditional flower arrangement –free standing Symmetrical, Hogarth, diagonal and interpretative

Learning outcome
The learner will: 5. Be able to plan, prepare and handle materials for traditional flower arrangements - free standing
Assessment criteria
The learner can: 5.1 Prepare materials for selected sketches 5.2 Handle materials carefully to avoid damage 5.3 Estimate the cost and time required to make traditional flower arrangements - free standing

Range
Prepare select, obtain, condition and check for damage, soak and secure medium

Learning outcome
The learner will: 6. Be able to construct traditional free standing arrangements to a saleable standard
Assessment criteria
The learner can: 6.1 Handle materials, tools and equipment safely and effectively 6.2 Construct traditional free standing arrangements to a saleable standard 6.3 Finish traditional free standing arrangements to a saleable standard 6.4 Stage traditional free standing arrangements to a saleable standard 6.5 Record the steps followed during the construction process including any adjustments 6.6 Produce a detailed cost sheet 6.7 Produce detailed production timescales 6.8 Evaluate traditional free standing flower arrangements

Range**Construct**

Use traditional and/or innovative techniques to satisfy the design specifications and intended use whilst applying the principles correctly

Finish

Check for damage, mist as appropriate

Stage

Present and display the finished product following the design specifications and intended use

Record

Photographic and written evidence

Cost sheet

Retail costs and labour

Production timescales

Time taken to plan, construct and complete arrangements

Evaluate

Record strengths and weaknesses and areas for further development

Unit 206

Traditional flower arrangement - table décor

UAN:	R/503/7153
Level:	Level 2
Credit value:	6
GLH:	30
Relationship to NOS:	This unit is linked to the following floristry National occupations standards produced by LANTRA: LAN FLR 3, LAN FL 5, LAN FLR 6, LAN FLR 8, LAN CU2
Endorsement by a sector or regulatory body:	This unit is endorsed by LANTRA the Sector Skills Council for Land Based and Environmental Industries
Aim:	This unit provides the practical skills and knowledge needed to make Traditional table designs to a saleable standard. It aims to develop research and practical skills, whilst using a range of materials and techniques in the planning, preparation, construction and presentation of saleable Traditional table decor.

Learning outcome
The learner will: 1. Know how to work safely and effectively using tools and equipment
Assessment criteria
The learner can: 1.1 Identify Health and Safety regulations relating to traditional flower arrangement – table décor 1.2 Describe the care and safety of tools and equipment used for traditional flower arrangement – table décor

Range
Regulations COSHH, Health and Safety at Work Act
Tools and equipment cutting tools, wires

Learning outcome
The learner will: 2. Know the botanical classification and characteristics of fresh plant material and mechanics
Assessment criteria
The learner can: 2.1 State the botanical name of a range of fresh flowers and plant material 2.2 Describe the characteristics of a range of common, all year round and seasonal plant material 2.3 Describe a range of mechanics

Range
Botanical Latin classification
Characteristics colour, line, texture, shape and form, hazardous features
Common cut all year round plant material common plant material which can be purchased all the year round
Seasonal cut plant material common seasonal flowers and foliage
Mechanics containers, floral mediums, floral tapes

Learning outcome
The learner will: 3. Be able to research contextual influences relating to traditional flower arrangement- table décor
Assessment criteria
The learner can: 3.1 Research current trends and recognised designers 3.2 Record and collate research

Range
Current trends In vogue containers, mediums, materials, techniques
Designers Famous designers related to subject
Record Photographic and written evidence
Research eg Websites, books, journals, exhibitions and shows, museums

Learning outcome
The learner will: 4. Be able to sketch designs for traditional flower arrangement - table décor suitable for a stated design specification
Assessment criteria
The learner can: 4.1 Select design material 4.2 Store design material correctly 4.3 Produce a statement of intent 4.4 Sketch designs for themed and non-themed traditional flower arrangements – table décor to evidence the use of <ul style="list-style-type: none"> • colour • line • texture • shape • form 4.5 Store sketches safely for easy retrieval

Range
Design material a range of colouring mediums (paint, pencils, pens, wax, ink), range of papers
Statement of intent Description of the suggested design to satisfy stated client requirements
Themed For example cultural, religious, celebration or event
Traditional flower arrangement –table décor all round circular, oval, diamond and rectangular table arrangements, tall. upright buffet table arrangements

Learning outcome
The learner will: 5. Be able to plan, prepare and handle materials for traditional flower arrangements - table décor
Assessment criteria
The learner can: 5.1 Prepare materials for selected sketches 5.2 Handle materials carefully to avoid damage 5.3 Estimate the cost and time required to make all round traditional flower arrangements – table décor

Range
Prepare select, obtain, condition and check for damage, soak and secure medium

Learning outcome
The learner will: 6. Be able to construct traditional flower arrangements - table décor to a saleable standard
Assessment criteria
The learner can: 6.1 Handle materials, tools and equipment safely and effectively 6.2 Construct traditional flower arrangements table décor to a saleable standard 6.3 Finish traditional flower arrangements table décor to a saleable standard 6.4 Stage traditional flower arrangements table décor to a saleable standard 6.5 Record the steps followed during the construction process including any adjustments 6.6 Produce a detailed cost sheet 6.7 Produce detailed production timescales 6.8 Evaluate traditional table décor arrangements

Range**Construct**

Use traditional and/or innovative techniques to satisfy the design specifications and intended use whilst applying the principles correctly

Finish

Eg Check for damage, mist as appropriate

Stage

Present and display the finished product following the design specifications and intended use

Record

Photographic and written evidence

Cost sheet

Retail costs and labour costs

Production timescales

Time taken to plan, construct and complete arrangements

Evaluate

Record strengths and weaknesses and areas for further development

Unit 301

Researching design ideas and concepts

UAN:	K/503/7174
Level:	Level 3
Credit value:	5
GLH:	32
Relationship to NOS:	This unit is linked to the following National Occupational Standards for Creative and Cultural Skills : CR 4, 5, 6, 7, 9, 10, 11, 12, 13, 14, 15, 17, 18, 19, 21, 22, 24, 28, 30, 31, 46 DES 1, 3, 4, 8, 10, 11, 12, 14, 17, 18, 19, 20,21, 32, 36, 37, 38
Endorsement by a sector or regulatory body:	This unit is endorsed by Creative and Cultural Skills, the Sector Skills Council for Craft and Design
Aim:	This unit enables a candidate to research themes or concepts to inform ideas for Floral Designs focussing on an historical, contemporary or cultural influence

Learning outcome
The learner will: 1. Know how to work safely and effectively when developing design ideas and concepts
Assessment criteria
The learner can: 1.1 Identify Health and Safety regulations relating to tools and equipment used in design work 1.2 Identify Health and Safety risks relating to materials used in design work

Range
Regulations COSHH, Health and Safety at Work Act
Tools and equipment adhesive , cutting tools, drawing tools, applicators
Materials colouring mediums, drawing mediums, papers, card

Learning outcome
The learner will: 2. Be able to prepare for design work
Assessment criteria
The learner can: 2.1 Select craft materials to develop design ideas 2.2 Select tools and equipment to develop design ideas 2.3 store craft materials, tools and equipment correctly

Range
Craft materials craft materials related to design – colouring mediums drawing mediums, papers, card and similar items
Tools and equipment adhesive , cutting tools, drawing tools, applicators

Learning outcome
The learner will: 3. Be able to research themes or concepts to inform design ideas
Assessment criteria
The learner can: 3.1 Research the contextual influences relating to an in-depth focus on a theme or concept 3.2 Research the work of artisans related to a theme or concept 3.3 Experiment with designs stimulated by research

Range
<p>Research use primary and secondary sources</p> <p>Contextual influences historical, contemporary, cultural</p> <p>Theme the subject of the inspiration</p> <p>Artisans designer makers, artists or craftsmen</p> <p>Designs <ul style="list-style-type: none"> •traditional eg pattern, shape, modelling and similar ideas •innovative eg abstraction, maquettes, modelling and similar ideas </p>

Learning outcome
The learner will: 4. Evaluate and present design ideas and concepts
Assessment criteria
The learner can: 4.1 Analyse and refine preliminary designs 4.2 Produce records of design work 4.3 Evaluate design work 4.4 Use a method of display to present a body of design work 4.5 Present design work verbally to a target audience

Range
<p>Refine develop the preliminary designs</p> <p>Records visual records of the selected theme</p> <p>Evaluate A thorough evaluation of the concept, its potential and all working ideas necessary to stimulate inspiration</p> <p>Method of display Professional standard, method applicable to the body of work</p> <p>Target audience eg clients, peer group, arts funding manager or similar</p>

Unit 302

Develop and innovate ideas for floral designs

UAN:	M/503/7175
Level:	Level 3
Credit value:	5
GLH:	37
Relationship to NOS:	<p>This unit is linked to the following National Occupational Standard for Creative and Cultural Skills :</p> <p>CR 4, 5, 6, 7, 9, 11, 12, 13, 14, 15, 17, 18,19, 21, 22, 24,30, 31</p> <p>DES 3, 5, 7, 8, 9, 10, 11, 18, 19, 36,37</p> <p>This unit is also linked to the following National Occupational Standard for LANTA LAN FLR 5, 6, 8</p>
Endorsement by a sector or regulatory body:	This unit is endorsed by LANTRA the Sector Skills Council for Land Based and Environmental Industries
Aim:	This unit enables a candidate to use historical, contemporary or cultural trends to work with a wide range of traditional and non-traditional techniques and materials to develop complex and innovative ideas for Floral Design

Learning outcome
The learner will: 1. Know how to work safely and effectively using tools and equipment in floral design
Assessment criteria
The learner can: 1.1 Identify Health and Safety regulations relating to tools and equipment used in floral design 1.2 Identify Health and Safety risks relating to materials used in floral design

Range
Regulations COSHH, Health and Safety at Work Act
Tools and equipment eg cutting tools, wires, tapes, staples and similar items
Risks eg irritant, poisonous

Learning outcome
The learner will: 2. Be able to research contextual influences relating to floral design
Assessment criteria
The learner can: 2.1 Research current trends in the use of floral design materials 2.2 Research historical trends in the use of floral design materials 2.3 Research cultural trends in the use of floral design materials

Range
Research eg websites, books, journals, exhibitions and shows
Current trends eg In vogue containers, mediums, materials, techniques
Historical trends eg historic use of containers, mediums, materials and techniques applicable to a named era
Cultural trends eg the use of containers, mediums, materials and techniques applicable to a named culture

Learning outcome
The learner will: 3. Be able to prepare for sampling complex design ideas and techniques
Assessment criteria
The learner can: 3.1 Handle tools and equipment to sample floral design techniques and ideas 3.2 Select <ul style="list-style-type: none"> • traditional materials • non traditional materials • seasonal materials • craft materials to sample complex floral design techniques and ideas 3.3 Prepare materials for floral design techniques 3.4 Store materials correctly <ul style="list-style-type: none"> • traditional materials • non traditional materials • seasonal materials • craft materials

Range
Tools and equipment eg cutting tools, wires, tapes, staples, and similar items
Traditional materials eg tropical, all year round plant material , seasonal plant material and preserved plant material
Non traditional materials eg beads, picks, papers, feathers, shells or similar items
Seasonal materials seasonal flowers, foliage and materials
Prepare condition, fresh plant material, tropical, seasonal preserved and manufactured

Learning outcome
The learner will: 4. Be able to explore the potential of materials for floral designs
Assessment criteria
The learner can: 4.1 Manipulate floral design materials <ul style="list-style-type: none"> • traditional materials • non-traditional materials • seasonal materials 4.2 Handle materials carefully to avoid damage during the experimentation process 4.3 Explore the potential of floral design materials through experimentation

Range
Manipulate Eg Bending, cutting, easing, folding, gluing, layering, plaiting, rolling, sculpturing, terracing, threading, turning, twisting, weaving and similar
Avoid damage manipulate material as necessary to achieve the anticipated or desirable result
Explore the potential Use materials to experiment where there is no known outcome

Learning outcome
The learner will: 5. Be able to evaluate and record results of sampling and experimentations
Assessment criteria
The learner can: 5.1 Produce records of sampling techniques and experimentations 5.2 Evaluate results of sampling and experimentations

Range
Records -visual record eg photographs, electronic imagery, sketches or similar -written record detailed notes of the experimentation and techniques used
Evaluate make a record to identify strengths and weaknesses of the techniques and experiments undertaken

Unit 303

Contemporary flower arrangement - free standing

UAN:	D/503/7169
Level:	Level 3
Credit value:	10
GLH:	60
Relationship to NOS:	This unit is linked to the following floristry National occupations standards produced by LANTRA: LAN FLR 3, LAN FL 5, LAN FLR 6, LAN FLR 8, LAN CU2
Endorsement by a sector or regulatory body:	This unit is endorsed by LANTRA the Sector Skills Council for Land Based and Environmental Industries
Aim:	This unit provides in depth practical skills and knowledge needed to make contemporary free standing designs to a saleable standard with a high level of innovation and technique. It aims to develop complex practical skills with the aid of extensive research, using a range of materials and techniques in the planning, preparation, construction and presentation of contemporary free standing floral designs.

Learning outcome
The learner will: 1. Know how to work safely and effectively using tools and equipment
Assessment criteria
The learner can: 1.1 Identify Health and Safety regulations relating to contemporary flower arrangement – free standing 1.2 Describe the care and safety of tools and equipment used for contemporary flower arrangement – free standing

Range
Regulations COSHH, Health and Safety at Work Act
Tools and equipment cutting tools, wires

Learning outcome
The learner will: 2. Know the botanical classification and characteristics of plant material accessories and mechanics
Assessment criteria
The learner can: 2.1 State the botanical name of a range of fresh flowers and plant material 2.2 Describe the characteristics of the following plant materials: <ul style="list-style-type: none"> • tropical • AYR • seasonal • preserved plant material 2.3 Describe a range of accessories 2.4 Describe a range of mechanics

Range
Botanical Latin classification
Characteristics colour, line, texture, shape and form, hazardous features
Tropical plant materials which are native to non European countries
AYR plant material plant material which can be purchased all the year round
Seasonal plant material seasonal flowers and foliage
Preserved plant material commercial or self dried plant materials
Accessories beads, picks, feathers, shells
Mechanics containers, floral mediums, floral tapes

Learning outcome
The learner will: 3. Be able to research contextual influences relating to advanced and innovative contemporary flower arrangement- free standing
Assessment criteria
The learner can: 3.1 Research advanced and innovative trends and recognised designers 3.2 Research historical and cultural influences 3.3 Record and collate research

Range
Advanced and innovative trends Innovative containers, mediums, materials, advanced techniques
Designers Internationally recognised designers related to subject
Historical and cultural influences Design trends applicable to different eras and cultures
Record Photographic and written evidence
Research Eg Websites, books, journals, exhibitions and shows, museums

Learning outcome
The learner will: 4. Be able to sketch advanced innovative designs for contemporary flower arrangements - free standing to a stated design specification
Assessment criteria
The learner can: 4.1 Select design material 4.2 Store design material correctly 4.3 Develop individual briefs 4.4 Produce statements of intent 4.5 Produce working sketches evidencing: <ul style="list-style-type: none"> • contemporary techniques • elements of design • principles of design 4.6 Design advanced and innovative contemporary flower arrangements – free standing <ul style="list-style-type: none"> • themed • non-themed 4.7 Store sketches safely for easy retrieval

Range
Design material colouring mediums (eg paint, pencils, pens, wax, ink), range of papers
Briefs Development of ideas to incorporate client requirements
Statement of intent Description of the suggested design to satisfy stated client requirements
Contemporary techniques Binding, banding , bundling, caging, clamping, cupping, gluing, grouping, layering, pillowing, plaiting, rolling, sculpturing, shadowing, sheltering, terracing, threading, veiling, weaving, wrapping
Elements Colour, form, texture, space and line
Principles Balance, Rhythm, dominance and contrast, scale and proportion, harmony
Contemporary flower arrangement –free standing three dimensional hanging design, linear arrangement, floor standing arrangements of one or more placements, front facing and viewed all round, free standing design with a structure
Themed Eg historical, cultural, religious celebration or event

Learning outcome
The learner will: 5. Be able to plan, prepare and handle materials for advanced and innovative contemporary free standing flower arrangements
Assessment criteria
The learner can: 5.1 Prepare materials for selected sketches 5.2 Handle materials carefully to avoid damage 5.3 Estimate the cost and time required to make advanced and innovative contemporary free standing flower arrangements

Range
Prepare select, obtain, condition and check for damage, soak and secure medium
Learning outcome
The learner will: 6. Be able to construct advanced and innovative contemporary free standing flower arrangements to a professional standard

Assessment criteria

The learner can:

6.1 Handle materials, tools and equipment safely and effectively

6.2 **Construct** advanced and innovative contemporary free standing flower arrangements

6.3 **Finish** advanced and innovative contemporary free standing flower arrangements

6.4 **Stage** advanced and innovative contemporary free standing flower arrangements

6.5 **Record** details of the construction process including any adjustments

6.6 Produce a detailed **cost sheet**

6.7 Produce detailed **production**

timescales

6.8 **Evaluate** advanced and innovative contemporary free standing flower arrangements

Range

Construct

Use advanced and/or innovative techniques to satisfy the design specifications and intended use whilst applying the elements and principles correctly

Finish

Eg Check for damage, mist as appropriate

Stage

Present and display the finished product following the design specifications and intended use

Record

Photographic and written evidence

Cost sheet

Detailed retail costs and labour costs

Production timescales

Detail of time taken to plan, construct and complete arrangements

Evaluate

Record strengths and weaknesses, areas for development and problems encountered and resolved

Unit 303 Contemporary flower arrangement - free standing

Supporting information

Unit range

The learner must cover the range

Description of techniques to be covered:

1. Binding: a method of securing materials together using a pliable medium, ensuring the binding point does not travel.
2. Banding: the use of a pliable medium to bind in close order, for effect.
3. Bundling: the use of like materials, bound together to form a pick.
4. Caging: the creation of a structure which encases the entire design.
5. Clamping: the splitting of a woody stem which is positioned so as to straddle the top of a container, bound for security, to enable the creation of a cage or structure.
6. Cupping: the creation of a conical structure using a manipulated flat leaf secured with wire, glue or staples. E.g. Galax urceolata
7. Gluing: the use of hot or cold glue to adhere materials together.
8. Grouping: the positioning of like materials in close order to form an area of dominance.
9. Layering: the positioning of materials so they overlap each other to cover a specific surface area.
10. Pillowing: the positioning of like materials, in close order, to form an area of domed dominance.
11. Plaiting: the use of 3 strands of materials interwoven for decorative effect.
12. Rolling: the use of different materials, e.g. grasses, leaves, midolino to create a coiled affect thus creating enclosed space, secured with wire, staples or glue.
13. Sculpturing: the binding of like materials with a pliable medium to create a solid structure, which can be manipulated for effect. E.g. Asparagus pyramidalis, Gypsophila
14. Shadowing: The placement of like material to echo the directional line of movement of the first placement to aid recession and increase the sense of depth.
15. Sheltering: the placement of one or materials which act like an umbrella to veil the design for effect.
16. Terracing: the use of like materials to be placed in a stepped, overlapped manner.
17. Threading: the piercing and stringing of materials for effect.
18. Veiling: the use of a transparent medium which softly covers part or all of the design for effect. E.g. sisal
19. Weaving: the interlacing of materials using the warp and weft affect to create a solid surface area.
20. Wrapping: the use of external materials to bind an item/items in close order for effect.

Unit 304

Contemporary flower arrangement - table décor

UAN:	R/503/7170
Level:	Level 3
Credit value:	10
GLH:	60
Relationship to NOS:	This unit is linked to the following floristry National occupations standards produced by LANTRA: LAN FLR 3, LAN FL 5, LAN FLR 6, LAN FLR 8, LAN CU2
Endorsement by a sector or regulatory body:	This unit is endorsed by LANTRA and the Sector Skills Council for Land Based and Environmental Industries
Aim:	This unit provides in depth practical skills and knowledge needed to make Contemporary table decor to a saleable standard with a high level of innovation and technique. It aims to develop complex practical skills with the aid of extensive research, using a range of materials and techniques in the planning, preparation, construction and presentation of Contemporary table décor.

Learning outcome
The learner will: 1. Know how to work safely and effectively using tools and equipment
Assessment criteria
The learner can: 1.1 Identify Health and Safety regulations relating to traditional flower arrangement – table décor 1.2 Describe the care and safety of tools and equipment used for contemporary flower arrangement – table décor

Range
Regulations COSHH, Health and Safety at Work Act
Tools and equipment cutting tools, wires

Learning outcome
The learner will: 2. Know the botanical classification and characteristics of plant material, accessories and mechanics
Assessment criteria
The learner can: 2.1 State the botanical name of a range of fresh flowers and plant material 2.2 Describe the characteristics of the following plant materials: <ul style="list-style-type: none"> • tropical • All Year Round • seasonal • preserved plant material 2.3 Describe a range of accessories 2.4 Describe a range of mechanics

Range
Botanical Latin classification
Characteristics colour, line, texture, shape and form, hazardous features
Tropical plant materials which are native to non European countries
AYR plant material plant material which can be purchased all the year round
Seasonal plant material seasonal flowers and foliage
Preserved plant material commercial or self dried plant materials
Accessories beads, picks, feathers, shells
Mechanics containers, floral mediums, floral tapes

Learning outcome
The learner will: 3. Be able to research contextual influences relating to advanced and innovative contemporary flower arrangement- table décor
Assessment criteria
The learner can: 3.1 Research advanced and innovative trends and recognised designers 3.2 Research historical and cultural influences 3.3 Record and collate research

Range
Advanced and innovative trends Innovative containers, mediums, materials, techniques
Designer Famous designers related to field
Historical and cultural influences Design trends applicable to different eras and cultures
Record Photographic and written evidence
Research Eg Websites, books, journals, exhibitions and shows, museums

Learning outcome
The learner will: 4. Be able to sketch advanced innovative designs for contemporary flower arrangements - table décor to a stated design specification
Assessment criteria
The learner can: 4.1 Select design material 4.2 Store design material correctly 4.3 Develop individual briefs 4.4 Produce a statement of intent 4.5 Produce working sketches evidencing: <ul style="list-style-type: none"> • contemporary techniques • elements of design • principles of design 4.6 Design advanced and innovative contemporary flower arrangements – table décor <ul style="list-style-type: none"> • themed • non-themed 4.7 Store sketches safely for easy retrieval

Range
Design material colouring mediums (eg paint, pencils, pens, wax, ink), range of papers
Briefs Development of ideas to incorporate client requirements
Statement of intent Description of the suggested design to satisfy stated client requirements
Contemporary techniques Binding, banding , bundling, caging, clamping, cupping, gluing, grouping, layering, pillowing, plaiting, sculpturing, terracing, threading, veiling, weaving, wrapping
Elements Colour, form, texture, space and line
Principles Balance, Rhythm, dominance and contrast, scale and proportion, harmony
Contemporary flower arrangement –table décor table decor to incorporate a structure, table décor of more than one placement linked, table décor to incorporate clamping, table décor to incorporate glass tubes
Themed Eg historical, cultural,

Learning outcome
The learner will: 5. Be able to plan, prepare and handle materials for advanced and innovative contemporary flower arrangements - table décor
Assessment criteria
The learner can: 5.1 Prepare materials for selected sketches 5.2 Handle materials carefully to avoid damage 5.3 Estimate the cost and time required to make advanced and innovative contemporary flower arrangements - table décor.

Range
Prepare select, obtain, condition and check for damage, soak and secure medium

Learning outcome
The learner will: 6. Be able to construct advanced and innovative contemporary flower arrangements - table décor to a professional standard
Assessment criteria
The learner can: 6.1 Handle materials, tools and equipment safely and effectively 6.2 Construct advanced and innovative contemporary flower arrangements - table décor 6.3 Finish advanced and innovative contemporary flower arrangements - table décor 6.4 Stage advanced and innovative contemporary flower arrangements - table décor 6.5 Record details of the construction process including any adjustments 6.6 Produce a detailed cost sheet 6.7 Produce detailed production timescales 6.8 Evaluate advanced and innovative contemporary flower arrangements - table décor

Range
Construct Use advanced and/or innovative techniques to satisfy the design specifications and intended use whilst applying the elements and principles correctly
Finish Eg Check for damage, mist as appropriate
Stage Present and display the finished product following the design specifications and intended use
Record Photographic and written evidence
Cost sheet Retail costs and labour costs
Production timescales Time taken to plan, construct and complete
Evaluate Record strengths and weaknesses, areas for improvement and problems encountered and resolved

Unit 304 Contemporary flower arrangement - table décor

Supporting information

Evidence requirements

Learners must provide a photograph of the completed assessed designs together with supporting paperwork as stated in the assessment criteria. Designs must be made within a suitable timed format

Unit range

The learner must cover the range

Description of techniques to be covered:

1. Binding: a method of securing materials together using a pliable medium, ensuring the binding point does not travel.
2. Banding: the use of a pliable medium to bind in close order, for effect.
3. Bundling: the use of like materials, bound together to form a pick.
4. Caging: the creation of a structure which encases the entire design.
5. Clamping: the splitting of a woody stem which is positioned so as to straddle the top of a container, bound for security, to enable the creation of a cage or structure.
6. Cupping: the creation of a conical structure using a manipulated flat leaf secured with wire, glue or staples. E.g. Galax urceolata
7. Gluing: the use of hot or cold glue to adhere materials together.
8. Grouping: the positioning of like materials in close order to form an area of dominance.
9. Layering: the positioning of materials so they overlap each other to cover a specific surface area.
10. Pillowing: the positioning of like materials, in close order, to form an area of domed dominance.
11. Plaiting: the use of 3 strands of materials interwoven for decorative effect.
12. Sculpturing: the binding of like materials with a pliable medium to create a solid structure, which can be manipulated for effect. E.g. Asparagus pyramidalis, Gypsophila
13. Terracing: the use of like materials to be placed in a stepped, overlapped manner.
14. Threading: the piercing and stringing of materials for effect.
15. Veiling: the use of a transparent medium which softly covers part or all of the design for effect. E.g. sisal
16. Weaving: the interlacing of materials using the warp and weft affect to create a solid surface area.
17. Wrapping: the use of external materials to bind item/items in close order for effect.

Unit 305

Traditional flower arrangement - free standing

UAN:	Y/503/7171
Level:	Level 3
Credit value:	10
GLH:	60
Relationship to NOS:	This unit is linked to the following floristry National occupations standards produced by LANTRA: LAN FLR 3, LAN FL 5, LAN FLR 6, LAN FLR 8, LAN CU2
Endorsement by a sector or regulatory body:	This unit is endorsed by LANTRA and the Sector Skills Council for Land Based and Environmental Industries
Aim:	This unit provides in depth practical skills and knowledge needed to make Traditional free standing designs to a saleable standard with a high level of innovation and technique. It aims to develop complex practical skills with the aid of extensive research, using a range of materials and techniques in the planning, preparation, construction and presentation of Traditional free standing floral designs.

Learning outcome
The learner will: 1. Know and describe how to work safely and effectively using tools and equipment
Assessment criteria
The learner can: 1.1 Identify Health and Safety regulations relating to traditional flower arrangement – free standing 1.2 Describe the care and safety of tools and equipment used for traditional flower arrangement – free standing

Range
Regulations COSHH, Health and Safety at Work Act
Tools and equipment Cutting tools, wires.

Learning outcome
The learner will: 2. Know the botanical classification and characteristics of plant material, accessories and mechanics
Assessment criteria
The learner can: 2.1 State the botanical name of a range of fresh flowers and plant material 2.2 Describe the characteristics of the following plant materials: <ul style="list-style-type: none"> • tropical • AYR • seasonal • preserved plant material 2.3 Describe a range of accessories 2.4 Describe a range of mechanics

Range
Botanical Latin classification
Characteristics colour, line, texture, shape and form, hazardous features
Tropical plant materials which are native to non European countries
AYR plant material plant material which can be purchased all the year round
Seasonal plant material seasonal flowers and foliage
Preserved plant material commercial or self dried plant materials
Accessories beads, picks, feathers, shells
Mechanics containers, floral mediums, floral tapes, glue

Learning outcome
The learner will: 3. Be able to research contextual influences relating to advanced and innovative traditional flower arrangement- free standing
Assessment criteria
The learner can: 3.1 Research advanced and innovative trends and recognised designers 3.2 Research historical and cultural influences 3.3 Record and collate research

Range
Advanced and innovative trends Innovative containers, mediums, materials, techniques
Designers Internationally recognised designers related to subject
Historical and cultural influences Design trends applicable to different eras and cultures
Record Photographic and written evidence
Research Eg Websites, books, journals, exhibitions and shows, museums

Learning outcome
The learner will: 4. Be able to sketch advanced innovative designs for traditional flower arrangements -free standing to a stated design specification
Assessment criteria
The learner can: 4.1 Select design material 4.2 Store design material correctly 4.3 Develop individual briefs 4.4 Produce a statement of intent 4.5 Produce working sketches evidencing: <ul style="list-style-type: none"> • elements of design • principles of design 4.6 Design advanced and innovative traditional flower arrangement – free standing <ul style="list-style-type: none"> • themed • non-themed 4.7 Design advanced and innovative traditional flower arrangement –free standing with and without accessories 4.8 Store sketches safely for easy retrieval

Range
<p>Design material colouring mediums (eg paint, pencils, pens, wax, ink), range of papers</p> <p>Briefs Development of ideas to incorporate client requirements</p> <p>Statement of intent Description of the suggested design to satisfy stated client requirements</p> <p>Elements Colour, form, texture, space and line</p> <p>Principles Balance, Rhythm, dominance and contrast, scale and proportion, harmony</p> <p>Traditional flower arrangement –free standing pedestal arrangement, floor standing arrangements of two placements front facing and viewed all round, interpretative arrangements with and without accessories, collage</p> <p>Themed Eg historical, cultural, religious celebration or event</p> <p>Accessories Eg picks, feathers, shells</p>

Learning outcome
<p>The learner will:</p> <p>5. Be able to plan, prepare and handle materials for advanced and innovative traditional free standing flower arrangement</p>
Assessment criteria
<p>The learner can:</p> <p>5.1 Prepare materials for selected sketches</p> <p>5.2 Handle materials carefully to avoid damage</p> <p>5.3 Estimate the cost and time required to make advanced and innovative traditional free standing arrangements</p>

Range
<p>Prepare select, obtain, condition and check for damage, soak and secure medium</p>

Learning outcome
The learner will: 6. Be able to construct advanced and innovative traditional free standing arrangements to a professional standard
Assessment criteria
The learner can: 6.1 Handle materials, tools and equipment safely and effectively 6.2 Construct advanced and innovative traditional free standing arrangements 6.3 Finish advanced and innovative traditional free standing arrangements 6.4 Stage advanced and innovative traditional free standing arrangements 6.5 Record details of the construction process including any adjustments 6.6 Produce a detailed cost sheet 6.7 Produce detailed production timescales 6.8 Evaluate advanced and innovative traditional free standing flower arrangements

Range
Construct Use advanced traditional and/or innovative techniques to satisfy the design specifications and intended use whilst applying the elements and principles correctly
Finish Eg Check for damage, mist as appropriate
Stage Present and display the finished product following the design specifications and intended use
Record Photographic and written evidence
Cost sheet Retail costs and labour costs
Production timescales Time taken to plan, construct and complete arrangements
Evaluate Record strengths and weaknesses, areas for development and problems encountered and resolved

Unit 306

Traditional flower arrangement - table décor

UAN:	D/503/7172
Level:	Level 2
Credit value:	10
GLH:	60
Relationship to NOS:	This unit is linked to the following floristry National occupations standards produced by LANTRA: LAN FLR 3, LAN FL 5, LAN FLR 6, LAN FLR 8, LAN CU2
Endorsement by a sector or regulatory body:	This unit is endorsed by LANTRA and the Sector Skills Council for Land Based and Environmental Industries
Aim:	

Learning outcome
The learner will: 1. Know and describe how to work safely and effectively using tools and equipment
Assessment criteria
The learner can: 1.1 Identify Health and Safety regulations relating to traditional flower arrangement – table décor 1.2 Describe the care and safety of tools and equipment used for traditional flower arrangement – table décor

Range
Regulations COSHH, Health and Safety at Work Act,
Tools and equipment cutting tools, wires

Learning outcome
The learner will: 2. Know the botanical classification and characteristics of plant material accessories and mechanics
Assessment criteria
The learner can: 2.1 State the botanical name of a range of fresh flowers and plant material 2.2 Describe the characteristics of the following plant materials: <ul style="list-style-type: none"> • tropical • AYR • seasonal • manufactured/preserved plant material 2.3 Describe a range of accessories 2.4 Describe a range of mechanics

Range
Botanical Latin classification
Characteristics colour, line, texture, shape and form, hazardous features
Tropical plant materials which are native to non European countries
AYR plant material plant material which can be purchased all the year round
Seasonal plant material seasonal flowers and foliage
Preserved plant material commercial or self dried plant materials
Accessories beads, picks, feathers, shells
Mechanics containers, floral mediums, floral tapes

Learning outcome
The learner will: 3. Be able to research contextual influences relating to advanced and innovative traditional flower arrangement- table décor
Assessment criteria
The learner can: 3.1 Research advanced and innovative trends and recognised designers 3.2 Research historical and cultural influences 3.3 Record and collate research

Range
Advanced and innovative trends Innovative containers, mediums, materials, advanced techniques
Designer Internationally recognised designers related to field
Historical and cultural influences Design trends applicable to different eras and cultures
Record Photographic and written evidence
Research Eg Websites, books, journals, exhibitions and shows, museums

Learning outcome
The learner will: 4. Be able to sketch advanced innovative designs for traditional flower arrangements - table décor to a stated design specification
Assessment criteria
The learner can: 4.1 Select design material 4.2 Store design material correctly 4.3 Develop individual briefs 4.4 Produce a statement of intent 4.5 Produce working sketches evidencing: <ul style="list-style-type: none"> • elements of design • principles of design 4.6 Design advanced and innovative traditional flower arrangements – table décor <ul style="list-style-type: none"> • themed • non-themed 4.7 Store sketches safely for easy retrieval

Range
Design material colouring mediums (eg paint, pencils, pens, wax, ink), range of papers
Briefs Development of ideas to incorporate client requirements
Statement of intent Description of the suggested design to satisfy stated client requirements
Elements Colour, form, texture, space and line
Principles Balance, Rhythm, dominance and contrast, scale and proportion, harmony
Traditional flower arrangement –table décor all round banquet arrangement, top table arrangement, table arrangement comprising of 2 placements with and without accessories
Themed Eg historical, cultural, religious celebration or event

Learning outcome
The learner will: 5. Be able to plan, prepare and handle materials for advanced and innovative traditional flower arrangements - table décor
Assessment criteria
The learner can: 5.1 Prepare materials for selected sketches 5.2 Handle materials carefully to avoid damage 5.3 Estimate the cost and time required to make advanced and innovative traditional table arrangements

Range
Prepare select, obtain, condition and check for damage, soak and secure medium

Learning outcome
The learner will: 6. Be able to construct advanced and innovative traditional flower arrangements - table décor to a professional standard
Assessment criteria
The learner can: 6.1 Handle materials, tools and equipment safely and effectively 6.2 Construct advanced and innovative traditional flower arrangements - table décor 6.3 Finish advanced and innovative traditional flower arrangements - table décor 6.4 Stage advanced and innovative traditional flower arrangements - table décor 6.5 Record details of the construction process including any adjustments 6.6 Produce a detailed cost sheet 6.7 Produce detailed production timescales 6.8 Evaluate advanced and innovative traditional flower arrangements - table décor

Range
Construct Use advanced traditional and/or innovative techniques to satisfy the design specifications and intended use whilst applying the elements and principles correctly
Finish Eg Check for damage, mist as appropriate
Stage Present and display the finished product following the design specifications and intended use
Record Photographic and written evidence
Cost sheet Retail costs and labour costs
Production timescales Time taken to plan, construct and complete arrangements
Evaluate Record strengths and weaknesses, areas for development and problems encountered and resolved





Appendix 1 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on www.cityandguilds.com.

Centre Manual - Supporting Customer Excellence contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

Our Quality Assurance Requirements encompasses all of the relevant requirements of key regulatory documents such as:

- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

Access to Assessment & Qualifications provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information such on such things as:

- **Walled Garden:** how to register and certificate candidates on line
- **Events:** dates and information on the latest Centre events

- **Online assessment:** how to register for GOLA/e-volve assessments.

Centre Guide – Delivering International Qualifications contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve ‘approved centre’ status, or to offer a particular qualification. Specifically, the document includes sections on:

- The centre and qualification approval process and forms
- Assessment, verification and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

Useful contacts

UK learners General qualification information	T: +44 (0)844 543 0033 E: learnersupport@cityandguilds.com
International learners General qualification information	T: +44 (0)844 543 0033 F: +44 (0)20 7294 2413 E: intcg@cityandguilds.com
Centres Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: centresupport@cityandguilds.com
Single subject qualifications Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: singlesubjects@cityandguilds.com
International awards Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: intops@cityandguilds.com
Walled Garden Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: walledgarden@cityandguilds.com
Employer Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	T: +44 (0)121 503 8993 E: business@cityandguilds.com
Publications Logbooks, Centre documents, Forms, Free literature	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413

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City & Guilds Group

The City & Guilds Group operates from three major hubs: London (servicing Europe, the Caribbean and Americas), Johannesburg (servicing Africa), and Singapore (servicing Asia, Australia and New Zealand). The Group also includes the Institute of Leadership & Management (management and leadership qualifications), City & Guilds Land Based Services (land-based qualifications), the Centre for Skills Development (CSD works to improve the policy and practice of vocational education and training worldwide) and Learning Assistant (an online e-portfolio).

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