

**Level 2 Diploma in  
Work-based Floristry  
(0068-21)**



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**Learner guide and logbook  
500/8317/X**

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## Level 2 Diploma in Work-based Floristry (0068)

### What is it all about?

You are about to start a programme of work-based training and assessment leading to a nationally recognised qualification, based on the National Occupational Standards for the industry. This learner guide has been written in order to provide you with information and support as you work through to achieving your qualification. As you make progress you will be able to demonstrate that you have the necessary practical skills and the knowledge to do your work effectively and efficiently.

### Introduction

This document contains the information that centres need to offer the following qualifications:

Qualification title and level	City & Guilds qualification number	Ofqual accreditation number
Level 2 Diploma in Work-based Floristry	0068-21	500/8317/X

## What is the Qualifications and Credit Framework?

The Qualifications and Curriculum Authority have introduced the Qualifications and Credit Framework to increase flexibility for learners and employers. It allows learners to build towards a qualification, rather than having to do all of it at the same time. Qualifications may be built up from individual units according to rules of combination. The qualifications and rules of combination (structures) are set out in this handbook. The units are derived from the National Occupational Standards, which are compiled by Lantra SSC, the Sector Skills Council for the floristry industry.

Delivery and assessment of this qualification is similar to the previous NVQs but there are some administrative changes that centres will need to put in place, such as access to unique learner numbers.

Each unit has been assigned a number of credits and the units will be assessed in the workplace and build up to a Diploma.

## The Qualification

The Level 2 Diploma in Work-based Floristry (0068-21) is a programme of workplace training and assessment leading to a nationally recognised qualification. It aims to:

- meet the needs of learners who work or want to work in the floristry sector
- allow learners to learn, develop and practise the skills required for employment and/or career progression in the floristry sector
- replace the following qualification:  
NPTC Level 2 NVQ in Floristry (6822-02) which expired on 30 April 2010 (QAN 100/2390/2).

### Level 2 Diploma in Work-based Floristry (0068-21)

This qualification will form part of the Intermediate Apprenticeship framework for Floristry. It is a work-related, competence-based qualification. It reflects the skills and knowledge needed to do a job effectively, and shows that a learner is competent in the area of work the qualification represents.

## Who will be involved?

### The learner

That's you! You will need to:

- negotiate and agree an assessment programme with your assessor
- negotiate and develop a personal action plan with dates for review and assessment
- collect the evidence which proves your competence in your job
- organise and reference the evidence in a portfolio
- judge the evidence against the standards of competence to see whether it is adequate to present for assessment
- present the evidence for assessment; this may include:-
  - attending an assessment interview
  - being available to discuss your evidence with the internal and /or external verifier if requested

Later in this guide we will explain how you can identify and collect evidence and how you can prepare for being assessed in your daily work.

### The assessor

- will have experience in your area of work, must be occupationally competent and may be your immediate supervisor or manager or a visiting assessor from a training centre who will visit you a minimum of 3 times to observe you at work
- will be experienced in assessing
- will themselves have achieved a higher qualification or have significant and current experience in the area of assessment. Therefore you may have more than 1 assessor
- can advise you on the planning and organisation of your evidence
- is responsible for making the decisions about your evidence and judging when you are competent.

### The internal verifier

- is appointed by the centre where you are registered
- is responsible for maintaining the quality of assessment within the centre by checking the assessment decisions made by assessors
- will have experience in your area of work and must be occupationally competent
- will themselves have achieved a higher qualification or have significant and current experience in the area of assessment to allow them to act as an internal verifier.

### The external verifier

- is appointed by City & Guilds to ensure that all assessments undertaken in your centre are fair, valid, consistent and that your centre meets the required national standard
- will make regular visits to your centre to observe assessments and examine portfolios of evidence
- makes regular reports to City & Guilds confirming what happens with assessment practice in your centre.

## **The expert witness**

Wherever possible, the evidence which you produce should be witnessed. For example your assessor, line manager or colleagues may witness an activity or authenticate a document as being your own work.

## **Witness status**

Witnesses fall into three main categories of experience:

1. Occupational expert and D32/D33 or A1/A2 assessor who is familiar with the standards
2. D32/D33 or A1/A2 assessor without occupational competence
3. Occupational expert who is familiar with the standards.

In some circumstances it may be possible to accept witness testimony from a non-occupational expert, e.g. for evidence for a non-vocationally specific skill such as dealing with clients, validating a competition result. In these cases, the following two categories of witness may be valid:

4. Occupational expert who is not familiar with the standards
5. Non-expert not familiar with the standards, e.g. a customer.

## **Why do you need witnesses?**

It is important to demonstrate that the evidence was produced by you under the circumstances described. The witness is therefore able to observe and report on your performance on tasks which produce evidence towards the work-based qualification. The job of the expert witness is to report to the assessor their observations of your performance. The assessor will then judge whether the evidence is sufficient.

## **How do you involve a witness?**

The key to this is planning. In many cases someone, for example a colleague, may naturally be involved with your work and so be able to witness and authenticate evidence. However, if the work is usually unobserved, you might arrange for someone to be present (where practical) to observe your performance. Alternatively where you are working directly with or for a customer, you might ask the customer to act as a witness.

## **What do they have to do?**

After observing your work, the witness will need to write a short statement describing what you actually did. The witness should be aware of assessment criteria for the activity and the evidence requirements which are explained in the qualification handbook. As you will be aware of the standards and the evidence you require, you may decide to write out the statement yourself and ask your witness to read it and sign if they agree with it.

You may also provide statements for yourself, e.g. to justify why you produced a product in a particular way, but this would usually need to be augmented by supplementary evidence such as a work sheet or witness statement from a customer.

A Witness Status List and a Witness Statement Form have been included in the portfolio builder pack for you to photocopy and use.

You must ensure that each witness is recorded with a sample signature in the Witness Status List. Only the approved assessor is qualified to judge the evidence. The job of the expert witness is to report to the assessor their observations of the learner's performance.



### **How will my competence be assessed?**

Occupational competence can be described as the consistent demonstration of skill, knowledge and understanding, to the standard specified by the assessment criteria for each unit of the work-based qualification. Each unit relates to competence in a different area of activity within a job.

Assessment of your competence will be based upon realistic work place situations, performing purposeful and recognisable tasks which will require a combination of skills and related knowledge.

### **What is evidence?**

Evidence is what you will need to provide in order to prove your competence, your ability to do the job and so meet the standards. You can draw on past experience to provide such evidence as well as collecting evidence from your current job. Your evidence will need to be filed and indexed in a portfolio. You will need to map your evidence to the assessment criteria and present it for assessment when you think each unit is complete.

Most assessment for your work-based qualification will be carried out by your assessor judging the evidence about tasks you have carried out. There are five basic sources of evidence and you may collect evidence from all of them:

#### **Performance at work**

Observation in the workplace is an essential source of evidence. Your assessor may watch you working and assess your performance against the unit.

Assessment guidance and examples of evidence have been provided for each assessment criteria in the unit. Evidence may also be provided by witness statements, work records, job sheets, or a diary of your work. In this case, you need to match the evidence provided by witnesses against the unit. Although evidence can be provided by witnesses, no unit of your work-based qualification can be signed off as complete without the involvement of a qualified assessor to judge the evidence presented.

#### **Performance of specially set tasks**

You may be asked to undertake a particular activity, e.g. a simulated task, project or case study, sometimes in a college or other training environment.

### **Questioning**

Questioning may be written or oral, usually occurring as a result of an observed assessment. Your assessor will ask you questions to make sure you have the necessary knowledge and understanding to carry out your job activities to the required standard.

#### **Historical evidence**

You may have done things in the past which are applicable to your work-based qualification. These may be used as evidence, provided that they are sufficiently current and relevant to the qualification standard, e.g. a relevant qualification. This is sometimes known as Accreditation of Prior Learning (APL).

## **Simulation**

Simulation should only be used where it is difficult to collect evidence through a real work situation, the real work environment or within an acceptable time frame. Simulations will usually deal with contingencies such as unexpected problems, emergencies or other incidents, which will not necessarily occur frequently.

## **Background evidence and previous experience**

It is useful to include a copy of your CV, a copy of your previous or current job description, any previous certificates which relate to this qualification.

You can also include performance evidence from previous experiences and achievement

- CV
- Job descriptions
- Certificates
- Records of achievement
- Accounts of experience
- Case studies or projects from previous work
- Licences
- Records of courses attended
- Staff appraisals
- Products
- Endorsements
- Employer references

If you wish to bring forward a large amount of evidence from past experience, please discuss this with your assessor to help you plan the presentation of this evidence.

## **Observed performance and products of performance**

Work is a natural source of evidence and if your work includes the activities described in the assessment criteria for any of the units of the work-based qualification, then your assessor can readily observe you to judge your competence. If the activity covered by a unit is rare and is not likely to occur during the assessment period, then your assessor may advise you to use an alternative source of evidence or arrange a simulated activity for you.

Often there are products from work activities which maybe used as a valuable source of evidence, for example:

- Letters relating to work
- Completed Forms
- Job Sheets
- Plans
- Diaries
- Completed projects, case studies or assignments that are part of your work
- Finished or end products
- Witness statements about your work
- Contact with clients
- Memos
- Reports
- Logbooks
- Checklists
- Tape recordings
- Visual aids/photographs/videos
- Authenticated reports from appropriate personnel, e.g. line managers
- Staff appraisals
- References received
- Witness Statements from clients

## **Supplementary evidence**

In addition to direct observation of your work activities and judging the evidence provided by products of this work and witness testimony, it will be necessary for your assessor to seek supplementary evidence. This may be done by asking you to:

- provide answers to oral or written questions
- attend a professional discussion
- complete written tests
- provide a written personal account to support other evidence.

## **Portfolio building**

The generic document 'Portfolio builder pack for learners and assessors' contains the documents we have produced to help you plan your work and record the evidence. You may not need all of the forms; they are there to help if you need them.

If witness statements are to be used, the witness should complete/amend one line of the Witness Status List, providing a specimen signature.

You must use the evidence summary sheets provided for each element. These allow you to collate all the evidence you have collected for an element and to cross reference evidence from other parts of your portfolio.

Your assessor should complete the 'Record of Units Achieved' as each unit is signed off.

When requested, your portfolio must be available for inspection by the internal verifier and the external verifier during their visits. Only approved assessors and internal verifiers can confirm that you have completed a unit and the assessor completes your 'Record of Units Achieved'.

## **Supporting Information**

The following categories of information are not regarded as Performance Evidence, nor will they meet your requirements to demonstrate your Knowledge and Understanding.

They will however, provide valuable supporting information for you, which should be kept in a separate information file.

### **This information should not be included as part of the Portfolio of Evidence:**

- leaflets or booklets supporting legislative requirements
- the session plans or overall content of training programmes
- any notes or information handouts from training courses
- booklets explaining company operating policy or work procedures, unless they are evidence of systems that you have developed at work
- handbooks describing e.g. how the company computer system works
- technical information about specific products supplied by manufacturers' product catalogues.

## Publications and resources

City & Guilds provides the following publications and resources specifically for this qualification.

To access these documents, go to the City & Guilds website [www.cityandguilds.com](http://www.cityandguilds.com). Click on 'Qualifications' and then click on 'Land-based industries'.

Description	How to access
<p>Qualification handbook and assessor guidance</p> <p>This provides the structures of the qualifications and guidance for assessors on the evidence requirements for each unit.</p>	<p><a href="http://www.cityandguilds.com">www.cityandguilds.com</a></p>
<p>Learner guide and logbook</p> <p>This provides guidance for learners and evidence summary sheets for the units within the qualification. It is expected that centres will use these forms. If centres devise or customise alternative forms, including paper-based or electronic methods, they must be approved by the external verifier before they are used by learners and assessors at the centre.</p>	<p><a href="http://www.cityandguilds.com">www.cityandguilds.com</a></p>
<p>Portfolio builder pack for learners and assessors</p> <p>This has a series of recording forms that may be helpful for centres and learners to use. The forms are generic and may be used for any City &amp; Guilds Land Based work-based qualification.</p>	<p><a href="http://www.cityandguilds.com">www.cityandguilds.com</a></p>
<p>Product briefing sheet</p>	<p><a href="http://www.cityandguilds.com">www.cityandguilds.com</a></p>

## Level 2 Diploma in Work-based Floristry

0068-21

### Unit specifications

All units available are listed below. The rule of combination for the qualification is detailed separately.

Accreditation unit reference	City & Guilds unit number	Unit Title	Level	Credit Value
D/501/7696	201	Identify, check and monitor the quality of incoming cut materials	2	8
H/501/7697	202	Plan, prepare and construct funeral designs	2	10
M/501/7699	203	Plan, prepare and construct floral arrangements	2	10
H/501/7702	204	Plan, prepare and construct tied floristry designs	2	6
Y/501/6353	205	Monitoring and maintaining health and safety	2	3
F/502/1689	206	Maintain and develop personal performance	2	2
T/502/1690	207	Establish and maintain effective working relationships with others	2	2
R/501/7694	209	Identify and maintain the condition of plants and planted designs	2	4
L/501/7693	210	Package floral designs and plants	1	4
K/501/7698	211	Plan, prepare and construct wedding designs with floral materials	2	12
Y/502/0466	212	Preparing and transporting plants and resources	2	2
H/502/3290	213	Maintain environmental good practice at work	2	3
Y/502/1195	214	Communicate information within the workplace	3	2
D/502/1196	215	Maintain and store records within the workplace	3	2
K/601/2446	217	Make and receive telephone calls	1	3
L/500/9786	311	Maintain the availability of goods for sale to customers in a retail environment	3	11
L/601/2469	218	Improve own performance in a business environment	2	2
L/502/4207	220	IT User Fundamentals	2	3
L/601/0933	223	Give customers a positive impression of yourself and your organisation	2	5
A/500/7158	224	Customer care in ICT	2	9
H/502/4715	225	Communicate with customers	2	3
D/505/9091	226	Display stock to promote sales to customers in a retail environment	2	6

## Rules of combination for the Level 2 Diploma in Work-based Floristry (0068-21)

<b>0068-21 Level 2 Diploma in Work-based Floristry</b>	
Rules for achievement of qualification	Mandatory 43 credits from (201-205,226) Plus 1 of (206 or 207) Plus minimum 2 credits from (209-215, 217-218, 220, 223-225, 311)

## Apprenticeship framework information

From 1 April 2011 the Apprenticeship Framework for Floristry (England) changed. It is now titled the 'Intermediate Apprenticeship'.

The Independent Assessment element, which was previously an on-demand multiple choice examination, has now been replaced by individual knowledge based qualifications. The City & Guilds options available for this qualification are listed below.

Qualification title and level	City & Guilds qualification number	Ofqual accreditation number
Level 2 Certificate in Retail Knowledge	1013-22	500/7352/7
Level 2 Certificate in Customer Service	4417-02	500/6329/7
Level 2 Award in Business for the Environment and Land-based Sector	0070-25	500/9311/3

Centres offering the apprenticeship will also require scheme approval for the appropriate individual knowledge based qualification.

City & Guilds will continue to offer the on-demand multiple choice exam 0068-500 to existing learners until 30 September 2011.

## Appeals and Equal opportunities

Centres must have their own auditable, appeals procedure. If a learner is not satisfied with the examination conditions or a learner feels that the opportunity for examination is being denied, the Centre Manager should, in the first instance, address the problem. If, however, the problem cannot be resolved, City & Guilds will arbitrate and an external verifier may be approached to offer independent advice. All appeals must be clearly documented by the Centre Manager and made available to the external verifier or City & Guilds if advice is required.

Should occasions arise when centres are not satisfied with any aspect of the external verification process, they should contact their City & Guilds local office.

Access to the qualification is open to all, irrespective of gender, race, creed, age or special needs. The Centre Manager should ensure that no learner is subjected to unfair discrimination on any grounds in relation to access to assessment and to the fairness of the assessment. QCA requires City & Guilds to monitor centres to check whether equal opportunities policies are being adhered to.

For learners with particular requirements, centres should refer to City & Guilds' policy document *Access to Assessment and Qualifications*, which is available from **[www.cityandguilds.com](http://www.cityandguilds.com)**



## **The units**

As units are signed off as completed, the record of units achieved proforma should be updated

## **How to use the Evidence Recording Sheets**

There is a column alongside the assessment criteria. In this Qualification handbook this column is used for assessor guidance. In the Learner guide this column is used for recording the evidence. Records of direct observation may be written directly into this column or, if the evidence is on a separate document, the reference of where the evidence can be found should be entered here. If the evidence is cross reference to elsewhere in the Learner Guide and logbook then the reference to where it may be found should be inserted. For underpinning knowledge criteria, the answers may be written in directly or completed on a separate page which can be referenced in the normal way.

Below is an example of how a recording sheet may look, with entries by the learner, the supervisor and the assessor. Although several people may enter information here, it remains the responsibility of the assessor to judge the evidence presented is sufficient, authentic and valid.

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## Exemplar unit

TITLE	Maintain and develop personal performance	Learner's name <b>Tom Goodboy</b>
UAN REFERENCE	F/502/1689	
LEVEL	2	
CREDIT VALUE	2	
<p>The aim of this unit is to provide the learner with the knowledge and skills to be able to agree and develop their own personal performance with an appropriate person.</p> <p>The learner will maintain and develop personal performance with regard to:</p> <p>(i) working to targets and completing specific tasks</p> <p>(ii) quality of work</p> <p>Evidence from a staff appraisal or review is appropriate, where targets are set and agreed.</p> <p>Relationship to National Occupational Standards : CU5.1</p>		

Learner Outcomes	Assessment Criteria	For inserting direct evidence or referencing to where the evidence can be found
The learner will:	The learner can:	
1. Maintain personal performance	1.1 Identify current competence and areas for development using relevant techniques and processes	Current competence was identified via self assessment and discussion at appraisal interview on 25 <sup>th</sup> June 2008. Identified that updating on current legislation and first aid training are required. See evidence ref 1
	1.2 Carry out work in accordance with responsibilities and organisational requirements	Tom is carrying out his duties to the high standard required by the company. He understands company policies and procedures for setting out work, the standard of work required and meeting targets agreed with customers. He arrives on site with required PPE and clean company uniform, giving a good impression of the company to customers. AB  25 <sup>th</sup> September 2008. Visited Tom on site at 36 High Street. He was fully aware of what the job entailed. His work site was tidy and the customer was very satisfied with the work accomplished so far. ANO

## Exemplar unit

2. Develop personal performance	2.1 Agree personal performance and targets with an appropriate person	Personal targets set on 25 <sup>th</sup> June 2008. See evidence ref 1
	2.2 Review performance and progress regularly and use the outcome to plan future development activities	Performance is reviewed every 3 months. See update 30 <sup>th</sup> September 2008. Evidence ref 2
	2.3 Seek advice from an appropriate person if clarification is required concerning specific tasks	Tom asked about access to neighbouring land when working on the boundary at 46 Church Lane on 14 <sup>th</sup> July 2008. AB  Tom asked for clarification of the order of work at 25 Common Lane on 30 <sup>th</sup> August 2008 AB
	2.4 Seek constructive feedback and advice from others and use it to help maintain and improve performance	Feedback from June has been acted on. Tom has improved his timekeeping since his appraisal. He is working in a more methodical way since our discussion, so that his work area is tidier and safer for Tom and the customers. It also gives a better impression of the company.  Although Tom works well on his own initiative, Tom seeks feedback from me if ever he is unsure what is required of him. Alan Boss 20 <sup>th</sup> October 2008
3. Know how to develop personal performance	3.1 State own limits of responsibility in relation to specific tasks and activities	I have to arrive at the customer's address at the specified time and behave in a manner that gives a good impression to customers. I have to work tidily and steadily and do the jobs in the right order and do them how Joe and Alan have shown me. I have to avoid causing any unnecessary damage to the site and clear up any mess promptly. On longer jobs, I have to make sure I am not leaving hazards unguarded overnight.

## Exemplar unit

	3.2 State who to obtain advice from in relation to specific tasks and activities	Straight forward tasks, I refer to my colleague Joe. More complex things to my supervisor Alan.
	3.3 List the correct procedures for obtaining advice	Initially I ask my colleague Joe, who has been here 5 years, then my supervisor Alan, if Joe can't help. If Alan cannot advise me he tells me where to find the advice or finds out the answer for me.
	3.4 State the risks involved in not obtaining advice where specific tasks and activities are unclear	Safety may be put at risk or the job might not be done how the company or customer wants it to be done
	3.5 Describe how to determine and agree development needs and personal targets	We do this formally at appraisal meeting and 3 monthly reviews. I fill in a self assessment form and then discuss this with Alan.
	3.6 State why personal performance should be reviewed	So that I can improve in my job and advance my career. So that the company has well trained staff that can meet customers' needs and expectations.

## Exemplar unit

### Learner's signature

I confirm that the evidence above is all my own work

**Tom Goodboy**..... Date 31<sup>st</sup> October 2008.

**Assessor's name A.N.Other**.....

I confirm that the evidence for this unit is complete and meets the requirements for validity, authenticity and sufficiency.

Signed **A N Other**.....Date 31<sup>st</sup> October 2008.

### Internal verifier's signature (if sampled)

.....Date.....

In the example above, Alan Boss is the learner's supervisor, Anthony Other is the assessor and Tom Goodboy is the learner. All 3 can complete sections of the Learner's logbook. Supplementary evidence needs to be referenced as in previous NVQ qualifications. Eg in the example above the learner's Appraisal current skills and action plan would be referenced as Evidence 1. The update form from 30<sup>th</sup> September would be evidence ref 2.

Guidance on the unit is given at the top. Any items of scope are dealt with within the assessment criteria: they do not have to be recorded separately. Alan Boss, and anyone else except the learner and the assessor, would need to complete a line on the Witness status list.

## Unit 201

TITLE	Identify, check and monitor the quality of incoming cut materials	Learner's name
UAN	D/501/7696	
LEVEL	2	
CREDIT VALUE	8	
<p>The aim of this unit is to provide the learner with the knowledge, understanding and skills required to identify, check and monitor the quality of cut materials under minimal direction or guidance. It also covers cutting, sealing and feeding.</p> <p>Relationship to National Occupational Standards: FL2</p>		

Learner Outcomes	Assessment Criteria	For inserting direct evidence or referencing to where the evidence can be found
The learner will:	The learner can:	
1. Be able to check and identify incoming cut materials	1.1 Identify and check incoming cut materials to confirm that they are of the correct/appropriate type, quantity and acceptable quality	
	1.2 Inform the appropriate person of any problems with the type, quantity, or quality of incoming cut materials, including evidence of pests and disease	

## Unit 201

	<p>1.3 Identify 40 common cut materials using botanical name (Genus) to cover a range of stem types including:</p> <ul style="list-style-type: none"> <li>• 30 cut flower</li> <li>• 10 cut foliage/berried</li> </ul>	
	<p>1.4 Identify five cut materials which have a limited season of availability</p>	
<p>2. Be able to condition incoming cut materials</p>	<p>2.1 Select and prepare appropriate containers for materials being conditioned ensuring correct hygiene procedures are followed</p>	
	<p>2.2 Select tools, protective clothing and equipment appropriate to the fresh materials being conditioned</p>	
	<p>2.3 Use tools and conditioning materials safely and correctly</p>	



## Unit 201

	<p>2.4 Condition a range of incoming cut materials to show appropriate:</p> <ul style="list-style-type: none"> <li>• cutting</li> <li>• watering</li> <li>• feeding</li> <li>• storing</li> </ul>	
3. Be able to work safely	3.1 Work in a way which promotes health and safety	
4. Be able to monitor and control the quality of cut materials	4.1 Implement and monitor a realistic stock rotation plan for cut materials using appropriate hygiene procedures	
	4.2 Identify when the cut materials must be available for sale and take appropriate action to control the expected development of the product	
	4.3 Follow the appropriate procedures to record and dispose of cut materials that are no longer in a saleable condition.	

## Unit 201

5. Know how to check incoming cut materials for problems	5.1 Describe the difference between the terms genus, species, variety and cultivar	
	5.2 Identify five key exporting countries of plant materials and their product range	
6. Know how to identify plants	6.1 Describe the procedure to be followed if there are problems with the type, quantity, or quality of incoming cut materials	
	6.2 Describe the common indicators of pests and disease and the action that should be taken if they are discovered	
7. Know how to condition incoming cut materials and dispose of waste	7.1 Describe the need for correct hygiene procedures when conditioning cut materials	
	7.2 Outline the method for conditioning cut materials	

## Unit 201

	<p>7.3 Describe the product handling and unpacking techniques required for:</p> <ul style="list-style-type: none"> <li>• Bunched flowers wrapped in paper and/or plastic film</li> <li>• Boxed flowers with and without water tube</li> <li>• Poisonous and/or irritant materials</li> </ul>	
8. Know the relevant legislation and codes of practice	8.1 State current safe working practices and responsibilities contained within relevant legislation	
	8.2 Describe appropriate methods of disposing/recycling waste packaging and plant material	
9. Know how to monitor and rotate cut materials	9.1 Describe the importance of monitoring the quality of cut materials	
	9.2 Outline the principles and methods of stock rotation and maintenance for cut materials	

## Unit 201

	<p>9.3 Outline how to plan and control the development of cut materials to ensure they are ready for sale at the correct time</p>	
	<p>9.4 Describe how environmental conditions, including; temperature, humidity, light, water and nutrients, affect fresh materials</p>	

### Learner's signature

I confirm that the evidence above is all my own work

..... Date .....

### Assessor's name

I confirm that the evidence for this unit is complete and meets the requirements for validity, authenticity and sufficiency.

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### Internal verifier's signature (if sampled)

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## Unit 202

TITLE	Plan, prepare and construct funeral designs	Learner's name
UAN	H/501/7697	
LEVEL	2	
CREDIT VALUE	10	
<p>The aim of this unit is to provide the learner with the knowledge, understanding and skills required to plan, prepare and construct funeral designs using the appropriate base, mediums and materials under minimal direction or guidance.</p> <p>Relationship to National Occupational Standards: FL3.1 and 3.2</p> <p><b>Additional guidance for this unit:</b> Learner to produce 10 designs to include curves (e.g. wreath), straight lines (e.g. cross), points or corners (e.g. chaplet or cushion) and consist of formal (based) and informal (loose) designs to include a single ended spray and a double ended spray. At least one design to be made on a moss or straw foundation.</p>		

Learner Outcomes	Assessment Criteria	For inserting direct evidence or referencing to where the evidence can be found
The learner will:	The learner can:	
1. Be able to plan the construction of funeral designs	1.1 Check the specification for the work and obtain any necessary clarification concerning the design	
	1.2 Plan the work according to the requirements of the design	

## Unit 202

2. Prepare to construct funeral designs	2.1 Select the appropriate base/mediums, materials and tools for the specified design	
	2.2 Check that the tools are clean and in good working order prior to use	
	2.3 Check that floral materials are in a suitable condition for use and for sale	
	2.4 Prepare materials and mediums using appropriate methods.	
	2.5 Take the appropriate action if mediums, materials and tools are unsuitable for use	
3. Be able to construct funeral designs	3.1 Handle mediums, materials and tools safely, and in a way that minimises waste	

## Unit 202

	3.2 Assemble the design using an appropriate method, according to the design specifications to meet the needs of customers and organisations (e.g. relay services)	
	3.3 Select and position materials according to the principles and elements of design	
	3.4 Complete the design within commercial timescales	
	3.5 Evaluate the finished design in relation to the specification	
	3.6 Maintain and store the design prior to delivery or collection in an environment that minimises deterioration and damage	

## Unit 202

4. Cost designs	4.1 Cost up designs according to the order requirements	
	4.2 Cost down designs according to the order requirements	
5. Know how to plan and prepare funeral designs	5.1 State the requirements to construct the design	
	5.2 Describe the planning stages for the preparation of funeral designs	
6. Know how to use and maintain tools	6.1 Describe how tools used for constructing arrangements are used and maintained	



## Unit 202

	6.2 Describe the importance of maintaining tools in a clean and safe state	
7. Know how to construct funeral designs	7.1 Describe how to address problems with mediums, materials and tools that are not suitable for use and the remedial action that would be required	
	7.2 Describe the range of mediums and materials and their use	
	7.3 Explain how to prepare mediums for use in funeral designs, including foam and non-foam to include: shaping, cutting and preparing a base for the design, ensuring minimum waste	
	7.4 State the criteria used to evaluate a design	

## Unit 202

	7.5 Explain how the principles of design: balance, contrast, dominance, harmony, proportion and rhythm can be used effectively	
8. Know the relevant legislation and codes of practice	8.1 State current safe working practices	
	8.2 Explain how the elements of design: colour, form, space, texture, and line can be used effectively	
	8.3 Explain when it is necessary to vary the design from the specification and what action should be taken	
9. Know how to store designs	9.1 Describe suitable conditions for storing designs, including; temperature, humidity, light, space and storage	

**Learner's signature**

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..... Date .....

**Assessor's name** .....

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**Internal verifier's signature (if sampled)**

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## Unit 203

TITLE	Plan, prepare and construct floral arrangements	Learner's name
UAN	M/501/7699	
LEVEL	2	
CREDIT VALUE	10	

The aim of this unit is to provide the learner with the knowledge, understanding and skills required to prepare and construct floral arrangements using the appropriate methods, bases, mediums and materials under minimal direction or guidance.

Relationship to National Occupational Standards: FL5.1, 5.2

**Additional guidance for this unit:**

Learner to produce a minimum of ten arrangements to include parallel and decorative designs using variety mediums (e.g. wet and dry foam, gel, aggregate, twigs) materials (e.g. fresh, dried, manufactured, accessories) and containers (e.g. pottery, plastic, basket ware, glass)

Learner Outcomes	Assessment Criteria	For inserting direct evidence or referencing to where the evidence can be found
The learner will:	The learner can:	
1. Be able to plan the construction of floral arrangements	1.1 Check the specification for the work and obtain any necessary clarification concerning the design	
	1.2 Plan the work according to the requirements of the design	

## Unit 203

2. Prepare to construct floral arrangements	2.1 Select the appropriate base/mediums, materials and tools for the specified design	
	2.2 Prepare materials, containers, and mediums using appropriate methods covering: <ul style="list-style-type: none"> <li>• Materials: fresh, manufactured/dried/preserved, accessories</li> <li>• Mediums: Foam and non-foam medium</li> <li>• Containers: pottery, plastic, clear glass, basket ware, metal</li> </ul>	
	2.3 Check that tools are clean and in good working order prior to use	
	2.4 Take the appropriate action if mediums, materials and tools are unsuitable for use	
	2.5 Check that floral materials are in a suitable condition for use and for sale	

## Unit 203

3. Be able to construct floral arrangements	3.1 Handle mediums, materials and tools safely and in a way that minimises waste	
	3.2 Select and position materials according to the principles and elements of design	
	3.3 Assemble the design using an appropriate method, according to the design specifications to meet the needs of the customer, occasion and organisation e.g. relay	
	3.4 Complete the design within commercial timescales	
	3.5 Evaluate the finished design in relation to the specification	

## Unit 203

4. Maintain designs	4.1 Maintain and store the design prior to delivery or collection in an environment that minimises deterioration and damage	
5. Prepare and cost designs	5.1 Cost up designs according to the order requirements e.g. impulse purchase	
	5.2 Cost down designs according to the order requirements	
6. Know how to plan and prepare floral arrangements	6.1 State the requirements to construct the different types of designs covering: decorative, form-linear and vegetative	
	6.2 Describe the planning stages for the preparation of floral arrangements	

## Unit 203

7. Know how to maintain tools and equipment	7.1 Describe how tools used for constructing arrangements are used and maintained	
	7.2 Describe the importance of maintaining tools in a clean safe state	
8. Know how to construct floral arrangements	8.1 Describe how to address problems with mediums, materials and tools that are not suitable for use and the remedial action that would be required	
	8.2 Describe the range of mediums, containers, and materials and their use	
	8.3 Outline why it is important that mediums, materials and tools are prepared correctly	



## Unit 203

9. Know the relevant legislation and codes of practice	9.1 State current safe working practices and responsibilities contained within relevant legislation	
	9.2 State the criteria used when evaluating a product during construction	
	9.3 Explain how the principles of design: balance, contrast, dominance, harmony, proportion and rhythm can be used effectively	
	9.4 Explain how the elements of design: colour, form, space, texture, and line can be used effectively	
	9.5 Explain when it is necessary to vary the design from the specification and what action should be taken	

## Unit 203

10. Know how to store designs	10.1 Outline suitable conditions for storing designs, including; temperature, humidity, light, space and storage	
	10.2 Describe the key characteristics of decorative, form-linear, and vegetative design styles	

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## Unit 204

TITLE	Plan, prepare and construct tied floristry designs	Learner's name
UAN	H/501/7702	
LEVEL	2	
CREDIT VALUE	6	

The aim of this unit is to provide the learner with the knowledge, understanding and skills required to plan, prepare and assemble tied floristry designs using the appropriate materials under minimal direction or guidance.

Relationship to National Occupational Standards: CU68.1, 2

**Additional guidance for this unit:**

Learner to produce a minimum of eight tied designs to include both front facing and all round designs in different styles

Learner Outcomes	Assessment Criteria	For inserting direct evidence or referencing to where the evidence can be found
The learner will:	The learner can:	
1. Be able to plan the assembly of tied floristry designs	1.1 Check the specification for the work and obtain any necessary clarification concerning the design	
	1.2 Plan the work to meet the requirements of the design and customer	
2. Prepare to construct tied designs	2.1 Select the appropriate materials and tools for the specified design	

## Unit 204

	2.2 Check that tools are clean and in good working order prior to use	
	2.3 Take the appropriate action if materials and tools are unsuitable for use	
	2.4 Check that floral materials are in a fit condition for use and for sale including fresh, manufactured, dried and preserved	
	2.5 Prepare cut materials and any ancillary items in readiness for assembling the design	
3. Be able to assemble tied floristry designs	3.1 Handle materials and tools safely and in a way that minimises waste	

## Unit 204

	3.2 Assemble the design using an appropriate method, according to the design specifications to meet the needs of the customer and organisation e.g. relay	
	3.3 Secure the design using an appropriate tying method to produce the shape, structure and robustness required	
	3.4 Select and position materials according to the principles and elements of design	
	3.5 Complete the design within commercial timescales	
	3.6 Evaluate the finished design in relation to the specification	

## Unit 204

4. Cost designs	4.1 Cost up designs according to the order requirements	
	4.2 Cost down designs according to the order requirements	
5. Be able to maintain the tied floristry design	5.1 Maintain and store the design prior to delivery or collection in an environment that minimises deterioration and damage	
6. Know how to use and maintain tools and equipment	6.1 Describe how tools used for constructing arrangements are used and maintained	

## Unit 204

	6.2 Describe the importance of maintaining tools in a clean and safe state	
7. Know how to plan and prepare for the tied floristry designs	7.1 State the requirements needed to construct the design	
	7.2 Describe how to address problems with mediums, materials (fresh, manufactured, dried and preserved) and tools that are not suitable for use and the remedial action that would be required	
	7.3 Describe the planning stages for the preparation of tied floristry designs	

## Unit 204

<p>8. Know how to assemble tied designs</p>	<p>8.1 Outline the preparation and handling techniques required to minimise the damage to materials (fresh, manufactured, dried and preserved) and prolong their lifespan</p>	
<p>9. Understand how to assemble, package and evaluate tied floristry designs</p>	<p>9.1 Explain how the principles of design: balance, contrast, dominance, harmony, proportion and rhythm can be used effectively</p>	
	<p>9.2 Explain how the elements of design: colour, form, space, texture, and line have been used effectively</p>	
	<p>9.3 Explain when it is necessary to vary the design from the specification and what action should be taken</p>	
	<p>9.4 Explain how to package a design for a customer and the use of ancillary items</p>	



## Unit 204

	9.5 Outline suitable conditions for maintaining and storing designs, including; temperature, humidity, light, space and storage	
	9.6 State the criteria used to evaluate designs against customer orders	
10. Know the relevant legislation and codes of practice	10.1 State current safe working practices and responsibilities contained within relevant legislation	

### Learner's signature

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## Unit 205

TITLE	Monitoring and maintaining health and safety	Learner's name
UAN	Y/501/6353	
LEVEL	2	
CREDIT VALUE	3	
<p>The aim of this unit is to provide the learner with the knowledge, understanding and skills required to maintain a healthy and safe working environment under minimal guidance or direction. Learners should be familiar with the health and safety policy and understand their responsibilities under the policy.</p> <p>Relationship to National Occupational Standards: CU 2.1, 2.2</p>		

Learner Outcomes	Assessment Criteria	For inserting direct evidence or referencing to where the evidence can be found
The learner will:	The learner can:	
1. Be able to maintain health, safety and security in the workplace	1.1 Identify health and safety risks in relation to the workplace covering the following: <ul style="list-style-type: none"> <li>• people</li> <li>• equipment and materials</li> <li>• the work area</li> </ul>	
	1.2 Carry out specified measures to control risks and keep the appropriate people fully informed	

## Unit 205

	1.3 Seek guidance on measures to control unfamiliar risks arising from non-routine work situations	
	1.4 Relay health and safety information to others in a manner likely to be understood	
	1.5 Take the appropriate action without delay as soon as an emergency is suspected	
	1.6 Dispose of hazardous and non-hazardous waste safely and appropriately	
	1.7 Maintain the security of the workplace in accordance with organisational requirements	

## Unit 205

2. Be able to use equipment and materials safely	2.1 Use equipment and materials in accordance with manufacturers' instructions and any organisational training	
	2.2 Transport any equipment and materials safely and store them correctly at an approved location when not in use	
3. Know the systems and procedures for maintaining health, safety and security.	3.1 State the organisational requirements with regard to ensuring the security of the workplace	
	3.2 Describe the roles and responsibilities for health and safety in the workplace under organisational policy and legislation	
	3.3 State why inadequate measures to control risks should be reported	

## Unit 205

	3.4 Describe procedures for different types of emergencies appropriate to the relevant industry	
	3.5 Explain how the procedures for specific emergencies may be affected by location	
	3.6 Identify different types of fire extinguishers and their use, relevant to the work area	
	3.7 Describe the different forms of waste and appropriate methods of disposal	
	3.8 Explain the relationship between security and safety within the workplace	

## Unit 205

	3.9 List any specific risks relevant to child safety in the workplace	
	3.10 State who and why accidents should be reported	
4. Understand why equipment is transported and stored safely	4.1 Explain how to transport and store equipment and materials safely	
5. Know the reason for following manufacturers' guidance	5.1 State the importance of following manufacturers' and organisational instructions and the potential consequences and risks of not doing so	
6. Maintain good standards of health and safety for self and for others	6.1 Supply the necessary personal medical information in accordance with organisational requirements	

## Unit 205

	6.2 Use and care for the correct personal protective equipment and clothing necessary for work	
	6.3 Use approved methods of handling when moving and lifting items	
	6.4 Use the appropriate personal and workplace hygiene at all times	
	6.5 Provide accurate information about location so that contact can be made if necessary	
	6.6 Work in a way which minimises risk to self, others and the environment	

## Unit 205

	6.7 Take appropriate action where incidents affect the health and safety of workers	
	6.8 Report incidents without delay and complete records accurately, legibly and completely	
7. Understand how to maintain the health and safety of self and others	7.1 Explain the roles in maintaining health and safety	
	7.2 Explain the reasons for leaving information about location when working in isolation or in remote locations	
	7.3 Explain why accidents should be reported without delay and recorded in the appropriate document	



## Unit 205

	7.4 Explain the methods of minimising environmental damage during work	
8. Know the safe lifting techniques	8.1 Describe the safe methods for moving and lifting items	
9. Know how to maintain health and safety	9.1 Describe the reasons for maintaining good personal and workplace hygiene	
	9.2 State own ability to deal with health and safety emergencies (e.g. not carrying out actions beyond capabilities).	
	9.3 Describe how to administer basic emergency first aid procedures	

## Unit 205

	9.4 Identify the types of personal protective equipment and clothing needed for work and how they must be used, cleaned, stored, inspected and replaced	
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### Learner's signature

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## Unit 206

TITLE	Maintain and develop personal performance	Learner's name
UAN	F/502/1689	
LEVEL	2	
CREDIT VALUE	2	

The aim of this unit is to provide the learner with the knowledge and skills to be able to agree and develop their own personal performance with an appropriate person.  
 The learner will maintain and develop personal performance with regard to:  
 (i) working to targets and completing specific tasks  
 (ii) quality of work

Relationship to National Occupational Standards: O29NCU5.1

Learner Outcomes	Assessment Criteria	For inserting direct evidence or referencing to where the evidence can be found
The learner will:	The learner can:	
1. Maintain personal performance	1.1 Identify current competence and areas for development using relevant techniques and processes	
	1.2 Carry out work in accordance with responsibilities and organisational requirements	

## Unit 206

2. Develop personal performance	2.1 Agree personal performance and targets with an appropriate person	
	2.2 Review performance and progress regularly and use the outcome to plan future development activities	
	2.3 Seek advice from an appropriate person if clarification is required concerning specific tasks	
	2.4 Seek constructive feedback and advice from others and use it to help maintain and improve performance	
3. Know how to develop personal performance	3.1 State own limits of responsibility in relation to specific tasks and activities	

## Unit 206

	3.2 State who to obtain advice from in relation to specific tasks and activities	
	3.3 List the correct procedures for obtaining advice	
	3.4 State the risks involved in not obtaining advice where specific tasks and activities are unclear	
	3.5 Describe how to determine and agree development needs and personal targets	
	3.6 State why personal performance should be reviewed	

**Learner's signature**

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## Unit 207

TITLE	Establish and maintain effective working relationships with others	Learner's name
UAN	T/502/1690	
LEVEL	2	
CREDIT VALUE	2	
<p>The aim of this unit is to provide the learner with the knowledge and skills required to work effectively with others under minimal direction through clear communication and co-operation. The learner will establish and maintain effective working relationships with the colleagues, supervisors and managers, persons external to the team, department or organisation.</p> <p>Relationship to National Occupational Standards: O239NCU5.2</p>		

Learner Outcomes	Assessment Criteria	For inserting direct evidence or referencing to where the evidence can be found
The learner will:	The learner can:	
1. Maintain working relationships with others	1.1 Identify opportunities to improve working practices with the appropriate person	
	1.2 Carry out activities requiring co-operation with others in accordance with required procedures	

## Unit 207

	1.3 Communicate with others in a way which promotes effective working relationships	
	1.4 Keep others informed about work plans or activities which affect them	
	1.5 Seek assistance from others without causing undue disruption to normal work activities	
	1.6 Respond in a timely and positive way when others ask for help or information	
2. Understand why good working practices are important	2.1 State why good working relationships are important	



## Unit 207

	2.2 Suggest ways in which good working relationships can be maintained	
	2.3 State the methods of dealing with disagreements within the workplace	
	2.4 Describe own level of responsibility in relation to dealing with disagreements	
	2.5 State why effective communication is important	

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## Unit 209

TITLE	Identify and maintain the condition of plants and planted designs	Learner's name
UAN	R/501/7694	
LEVEL	2	
CREDIT VALUE	4	
<p>The aim of this unit is to provide the learner with the knowledge, understanding and skills required to identify and maintain the condition and appearance of a variety of plants and planted designs under minimal direction or guidance. It covers foliage, flowering plants, bulbs/corms, succulent cacti, berried plants, planted bowls and pot-et-fleur.</p> <p>Relationship to National Occupational Standards: FL1.1</p>		

Learner Outcomes	Assessment Criteria	For inserting direct evidence or referencing to where the evidence can be found
The learner will:	The learner can:	
1. Be able to identify plants using botanical and common names	1.1 Identify the botanical names of at least 20 common pot plants to include: genus and typical cultivars/varieties covering the following pot plants: foliage, flowering, berried, succulents, cacti, bulbs/corms and orchids	
2. Be able to identify pests and diseases	2.1 Identify and report signs of pests or disease to the appropriate person	

## Unit 209

3. Be able to maintain the condition of plants and planted designs	3.1 Check the condition of plants and planted designs to maintain their saleable value	
	3.2 Identify any plants that should be removed and take the appropriate action	
	3.3 Carry out grooming of plants and planted designs correctly	
	3.4 Maintain optimum conditions for the plants and planted designs as far as possible within the available facilities	
	3.5 Provide the care that incoming plants and planted designs require and implement an appropriate stock rotation plan	

## Unit 209

	<p>3.6 Provide any necessary supplies of food and water to maintain the condition of the plants</p>	
	<p>3.7 Monitor the development of new plants against the stock rotation plan and take the appropriate action if there are any problems</p>	
<p>4. Know the signs of pests and diseases</p>	<p>4.1 Describe the common indicators of pests and disease and the action that should be taken if they are discovered</p>	
<p>5. Know how to maintain the condition of plants and planted designs</p>	<p>5.1 Describe the care and maintenance of the different plant groups, covering the following: foliage, flowering, berried, succulents, cacti, bulbs/corms and orchids and planted designs</p>	
	<p>5.2 State the season of availability of plants</p>	

## Unit 209

	<p>5.3 Describe how the condition of plants and planted designs can be controlled to ensure the optimum condition for sale</p>	
	<p>5.4 Describe the appropriate methods for handling and grooming plants according to plant types and conditions</p>	
	<p>5.5 Describe the different methods of watering and feeding plants and planted designs</p>	
	<p>5.6 Describe how to plan and control the growth and maturation of plants and planted designs to ensure they are ready for sale at the correct time</p>	
<p>6. Know different poisonous plants and their handling technique</p>	<p>6.1 Give examples of five dangerous and/or poisonous plants and state how they should be handled</p>	

## Unit 209

7. Know the functions of plants	7.1 State the botanical functions of the plant: photosynthesis, osmosis, respiration, transpiration, tropisms	
8. Understand stock rotation	8.1 Explain the principles of stock rotation as they relate to plants	
9. Know the relevant legislation and codes of practice	9.1 State current safe working practices and responsibilities contained within relevant legislation	

### Learner's signature

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### Assessor's name

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### Internal verifier's signature (if sampled)

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## Unit 210

TITLE	Package floral designs and plants	Learner's name
UAN	L/501/7693	
LEVEL	1	
CREDIT VALUE	4	

The aim of this unit is to provide the learner with the knowledge, understanding and skills required to package floral designs and plants in order to protect them and optimise their appearance under guidance.

Relationship to National Occupational Standards: FL1.2

Learner Outcomes	Assessment Criteria	For inserting direct evidence or referencing to where the evidence can be found
The learner will:	The learner can:	
1. Be able to package floral designs and plants to given specifications	1.1 Choose the correct materials and tools for the work and check that the tools are in good working order	
	1.2 Prepare materials and/or additional items according to instructions in a way that minimises wastage	
	1.3 Wrap the designs safely and securely	



## Unit 210

	1.4 Attach appropriate additional items in a way which is suitable for the product and any planned transportation	
	1.5 Complete the presentation of materials within realistic timescales	
	1.6 Check the packaged product to make sure that it meets the specification	
	1.7 Identify any items that are to be delivered or collected, label and store them in the appropriate place	
2. Be able to work safely	2.1 Use all tools and equipment safely	

## Unit 210

3. Know how to package floral designs and plants	3.1 State the benefits of packaging designs effectively	
	3.2 Describe how to choose protective and presentation materials according to the product and its intended use	
	3.3 State how protective and presentation materials should be prepared for use	
	3.4 State why it is important to attach additional items securely	
	3.5 State how the method of transportation affects the way that products are packaged	

## Unit 210

	3.6 Outline suitable storage conditions, for packaged items	
4. Know the relevant legislation and codes of practice	4.1 State current safe working practices and responsibilities contained within current relevant legislation	
	4.2 List methods of disposing/recycling waste packaging and plant material	

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## Unit 211

TITLE	Plan, prepare and construct wedding designs with floral materials	Learner's name
UAN	K/501/7698	
LEVEL	2	
CREDIT VALUE	12	

The aim of this unit is to provide the learner with the knowledge, understanding and skills required to prepare and construct a variety of wedding designs using different materials and techniques under minimal direction or guidance.

Relationship to National Occupational Standards: FL4 and CU69

### Additional guidance for this unit:

Learners to produce a minimum of six designs, to include designs suitable for the following:

- a bridesmaid to carry (e.g. wired or foam based posy) or wear (headdress)
- bridal party to wear (e.g. buttonhole and corsage)
- designs suitable for reception (e.g. top table arrangement)

The designs are to include wiring and gluing techniques

Learner Outcomes	Assessment Criteria	For inserting direct evidence or referencing to where the evidence can be found
The learner will:	The learner can:	
1. Be able to prepare for the construction of wedding designs	1.1 Check the specification for the work and obtain any necessary clarification concerning the design	
	1.2 Plan and prepare the work according to the requirements of the design	

## Unit 211

2. Prepare to construct wedding designs	2.1 Select the appropriate materials, sundries, and/or mediums, and tools for the specified design	
	2.2 Check that tools are clean and in good working order	
	2.3 Take appropriate action if materials and tools are unsuitable for use	
	2.4 Check that floral materials are in a suitable condition for use and for sale	
3. Be able to construct wedding designs	3.1 Handle mediums, materials and appropriate tools safely and in a way that minimises waste	
	3.2 Assemble the design using an appropriate method according to the design specifications	

## Unit 211

	3.3 Select and position materials according to the principles and elements of design	
	3.4 Complete the design within commercial timescales	
	3.5 Check the finished design meets the specification and store appropriately	
4. Maintain designs	4.1 Maintain and store the design	
5. Prepare and cost designs	5.1 Cost up designs according to the order request	
	5.2 Cost down designs according to the order requirements	

## Unit 211

6. Know how to plan and prepare wedding designs	6.1 State the requirements needed to construct the design	
	6.2 Describe the planning stages for the preparation of wedding designs	
7. Know how to construct wedding designs	7.1 Describe the techniques used in creating wedding designs, including: wiring methods, gluing methods, tying methods, and use of appropriate mediums	
	7.2 Identify the range of sundries, mediums and materials and their use	
8. Know how to use and maintain tools and equipment	8.1 Describe the importance of maintaining tools in a clean and safe state	
	8.2 Describe how tools used for constructing designs are used and maintained	

## Unit 211

	8.3 Outline how the principles of design: balance, contrast, dominance, harmony, proportion and rhythm can be used effectively	
	8.4 Outline how the elements of design: colour, form, space, texture, and line can be used effectively	
9. Know how to store designs	9.1 Outline suitable conditions for storing designs, including: temperature, humidity, light, space and storage	
10. Know the relevant legislation and codes of practice	10.1 State current safe working practices and responsibilities contained within relevant legislation	



**Learner's signature**

I confirm that the evidence above is all my own work

..... Date .....

**Assessor's name** .....

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**Internal verifier's signature (if sampled)**

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## Unit 212

TITLE	Preparing and transporting plants and resources	Learner's name
UAN	Y/502/0466	
LEVEL	2	
CREDIT VALUE	2	
<p>The aim of this unit is to provide the learner with the knowledge and skills required when preparing and transporting a range of plants and other resources without damage or deterioration.</p> <p>Relationship to National Occupational Standards: 029N L11.1, L11.2</p>		

Learner Outcomes	Assessment Criteria	For inserting direct evidence or referencing to where the evidence can be found
The learner will:	The learner can:	
1. Be able to select, use and maintain equipment for preparing and transporting plants and resources	1.1 Select appropriate equipment for this area of work	
	1.2 Use equipment according to instructions	
	1.3 Prepare, maintain and store equipment in a safe and effective working condition	

## Unit 212

2. Prepare plants and other resources for transportation	2.1 Identify and label plants and/or resources to be transported	
	2.2 Check plants and resources are in suitable condition for use and transportation	
	2.3 Use safe lifting and handling techniques	
	2.4 Maintain the condition of plants and resources throughout	
	2.5 Complete all records and reports	
3. Load plants and resources	3.1 Load and position plants and resources safely and securely for transportation.	

4. Transport a range of plants and other resources.	4.1 Transport all types of plants (delicate, robust, safely lifted by one person and requiring more than one person to lift) and other resources (growing medium, containers, tools and equipment, supports, watering devices and chemicals) safely and efficiently to the correct location	
	4.2 Inspect the condition of plants and resources after transportation	
	4.3 Identify potential hazards and operate equipment safely	
5. Be able to work safely and minimise environmental damage	5.1 Work in a way which maintains health and safety and is consistent with current legislation, codes of practice and any additional requirements	

6. Know how to prepare plants and other resources for transportation.	6.1 State the importance of establishing the transport requirements for plants and other resources	
	6.2 Describe how to inspect and prepare plants and resources for transportation	
	6.3 Describe the appropriate records that need to be maintained	
7. Know the principles of safe and effective transportation	7.1 Describe how to handle and transport plants and resources safely and efficiently covering: <ul style="list-style-type: none"> <li>• growing medium containers</li> <li>• tools and equipment</li> <li>• supports</li> <li>• watering devices</li> <li>• chemicals</li> <li>• delicate and robust plants</li> <li>• plants which can be safely lifted by one person or need more than one person</li> </ul>	

	7.2 Describe how to maintain the condition of plants during transportation	
	7.3 List the safety procedures to follow when transporting hazardous substances	
	7.4 Describe safe lifting and handling techniques when working alone and with others	
8. Know the types of equipment required and how to maintain them	8.1 Describe the equipment which will be necessary preparing and transporting plants and resources	
	8.2 Describe methods of maintaining the equipment ready for use	

<p>9. Know the current health and safety legislation and environmental good practice</p>	<p>9.1 Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work</p>	
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**Learner's signature**

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## Unit 213

TITLE	Maintain environmental good practice at work	Learner's name
UAN	H/502/3290	
LEVEL	2	
CREDIT VALUE	3	
<p>The aim of this unit is to provide the learner with the knowledge and skills required to maintain environmental good practice at work and minimise damage to the environment.</p> <p>Mapped to Health and Social Care Standards</p>		

Learner Outcomes	Assessment Criteria	For inserting direct evidence or referencing to where the evidence can be found
The learner will:	The learner can:	
1. Be able to maintain environmental good practice at work	1.1 Work in a way which minimises damage to the environment, maintains health and safety, and is consistent with relevant legislation, organisational procedures and codes of practice	
	1.2 Select equipment and materials that will minimise damage to the environment	



## Unit 213

2. Be able to deal with incidents of damage to the environment	2.1 Recognise any damage to the environment and take the appropriate action including: (i) make changes to the work they are doing (ii) inform those responsible for the work they are carrying out	
	2.2 Identify improvements to working practices in terms of environmental good practice and take the appropriate action	
	2.3 Deal with small scale pollution incidents	
	2.4 Report more serious pollution incidents to the relevant people	
	2.5 Report environmental incidents promptly and accurately to the appropriate person	

## Unit 213

	2.6 Dispose of waste materials safely and according to relevant legislation and organisational procedures	
3. Know how to maintain environmental good practice at work	3.1 Outline the current health and safety legislation, codes of practice and any additional requirements	
	3.2 Describe the methods for minimising environmental damage during work covering: (i) pollution (ii) physical disturbance	
	3.3 Describe how to select suitable materials and equipment for the nature of the work activity	

## Unit 213

	3.4 Outline the ways in which tools and materials should be used in order to minimise environmental damage	
4. Know how to deal with incidents of damage to the environment	4.1 Describe the types of damage which may occur, the impact these can have on the environment, and the corrective actions to be taken	
	4.2 Describe how to recognise pollution incidents	
	4.3 Outline the procedures in place for dealing with the following pollution incidents and the limits of responsibilities: (i) Small scale (ii) Major incidents	
	4.4 Outline who pollution and other environmental incidents should be reported to	

## Unit 213

	4.5 Describe the methods of waste disposal which will minimise the risk to the environment	
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### Learner's signature

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## Unit 214

TITLE	Communicate information within the workplace	Learner's name:
UAN	Y/502/1195	
LEVEL	3	
CREDIT VALUE	2	

The aim of this unit is to provide the learner with the knowledge, understanding and skills required to communicate information within the workplace. It is about maintaining the 'flow' of information internally and externally to the organisation. It will entail passing on messages accurately, receiving and forwarding on information.

Relationship to National Occupational Standards: O29NCU7.1

Learner Outcomes	Assessment Criteria	For inserting direct evidence or referencing to where the evidence can be found
The learner will:	The learner can:	
1. Be able to receive information within the workplace	1.1 Identify information required, timescales and source	
	1.2 Request information using appropriate methods	

## Unit 214

	1.3 Receive and record information accurately according to organisational requirements	
2. Be able to transmit information within the workplace	2.1 Transmit information accurately and timely and using appropriate methods	
	2.2 Confirm receipt of information	
3. Understand how to receive and transmit information within the workplace	3.1 Explain the types of information, purposes and the level of detail which may be required and the timescale within which it must be obtained	
	3.2 Explain the different methods for communicating information and the ways it may need to be adapted to suit the audience	

## Unit 214

	<p>3.3 Give examples of when information may be required urgently</p>	
	<p>3.4 Explain why it is important to take messages accurately and the potential effects of not doing so</p>	
	<p>3.5 Explain the importance of confirming information and why this should be acknowledged and accurately recorded</p>	
	<p>3.6 Explain the situations in which confidentiality needs to be maintained</p>	
<p>4. Understand the relevant legislation in receiving and sending information</p>	<p>4.1 Summarise the legislation which relates to communicating information within the workplace</p>	

**Learner's signature**

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## Unit 215

TITLE	Maintain and store records within the workplace	Learner's name:
UAN	D/502/1196	
LEVEL	3	
CREDIT VALUE	2	
<p>The aim of this unit is to provide the learner with the knowledge, understanding and skills required to maintain and store records within the workplace. This will involve record keeping, filing and maintaining any necessary confidential information</p> <p>Relationship to National Occupational Standards: O29NCU7.2</p>		

Learner Outcomes	Assessment Criteria	For inserting direct evidence or referencing to where the evidence can be found
The learner will:	The learner can:	
1. Be able to maintain and store records within the workplace	1.1 Identify records and check that they are suitable to their intended purpose	
	1.2 Make entries into records that are accurate and complete	

## Unit 215

	<p>1.3 Transfer records where appropriate and accurately record information as necessary</p>	
	<p>1.4 Store confidential records in a safe location in accordance with organisational and legislative requirements</p>	
	<p>1.5 Re-file records correctly after use, where applicable</p>	
	<p>1.6 Where necessary take the appropriate action to resolve any errors or mistakes which are discovered in the records</p>	
<p>2. Understand how to maintain and store records within the workplace</p>	<p>2.1 Explain the different types of records and systems used for record keeping within the industry</p>	

## Unit 215

	2.2 Explain the responsibility in maintaining, handling and storing records under current legislation	
	2.3 Explain the records which are confidential or commercially sensitive and how to deal with these	
	2.4 Outline the correct method and language in which records must be completed within the industry	
	2.5 Explain the importance of accurate record keeping for production purposes and organisational effectiveness	
	2.6 Explain the procedures for transferring records	

## Unit 215

	2.7 Explain the types of problems which may occur during the maintenance of records and how these should be resolved	
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### Learner's signature

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## Unit 217

TITLE	Make and receive telephone calls	Learner's name:
UAN	T/502/4007	
LEVEL	1	
CREDIT VALUE	2	
<p>This unit aims to develop learners' knowledge, skills and understanding of administrative tasks associated with making and receiving telephone calls.</p> <p>This unit relates to the National Occupational Standards for Business Administration.</p>		

Learner Outcomes	Assessment Criteria	For inserting direct evidence or referencing to where the evidence can be found
The learner will:	The learner can:	
1. Understand how to make calls	1.1 Describe the different features of telephone systems and how to use them	
	1.2 Give reasons for identifying the purpose of a call before making it	

## Unit 217

	1.3 Describe different ways of obtaining the names and numbers of people that need to be contacted	
	1.4 Describe how to use a telephone system to make contact with people inside and outside an organisation	
	1.5 Explain the purpose of giving a positive image of self and own organisation	
	1.6 Explain the purpose of summarising the outcomes of a telephone conversation before ending the call	
	1.7 Describe how to identify problems and who to refer them to	
	1.8 Describe organisation structures and communication channels within an organisation	
	1.9 Describe how to follow organisational procedures when making a telephone call	
	1.10 Explain how to report telephone system faults	

2. Understand how to receive and transfer telephone calls	2.1 Describe how to identify callers and their needs	
	2.2 Explain the purpose of giving accurate and up to date information to callers	
	2.3 Explain the purpose of confidentiality and security when dealing with callers	

	2.4. Describe the types of information that could affect confidentiality and security and how to handle these	
	2.5 Describe ways of identifying the appropriate person to whom a call is transferred	
	2.6 Describe the information to be given when transferring calls or leaving messages	
	2.7 Describe how to identify problems and who to refer them to	
	2.8 Describe how to follow organisational procedures when receiving a telephone call	
	2.9 Explain how to report telephone system faults	
3. Be able to make telephone calls	3.1 Identify the purpose of the call	
	3.2 Obtain the name and number of the person to be contacted	
	3.3 Make contact with the person	
	3.4 Communicate information to achieve the purpose of the call	
	3.5 Project a positive image of self and organisation	



	3.6 Summarise the outcomes of the conversation before ending the call	
	3.7 Report telephone system faults, if necessary	
4. Be able to receive telephone calls	4.1 Answer a phone following organisational procedures	
	4.2 Give a positive image of self and organisation	
	4.3 Identify the caller where they are calling from, and what they need	
	4.4 Give accurate and up to date information whilst protecting confidentiality and security	
	4.5 transfer calls, if required	
	4.6 Take and pass on messages according to the caller's needs	
	4.7 Summarise the outcomes of the conversation before ending the call	
	4.8 Report telephone system faults, if necessary	

**Learner's signature**

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## Unit 311

TITLE	Maintain the availability of goods for sale to customers in a retail environment	Learner's name:
UAN	L/500/9786	
LEVEL	3	
CREDIT VALUE	11	

This unit is for team leaders responsible for organising and monitoring the display of goods. Firstly, the unit is about briefing colleagues about display requirements and supervising the assembly of displays. Secondly, the unit is about assessing the effectiveness of displays prepared by colleagues under the learner's supervision. The third aspect of the unit is concerned with keeping stock replenished and accurately priced, and making suggestions for improving displays. The learner does not need specialist visual merchandising skills for this unit.

There is a one-to-one relationship with the following Retail NOS:C.301 (K), C.301 (P), C.302 (K), C.302 (P), C.303 (K), C.303 (P)

**Additional guidance for this unit:**

Learner to set up, maintain and dismantle displays on two separate occasions

Learner Outcomes	Assessment Criteria	For inserting direct evidence or referencing to where the evidence can be found
The learner will:	The learner can:	
1. Know how to organise staff to display goods for retail sale	1.1 Show that they know how different types of display help the store to reach its sales targets	
	1.2 Show that they know how they can position information so that it helps to promote sales	

## Unit 311

	1.3 Show that they know how the layout of the selling area affects sales	
	1.4 Show that they know the legal requirements for pricing goods for sales	
	1.5 Show that they know the company's standards for putting displays together, including standards for cleaning and preparation	
	1.6 Show that they know how to work out what type and quantity of resources they need to set up displays	
	1.7 Show that they know how to brief staff in a way that encourages staff's involvement	

## Unit 311

	1.8 Show that they know how to check the work of staff preparing and putting displays together and how to give feedback to staff on staff's performance	
	1.9 Show that they know the security, health and safety requirements and procedures relating to displaying goods	
	1.10 Show that they know the customer's rights and the company's duties and responsibilities under the Sale of Goods Act	
	1.11 Show that they know how to check that the information in displays is accurate and legal	
	1.12 Show that they know how to use different price marking methods and technologies	

## Unit 311

2. Know how to assess how effective displays are in a retail environment	2.1 Show that they know the standards they should apply when assessing how effective displays are	
	2.2 Show that they know how to assess displays against the relevant standards	
	2.3 Show that they know how to identify displays that are unsafe or not secure enough	
	2.4 Show that they know how to correct displays that are unsafe or not secure enough	
	2.5 Show that they know who can authorise changes in the display	
	2.6 Show that they know how to involve staff in assessing and changing displays	

## Unit 311

3. Know how to keep products available and maintain product quality in a retail environment	3.1 Show that they know how to collect and record information about prices	
	3.2 Show that they know how to check stock rotation and the quality of goods on display	
	3.3 Show that they know what can happen to stock that is not stored correctly or renewed as needed	
	3.4 Show that they know how to replenish and rotate stock and deal with sub-standard goods	
	3.5 Show that they know how to check pricing and price marking, correct mistakes and change prices	
	3.6 Show that they know why it is important to record price changes accurately	

## Unit 311

4. Organise staff to display goods for retail sale	4.1 Confirm the purpose of the display and any relevant requirements and standards and, where necessary, check these with the appropriate authority	
	4.2 Clearly explain to staff the purpose of the display and any relevant requirements and standards	
	4.3 Provide opportunities for staff to check staff understand the requirements and standards of the display	
	4.4 Check that staff prepare the display area and put the display together in a way that causes the least inconvenience to customers	
	4.5 Provide constructive feedback to staff on staff's performance	
	4.6 Check that the assembled display conforms to company requirements and standards	

## Unit 311

	4.7 Obtain permission from the appropriate authority to modify or change the display	
	4.8 Monitor that information has been placed accurately and legally, and is chosen and positioned to promote sales effectively	
	4.9 Keep complete, accurate and up to date records of displays	
5. Assess how effective displays are in a retail environment	5.1 Identify what standards the display should meet	
	5.2 Check displays against all the relevant standards to decide how effective displays are	
	5.3 Encourage staff to make helpful comments and identify changes that may make the display more appealing to customers	



## Unit 311

	5.4 Ask the right person for permission to make any changes that the learner cannot authorise themselves	
	5.5 Give staff clear instructions and encouragement so that staff can make any changes needed to the display	
	5.6 Take prompt and suitable action to deal with any risks to security or health and safety that the learner's assessment has revealed	
6. Keep products available and maintain product quality in a retail environment	6.1 Collect and record accurate information on price changes	
	6.2 Give accurate, up-to-date price information to the staff who need it	
	6.3 Regularly check price marking and promptly sort out any pricing problems they spot	

## Unit 311

	6.4 Make sure that stock replenishment plans are up-to-date and realistic	
	6.5 Deal with out-of-date or deteriorating stock in line with company policy and any relevant laws	
	6.6 Involve staff in spotting potential improvements to the way stock is organised and presented	
	6.7 Spot realistic and effective ways of improving how stock is organised and presented	
	6.8 Get permission from the right person, where necessary, to improve the way stock is organised and presented	
	6.9 Make sure that they maintain customer goodwill and staff morale while stock is being re-organised	

**Learner's signature**

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## Unit 218

TITLE	Improve own performance in a business environment	Learner's name:
UAN	L/601/2469	
LEVEL	2	
CREDIT VALUE	2	
<p>This unit covers the knowledge and understanding learners need to plan and organise their own work in a business environment. It also covers the practical application of this knowledge and understanding.</p> <p>Council for Administration NOS 2008, Unit 201</p>		

Learner Outcomes	Assessment Criteria	For inserting direct evidence or referencing to where the evidence can be found
The learner will:	The learner can:	
1. Understand how to improve own performance	1.1 Explain the purpose and benefits of continuously improving performance at work	
	1.2 Explain the purpose and benefits of encouraging and accepting feedback from others	

## Unit 218

	1.3 Explain how learning and development can improve own work, benefit organisations, and identify career options	
	1.4 Describe possible career progression routes	
	1.5 Describe possible development opportunities	
2. Be able to improve own performance using feedback	2.1 Encourage and accept feedback from other people	
	2.2 Use feedback to agree ways to improve own performance in the workplace	

## Unit 218

	2.3 Complete work tasks, using feedback given, to improve performance	
3. Be able to agree own development needs using a learning plan	3.1 Investigate and agree where further learning and development may improve own work performance	
	3.2 Confirm learning plan changes	
	3.3 Follow a learning plan	
	3.4 Review progress against learning plan and agree further learning updates, if required	
4. Understand how to organise the delivery of reliable customer service	4.1 Describe organisational procedures for unexpected situations and their role within them	
	4.2 Describe resource implications in times of staff sickness and holiday periods and their responsibility at these times	

## Unit 218

	4.3 Explain the importance of having reliable and fast information for their customers and their organisation	
	4.4 Evaluate the organisational procedures and systems for delivering customer service	
	4.5 Identify useful customer feedback and explain how to decide which feedback should be act on	
	4.6 Describe how to communicate feedback from customers to others	
	4.7 Evaluate the organisational procedures and systems for recording storing, retrieving and supplying customer service information	
	4.8 Explain the legal and regulatory requirements regarding the storage of data	

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## Unit 220

TITLE	IT User Fundamentals	Learner's name:
UAN	L/502/4207	
LEVEL	2	
CREDIT VALUE	3	
<p>This is the ability to set up and use hardware day-to-day, protect hardware, software and the data within an IT system</p> <p>This unit is based on National Occupational Standards, as defined by e-skills UK.</p>		

Learner Outcomes	Assessment Criteria	For inserting direct evidence or referencing to where the evidence can be found
The learner will:	The learner can:	
1. Use IT systems to meet a variety of needs	1.1 Use correct procedures to start and shutdown an IT system	
	1.2 Select and use interface features effectively to interact with IT systems	
	1.3 Select and adjust system settings as appropriate to needs	
	1.4 Select and use a communication service to access the Internet	

## Unit 220

	1.5 Use appropriate terminology when describing IT systems	
2. Manage information storage and retrieval appropriately	2.1 Manage files and folders to enable efficient information retrieval	
	2.2 Identify when and why to use different types of storage media	
	2.3 Organise and store information, using general and local conventions where appropriate	
3.	3.1 Work safely and take steps to minimise physical stress	
	3.2 Describe the danger of computer viruses, and how to minimise risk	
	3.3 Keep information secure	
	3.4 Explain why it is important to stay safe and to respect others when using IT-based communication	
	3.5 Follow relevant guidelines and procedures for the safe and secure use of IT	

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## Unit 223

TITLE	Give customers a positive impression of yourself and your organisation	Learner's name:
UAN	L/601/0933	
LEVEL	2	
CREDIT VALUE	5	
<p>This Unit is all about the learner communicating with customers and giving a positive impression of themselves whenever dealing with a customer. By doing this they will also be giving a positive impression of their organisation and the customer service it provides.</p> <p>This Unit directly relates to the Customer Service NOS</p>		

Learner Outcomes	Assessment Criteria	For inserting direct evidence or referencing to where the evidence can be found
The learner will:	The learner can:	
1. Establish rapport with customers	1.1 Meet their organisation's standards of appearance and behaviour	
	1.2 Greet their customer respectfully and in a friendly manner	

## Unit 223

	1.3 Communicate with their customer in a way that makes them feel valued and respected	
	1.4 Identify and confirm the customer's expectations	
	1.5 Treat their customer courteously and helpfully at all times	
	1.6 Keep the customer informed and reassured	
	1.7 Adapt their own behaviour to respond effectively to different customer behaviour	

## Unit 223

2. Respond appropriately to customers	2.1 Respond promptly to a customer seeking help	
	2.2 Choose the most appropriate way of to communicate with their customer	
	2.3 Check with their customer that they have fully understood their expectations	
	2.4 Respond promptly and positively to their customer's questions and comments	
	2.5 Allow their customer time to consider their response and give further explanation when appropriate	
3. Communicate information to customers	3.1 Quickly find information that will help their customer	

## Unit 223

	<p>3.2 Give the customer the information they need about the services or products offered by the organisation</p>	
	<p>3.3 Recognise information that their customer might find complicated and check whether they fully understand</p>	
	<p>3.4 Explain clearly to their customers any reasons why their expectations cannot be met</p>	
<p>4. Understand how to give customers a positive impression of themselves and the organisation</p>	<p>4.1 Describe their organisation's standards for appearance and behaviour</p>	
	<p>4.2 Explain their organisation's guidelines for how to recognise what their customer wants and respond appropriately</p>	

## Unit 223

	4.3 Identify their organisation's rules and procedures regarding the methods of communication that they use	
	4.4 Explain how to recognise when a customer is angry or confused	
	4.5 Identify their organisation's standards for timeliness in responding to customer questions and requests for information	

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## Unit 224

TITLE	Customer care in ICT	Learner's name:
UAN	A/500/7158	
LEVEL	2	
CREDIT VALUE	9	
<p>This is the identification of, and response to, customer needs to ensure customer satisfaction. This level 2 unit will typically involve direct customer contact.</p> <p>Typically this will involve:</p> <ul style="list-style-type: none"><li>• The maintenance of a successful balance between customer needs and the needs of the organisation</li><li>• The monitoring of customer satisfaction through the use of formal and informal assessment techniques (e.g. surveys, feedback etc.)</li><li>• The handling and resolution of customer issues and complaints in a constructive manner that ensures customer satisfaction.</li></ul> <p>This unit is based on National Occupational Standards, as defined by e-skills UK.</p>		

## Unit 224

Learner Outcomes	Assessment Criteria	For inserting direct evidence or referencing to where the evidence can be found
The learner will:	The learner can:	
<p>1. Know how to provide customer care by establishing customer relationships</p>	<p>1.1 Describe the uses of interpersonal communication techniques such as:</p> <ul style="list-style-type: none"> <li>• verbal (e.g. intonation, tone and feedback (sometimes referred to as verbal attends)) and non-verbal techniques (e.g. smiling while talking on the phone, body language)</li> <li>• attentive listening (i.e. difference between hearing and listening)</li> <li>• positive and negative language</li> <li>• active listening (e.g. summarising, paraphrasing, body language)</li> <li>• listening barriers (e.g. background noise, distractions, lack of concentration)</li> <li>• types of question (e.g. open, closed and probing)</li> </ul>	

## Unit 224

	<p>1.2 Describe the relevant parts of the organisational requirements for customer care including:</p> <ul style="list-style-type: none"><li>• customer service procedures (e.g. how to log customer information, how to initiate service calls, how to complete a sale)</li><li>• authorisation procedures (e.g. how to confirm caller identity, how to validate requests)</li><li>• escalation, resolution and complaint handling</li><li>• quality assurance procedures</li><li>• compliance with relevant legislation and regulations (e.g. data protection, financial services)</li><li>• maintenance and communication of organisational brand or image</li><li>• organisational aims and objectives</li></ul>	
	<p>1.3 Describe what the implications of customer satisfaction are:</p> <ul style="list-style-type: none"><li>• customer retention</li><li>• working relationships</li></ul>	

## Unit 224

	<p>1.4 Describe the relevant methods of measuring customer satisfaction levels such as:</p> <ul style="list-style-type: none"> <li>• predefined formal feedback</li> <li>• unsolicited feedback</li> <li>• anecdotal feedback</li> </ul>	
<p>2. Provide customer care by establishing customer relationships</p>	<p>2.1 Comply with organisational requirements</p>	
	<p>2.2 Communicate interpersonally on familiar subjects such as:</p> <ul style="list-style-type: none"> <li>• following organisational guidelines and procedures</li> <li>• articulating and expressing ideas clearly and concisely</li> <li>• listening actively (e.g. by taking notes)</li> <li>• clarifying and confirming understanding (e.g. by paraphrasing or repetition)</li> <li>• responding to questions with accurate information</li> <li>• ensuring content is appropriate to the needs of the audience</li> <li>• identifying and avoiding listening barriers</li> <li>• maintaining focus on the purpose of the communication</li> </ul>	

## Unit 224

	<p>2.3 Providing customer interaction such as:</p> <ul style="list-style-type: none"><li>• focuses on addressing customer needs</li><li>• interacts in a sensitive and helpful manner with the customer</li><li>• responds to customer requests on time, accurately, pleasantly and professionally</li><li>• builds a trusting relationship with the customer</li><li>• keeps self and customer focused</li><li>• maintains consistent communication style</li></ul>	
	<p>2.4 Provide service delivery such as:</p> <ul style="list-style-type: none"><li>• recognising own limitations</li><li>• escalating customer issues following organisational requirements</li><li>• meets own commitments to customers</li><li>• follows up customer problems and issues</li></ul>	

## Unit 224

	2.5 Handle complaints from customers such as: <ul style="list-style-type: none"> <li>• using probing questions</li> <li>• displaying patience and understanding with demanding or emotional customers</li> </ul>	
	2.5 Gather specified customer satisfaction information	

### Learner's signature

I confirm that the evidence above is all my own work

..... Date .....

### Assessor's name

I confirm that the evidence for this unit is complete and meets the requirements for validity, authenticity and sufficiency.

Signed.....Date .....

### Internal verifier's signature (if sampled)

.....Date .....

## Unit 226

TITLE	Display stock to promote sales to customers in a retail environment	Learner's name:
UAN	D/505/9091	
LEVEL	2	
CREDIT VALUE	6	
<p>This unit is about three aspects of displaying stock attractively. Firstly, it involves checking that the display area is suitable and preparing to set up the display. Secondly, it is about setting up and dismantling displays. Thirdly, it is concerned with labelling stock on display. This unit is suitable for sales assistants who are not visual merchandising specialists.</p>		

Learner Outcomes	Assessment Criteria	For inserting direct evidence or referencing to where the evidence can be found
The learner will:	The learner can:	
1. Understand how to prepare display areas and materials in a retail store	1.1 describe display requirements for stock, space, position of the display and dates, and where to get this information	
	1.2 identify who to ask for advice and help in solving problems with display plans	
	1.3 state the requirements for a display from plans and sketches	

## Unit 226

	1.4 explain why sites need to be checked for dangers to health and safety before setting up displays	
	1.5 explain the importance of checking whether displays will cause an obstruction	
2. Understand how to set up and dismantle displays in a retail store	2.1 describe the value of displays and promoting new products	
	2.2 state the reasons for product placement	
	2.3 describe how to use space effectively when displaying products	



## Unit 226

	2.4 state why sites must be checked for dangers to health and safety when setting up and dismantling displays	
	2.5 state the reasons for checking equipment before use	
	2.6 explain why materials and equipment used in displays should be cleaned and stored away and waste disposed of	
	2.7 state the reasons for checking displays	

## Unit 226

3. Know how to label displays of stock in a retail store	3.1 describe how proper labelling promotes sales	
	3.2 state the legal requirements for labelling and what can happen these are not met	
	3.3 state the importance of checking that labels are clear and accurate	
	3.4 identify who to inform about information that may need changing on labels	
	3.5 describe methods of using labelling materials and equipment	

## Unit 226

4. Know how to label displays of stock in a retail store	4.1 identify the requirements for the display to include stock, space, position of the display and dates	
	4.2 identify who to ask for clarification on the requirements for the display	
	4.3 check the display will not cause an obstruction, and report any problems promptly to the right person	
	4.4 check the display area is the right size and report any problems promptly to the right person	
	4.5 collect the materials, equipment and stock required for the display and check these are clean, safe and in good working order	
	4.6 follow company procedures for clearing, cleaning and preparing the display area before use	

## Unit 226

5. Be able to set up and dismantle displays in a retail store	5.1 set up and dismantle the display safely, in line with plans and within the time allowed	
	5.2 check the display is clean, tidy and safe for use once it has been set up	
	5.3 check the display has the levels of stock needed	
	5.4 clean and store equipment and excess materials and dispose of waste	

## Unit 226

6. Be able to label displays of stock in a retail store	6.1 check the requirements for labelling stock	
	6.2 check the information on labels is clear, accurate and legal	
	6.3 report promptly and to the right person any information on labels that may need changing	
	6.4 attach the right labels to the right products	
	6.5 fasten labels securely and position them so that customers can see the labels clearly	
	6.6 complete labelling within the time allowed	

**Learner's signature**

I confirm that the evidence above is all my own work

..... Date .....

**Assessor's name** .....

I confirm that the evidence for this unit is complete and meets the requirements for validity, authenticity and sufficiency.

Signed.....Date .....

**Internal verifier's signature (if sampled)**

.....Date.....

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## Useful contacts

Type	Contact	Query
UK learners	T: +44 (0)84 4543 0033 E: learnersupport@cityandguilds.com	<ul style="list-style-type: none"><li>• General qualification information</li></ul>
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Walled Garden	T: +44 (0)84 4543 0000 F: +44 (0)20 7294 2405 E: walledgarden@cityandguilds.com	<ul style="list-style-type: none"><li>• Re-issue of password or username</li><li>• Technical problems</li><li>• Entries</li><li>• Results</li><li>• GOLLA</li><li>• Navigation</li><li>• User/menu option problems</li></ul>
Employer	T: +44 (0)121 503 8993 E: business_unit@cityandguilds.com	<ul style="list-style-type: none"><li>• Employer solutions</li><li>• Mapping</li><li>• Accreditation</li><li>• Development Skills</li><li>• Consultancy</li></ul>

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