



City & Guilds Level 3 Advanced Technical Diploma in Floristry (540) (0175-30)

Version 2.7 (September 2023)

(For delivery from September 2023)

Qualification Handbook Technicals

Qualification at a glance

| | |
|---|---|
| Industry area | Land |
| City & Guilds qualification number | 0175-30 |
| Age group | 16-19 (Key Stage 5), 19+ |
| Entry requirements | Centres must ensure that any pre-requisites stated in the <i>What is this qualification about?</i> section are met. |
| Assessment | To gain this qualification, candidates must successfully achieve the following assessments: <ul style="list-style-type: none"> • One externally set, internally marked, externally moderated synoptic assignment • Two externally set, externally marked exams, sat under examination conditions • Portfolio of evidence |
| Additional requirements to gain this qualification | Employer involvement in the delivery and/or assessment of this qualification is essential for all candidates and will be externally quality assured. |
| Grading | This qualification is graded Pass/Merit/Distinction/Distinction* For more information on grading, please see Section 7: Grading. |
| Approvals | These qualifications require full centre and qualification approval |
| Support materials | Sample assessments Guidance for delivery Guidance on use of marking grids |
| Registration and certification | Registration and certification of this qualification is through the Walled Garden, and is subject to end dates. |
| External quality assurance | This qualification is externally quality assured by City & Guilds, and its internally marked synoptic assignments are subject to external moderation. There is no direct claim status available for this qualification. |

| Title and level | Size (GLH) | TQT | City & Guilds qualification number | Ofqual accreditation number |
|---|------------|-----|------------------------------------|-----------------------------|
| City & Guilds Level 3 Advanced Technical Diploma in Floristry (540) | 540 | 900 | 0175-30 | 601/7444/4 |

| Version and date | Change detail | Section |
|---|---|---|
| 1.1 May 2016 | Small typographical errors | Throughout |
| | TQT added for qualifications | 1. Introduction |
| | Assessment component titles amended | |
| | Employer involvement guidance updated throughout | 4. Employer involvement |
| | Summary of assessment methods and conditions | 5. Assessment |
| | Moderation and standardisation of assessment updated throughout | 6. Moderation and standardisation of assessment |
| | Awarding individual assessments Awarding grades and reporting results | 7. Grading |
| Enquiries about results Re-sits and shelf-life of assessment results Malpractice Access arrangements and special consideration | | 8. Administration |
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| | | |
| 2.1 January 2017 | Units 301 assessment method changed, weighting updated | 1. Introduction 5. Assessment 6. Moderation and standardisation of assessment |
| 2.2 June 2017 | Addition of the examination paper based module number | 1. Introduction – Assessment requirements and employer involvement |
| | | 5. Assessment |
| | | 5. Assessment – exam specification |
| | 7. Grading – Awarding grades and reporting results | |
| | Removal of AO 6-8 from synoptic Assignments and the readjusted approximate weightings | 5. Assessment – Assessment objectives |
| Revised Exam Specification, Exam Duration, and AO weightings | 5. Assessment – Exam Specification | |
| Addition of Provisional Grade Boundaries for the Synoptic Assignment | 7. Grading | |
| Branding Changes | City and Guilds Logo | |
| 2.3 November 2018 | Assessment method for unit 301 amended | 1. Introduction 5. Assessment |
| 2.4 May 2019 | Wording changed regarding retakes | 5. Assessment – Summary of |

| Version and date | Change detail | Section |
|--------------------|---|---|
| | | assessment methods and conditions 8. Administration – Re-sits and shelf-life of assessment results |
| 2.5 May 2021 | Updated L2 and L3 identification list of cut materials and potted plants | Appendix 1 |
| 2.6 May 2023 | Amended assessment method for unit 301 Component number for assessment component changed from 301 to 300 | 5 Assessment |
| | Clarified moderation and external verification processes | 5 Assessment 6 Moderation and standardisation of assessment |
| | Updated website links and references | 3 Delivering Technicals qualifications - Support materials 8 Administration |
| 2.5 September 2023 | Revision to the exam specification for the health and safety test component (300) | 5 Exam specification |

Contents

| | | |
|----------|--|-----------|
| 1 | Introduction | 7 |
| | What is this qualification about? | 7 |
| | Total qualification time (TQT) | 9 |
| | Assessment and employer involvement | 10 |
| 2 | Centre requirements | 11 |
| | Approval | 11 |
| | Resource requirements | 11 |
| | Learner entry requirements | 11 |
| 3 | Delivering technical qualifications | 12 |
| | Initial assessment and induction | 12 |
| | Qualification delivery guidance | 12 |
| | Employer involvement | 12 |
| | Support materials | 12 |
| 4 | Employer involvement | 13 |
| | Qualification approval | 13 |
| | Monitoring and reporting learner engagement | 13 |
| | Types of involvement | 14 |
| | Types of evidence | 15 |
| | Quality assurance process | 15 |
| | Sufficiency of involvement for each learner | 15 |
| | Live involvement | 15 |
| | Timing | 15 |
| 5 | Assessment | 17 |
| | Summary of assessment methods and conditions | 17 |
| | What is synoptic assessment? | 18 |
| | How the assignment is synoptic for this qualification | 18 |
| | External exam for stretch, challenge and integration | 19 |
| | Assessment objectives | 19 |
| | Exam specification | 20 |
| 6 | Moderation and standardisation of assessment | 23 |
| | Supervision and authentication of internally assessed work | 23 |
| | Internal standardisation | 24 |
| | Internal appeal | 24 |
| | Post-quality assurance procedures | 24 |
| | Centres retaining evidence | 24 |
| 7 | Grading | 25 |
| | Awarding individual assessments | 25 |
| | Grade descriptors | 25 |
| | Awarding grades and reporting results | 26 |

| | | |
|-------------------|--|-----------|
| 8 | Administration | 28 |
| | External quality assurance | 28 |
| | Enquiries about results | 29 |
| | Re-sits and shelf-life of assessment results | 29 |
| | Factors affecting individual learners | 29 |
| | Malpractice | 29 |
| | Access arrangements | 29 |
| | Special consideration | 30 |
| Unit 301 | Principles of health and safety | 31 |
| Unit 302 | Undertake and review work related experience in the land-based industries | 38 |
| Unit 303 | Principles of the creative design process in floristry | 43 |
| Unit 304 | Plant and flower care | 47 |
| Unit 305 | Tied floral designs | 51 |
| Unit 306 | Floral designs in a medium | 57 |
| Unit 307 | Wired floral designs | 63 |
| Unit 308 | Glued floral designs | 69 |
| Unit 309 | Business management and marketing in floristry | 75 |
| Unit 310 | Trends in the floristry industry | 82 |
| Unit 311 | Event floristry | 86 |
| Appendix 1 | Identification list of cut materials and potted plants | 91 |
| Appendix 2 | Floristry designs techniques | 95 |
| Appendix 3 | Sources of general information | 96 |

1 Introduction

What is this qualification about?

The following purpose statement relates to the **City & Guilds Level 3 Advanced Technical Diploma in Floristry (540) (601/7444/4)**.

| Area | Description |
|--|---|
| OVERVIEW | |
| Who is this qualification for? | This qualification is for you if you are 16 years or older and want to work in floristry. It provides you with a range of specialist technical practical skills and knowledge which will equip you to progress to employment or further learning and training within the floristry industry. |
| What does this qualification cover? | <p>You will study a range of topics that are all compulsory. These will provide you the necessary skills and knowledge to progress into employment in the floristry industry. You will study creative floral design methods and techniques, botany and business skills. On top of that, you will cover in detail how to produce a range of designs, including tied designs, wired designs, glued designs and designs in different mediums. You will study how to produce floral designs for different events, such as weddings and funerals. You will also learn about current and future design development and innovation in floristry.</p> <p>Centres and providers work with local employers who will contribute to the knowledge and delivery of training. Employers will provide demonstrations and talks on the industry and where possible work placements will also be provided by the employers. This practical based training is ideal preparation for gaining employment in the floristry industry or specialist further study.</p> |
| WHAT COULD THIS QUALIFICATION LEAD TO? | |
| Will the qualification lead to employment, and if so, in which job role and at what level? | <p>You might progress into the following roles:</p> <ul style="list-style-type: none">• Florist• Senior florist• Florist shop manager. |
| Why choose this qualification over similar qualifications? | This qualification is for you if you want to work in the floristry industry. It provides you with all the skills required to either become employed or to start your own business. |

| | |
|--|--|
| | You are likely to take this qualification full-time over 1 year in a college, or over 2 years with another qualification such as an AS or A Level. |
|--|--|

| |
|--|
| Will the qualification lead to further learning? |
|--|

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|--|
| You could also progress onto the following qualifications: |
|--|

- City & Guilds Level 4 Higher Diploma in Floristry
- City & Guilds Level 5 Master Diploma in Professional Floristry.

| |
|---|
| WHO SUPPORTS THIS QUALIFICATION? |
|---|

| |
|--|
| Employer/Higher Education Institutions |
|--|

| |
|---------------------------------------|
| The British Florist Association (BFA) |
|---------------------------------------|

Qualification structure

For the **City & Guilds Level 3 Advanced Technical Diploma in Floristry (540)** the teaching programme must cover the content detailed in the structure below:

| Unit number | Unit title | GLH |
|------------------|---|-----|
| Mandatory | | |
| 301 | Principles of health and safety | 30 |
| 302 | Undertake and review work related experience in the land-based industries | 30 |
| 303 | Principles of the creative design process in floristry | 60 |
| 304 | Plant and flower care | 30 |
| 305 | Tied floral designs | 60 |
| 306 | Floral designs in a medium | 60 |
| 307 | Wired floral designs | 60 |
| 308 | Glued floral designs | 30 |
| 309 | Business management and marketing in floristry | 60 |
| 310 | Trends in the floristry industry | 60 |
| 311 | Event floristry | 60 |

Total qualification time (TQT)

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

| Title and level | GLH | TQT |
|---|-----|-----|
| City & Guilds Level 3 Advanced Technical Diploma in Floristry (540) | 540 | 900 |

Assessment and employer involvement

To achieve the **City & Guilds Level 3 Advanced Technical Diploma in Floristry (540)** candidates must successfully complete **all** the mandatory assessment components.

| Component number | Title |
|------------------|---|
| Mandatory | |
| 001 or 501 | Level 3 Floristry - Theory exam (1)* |
| 002 | Level 3 Floristry - Synoptic assignment (1) * |
| 300 | Level 3 Principles of health and safety – Theory exam (evolve online) |
| 302 | Level 3 Undertake and review work related experience in the land-based industries - Portfolio |

In addition, candidates **must** complete the mandatory employer involvement requirement for this qualification **before** they can be awarded a qualification grade. For more information, please see guidance in *Section 4: Employer involvement*.

Employer involvement

| Component number | Title |
|------------------|----------------------|
| Mandatory | |
| 830 | Employer involvement |

**Number of mandatory assessments per assessment type*

2 Centre requirements

Approval

New centres will need to gain centre approval. Existing centres who wish to offer this qualification must go through City & Guilds' full Qualification Approval Process. There is no fast track approval for this qualification. Please refer to the City & Guilds website for further information on the approval process: www.cityandguilds.com

Resource requirements

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

Centre staffing

Staff delivering these qualifications must be able to demonstrate that they meet the following requirements:

- be technically competent in the areas in which they are delivering
- be able to deliver across the breadth and depth of the content of the qualification being taught
- have recent relevant teaching and assessment experience in the specific area they will be teaching, or be working towards this
- demonstrate continuing CPD.

Physical resources

Centres must be able to demonstrate that they have access to the equipment and technical resources required to deliver this qualification and its assessments.

Internal Quality Assurance

Internal quality assurance is key to ensuring accuracy and consistency of tutors and markers. Internal Quality Assurers (IQAs) monitor the work of all tutors involved with a qualification to ensure they are applying standards consistently throughout assessment activities. IQAs must have, and maintain, an appropriate level of technical competence and be qualified to make both marking and quality assurance decisions through a teaching qualification or recent, relevant experience.

Learner entry requirements

Centres must ensure that all learners have the opportunity to gain the qualification through appropriate study and training, and that any prerequisites stated in the *What is this qualification about?* section are met when registering on this qualification.

Age restrictions

This qualification is approved for learners aged 16 – 19, 19+.

3 Delivering technical qualifications

Initial assessment and induction

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

- if the learner has any specific learning or training needs,
- support and guidance they may need when working towards their qualification,
- the appropriate type and level of qualification.

We recommend that centres provide an introduction so that learners fully understand the requirements of the qualification, their responsibilities as a learner, and the responsibilities of the centre. This information can be recorded on a learning contract.

Qualification delivery guidance

Centre staff must familiarise themselves with the qualification handbook, appendices and marking grids prior to delivery of the qualification to ensure full underpinning knowledge is given in order to maximise learners full potential. This will also ensure that all technical areas can be integrated and delivered appropriately and cross referenced where necessary; which will enhance the structure of the delivery to achieve a high quality outcome.

Employer involvement

Employer involvement is essential to maximise the value of each learner's experience. Centres are required to involve employers in the delivery of technical qualifications at Key Stage 5 and/or their assessment, for every learner. This must be in place or planned before delivery programmes be.g.in in order to gain qualification approval. See *Section 4: Employer involvement* for more detail.

Support materials

The following resources are available for this qualification:

| Description | How to access |
|--|--|
| Sample assessments | Available on the qualification pages on the City & Guilds Website: www.cityandguilds.com |
| Technical Qualifications: Guide to Teaching, Learning and Assessment | Available on the City and Guilds website: 14-19-teaching-learning-assessment-guide-pdf.ashx (cityandguilds.com) |
| Quality Assurance Guide for Centres: Technical Qualifications and the Extended Project Qualification (EPQ) | Available on the City and Guilds website: technicals-quality-assurance-guide-for-centres-pdf.ashx (cityandguilds.com) |

4 Employer involvement

Employer involvement is a formal component of Key Stage 5 Technical qualifications. It does not contribute to the overall qualification grading, but is a mandatory requirement that all learners must meet. As such it is subject to external quality assurance by City & Guilds.

Department for Education (DfE) requirements state:

Employer involvement in the delivery and/or assessment of technical qualifications provides a clear 'line of sight' to work, enriches learning, raises the credibility of the qualification in the eyes of employers, parents and students and furthers collaboration between the learning and skills sector and industry.

[Technical qualifications] must:

- *require all students to undertake meaningful activity involving employers during their study; and*
- *be governed by quality assurance procedures run by the awarding organisation to confirm that education providers have secured employer involvement for every student.*

Extract from: ***Vocational qualifications for 16 to 19 year olds, 2017 and 2018 performance tables: technical guidance for awarding organisations, paragraphs 89-90***

City & Guilds will provide support, guidance and quality assurance of employer involvement.

Qualification approval

To be approved to offer City & Guilds technicals, centres must provide an Employer Involvement planner and tracker showing how every learner will be able to experience meaningful employer involvement, and from where sufficient and suitable employer representatives are expected to be sourced.

Centres must include in their planner a sufficient range of activities throughout the learning programme that provide a range of employer interactions for learners. Centres must also plan contingencies for learners who may be absent for employer involvement activities, so that they are not disadvantaged.

As part of the approval process, City & Guilds will review this planner and tracker. Centres which cannot show sufficient commitment from employers and/or a credible planner and tracker will be given an action for improvement with a realistic timescale for completion. **Approval will not be given** if employer involvement cannot be assured either at the start of the qualification, or through an appropriate plan of action to address this requirement before the learner is certificated.

Monitoring and reporting learner engagement

Employer involvement is a formal component of this qualification and is subject to quality assurance monitoring. Centres must record evidence that demonstrates that each learner has been involved in meaningful employer based activities against the mandatory content before claiming the employer involvement component for learners.

Centres must record the range and type of employer involvement each learner has experienced and submit confirmation that all learners have met the requirements to City & Guilds. If a centre cannot provide evidence that learners have met the requirements to achieve the component, then the learner will not be able to achieve the overall Technical Qualification.

Types of involvement

Centres should note that to be eligible, employer involvement activities **must** relate to one or more elements of the mandatory content of this qualification.

As the aim of employer involvement is to enrich learning and to give learners a taste of the expectations of employers in the industry area they are studying, centres are encouraged to work creatively with local employers.

Employers can identify the areas of skills and knowledge in their particular industry that they would wish to see emphasised for learners who may apply to work with them in the future. Centres and employers can then establish the type of input, and which employer representative might be able to best support these aims

To be of most benefit this must add to, rather than replace the centre's programme of learning. Some examples of meaningful employer involvement are listed below. Employer involvement not related to the mandatory element of the qualification, although valuable in other ways, does not count towards this element of the qualification.

The DfE has provided the following examples of what does and does not count as meaningful employer involvement, as follows^{1,2}:

The following activities meet the requirement for meaningful employer involvement:

- *students undertake structured work-experience or work-placements that develop skills and knowledge relevant to the qualification³;*
- *students undertake project(s), exercises(s) and/or assessments/examination(s) set with input from industry practitioner(s);*
- *students take one or more units delivered or co-delivered by an industry practitioner(s). This could take the form of master classes or guest lectures;*
- *industry practitioners operate as 'expert witnesses' that contribute to the assessment of a student's work or practice, operating within a specified assessment framework. This may be a specific project(s), exercise(s) or examination(s), or all assessments for a qualification.*

In all cases participating industry practitioners and employers must be relevant to the industry sector or occupation/occupational group to which the qualification relates.

The following activities, whilst valuable, do not meet the requirement for meaningful employer involvement:

¹ As extracted from: Vocational qualifications for 16 to 19 year olds

2017 and 2018 performance tables: technical guidance for awarding organisations

²This list has been informed by a call for examples of good practice in employer involvement in the delivery and assessment of technical qualifications - **Employer involvement in the delivery and assessment of vocational qualifications**

³ DfE work experience guidance

- *employers' or industry practitioners' input to the initial design and content of a qualification;*
- *employers hosting visits, providing premises, facilities or equipment;*
- *employers or industry practitioners providing talks or contributing to delivery on employability, general careers advice, CV writing, interview training etc;*
- *student attendance at career fairs, events or other networking opportunities;*
- *simulated or provider-based working environments e.g. hairdressing salons, florists, restaurants, travel agents, small manufacturing units, car servicing facilities;*
- *employers providing students with job references.*

Types of evidence

For each employer involvement activity, centres are required to provide evidence of which learners undertook it, e.g. a candidate attendance register. The types of additional evidence required to support a claim for this component will vary depending on the nature of the involvement. E.g. for a guest lecture it is expected that a synopsis of the lecture and register would be taken which each learner and the guest speaker will have signed; expert witnesses will be identified and will have signed the relevant assessment paperwork for each learner they have been involved in assessing; evidence of contribution from employers to the development of locally set or adapted assignments.

Quality assurance process

As the employer involvement component is a requirement for achieving the KS5 Technical qualifications, it is subject to external quality assurance by City & Guilds at the approval stage and when centres wish to claim certification for learners.

Evidence will be validated by City & Guilds before learners can achieve the employer involvement component. Where employer involvement is not judged to be sufficient, certificates cannot be claimed for learners.

Sufficiency of involvement for each learner

It is expected that the centre will plan a range of activities that provide sufficient opportunities for each learner to interact directly with a range of individuals employed in the related industry. Centres must also provide contingencies for learners who may be absent for part of their teaching, so they are not disadvantaged. Any absence that results in a learner missing arranged activities must be documented. Where learners are unable to undertake all employer involvement activities due to temporary illness, temporary injury or other indisposition, centres should contact City & Guilds for further guidance.

Live involvement

Learners will gain most benefit from direct interaction with employers and/or their staff; however the use of technology (e.g. the use of live webinars) is encouraged to maximise the range of interactions. Where learners are able to interact in real time with employers, including through the use of technology, this will be classed as 'live involvement'.

It is considered good practice to record learning activities, where possible, to allow learners to revisit their experience and to provide a contingency for absent learners. This is not classed as live involvement however, and any involvement of this type for a learner must be identified as contingency.

Timing

A learner who has not met the minimum requirements cannot be awarded the component, and will therefore not achieve the qualification. It is therefore important that centres give consideration to

scheduling employer involvement activities, and that enough time is allotted throughout delivery and assessment of the qualification to ensure that requirements are fully met.

5 Assessment

Summary of assessment methods and conditions

| Component numbers | Assessment method | Description and conditions |
|-------------------|-------------------------|--|
| 002 | Synoptic assignment | <p>The synoptic assignment is externally set, internally marked and externally moderated. The assignment requires candidates to identify and use effectively in an integrated way an appropriate selection of skills, techniques, concepts, theories, and knowledge from across the content area. Candidates will be judged against the assessment objectives.</p> <p>Assignments will be released to centres as per dates indicated in the Assessment and Examination timetable published on our website.</p> <p>Centres will be required to maintain the security of all live assessment materials. Assignments will be password protected and released to centres through a secure method.</p> <p>There will be one opportunity within each academic year to sit the assignment. Candidates who fail the assignment will have one re-sit opportunity. The re-sit opportunity will be in the next academic year, and will be the assignment set for that academic year once released to centres. If the re-sit is failed, the candidate will fail the qualification.</p> <p>Please note that for externally set assignments City & Guilds provides guidance and support to centres on the marking and moderation process.</p> |
| 001 or 501 | Externally marked exams | <p>The exams are externally set and externally marked, and will be taken either online through City & Guilds' computer-based testing platform (001) or as a paper-based test (501).</p> <p>The exams are designed to assess the candidate's depth and breadth of understanding across content in the qualification at the end of the period of learning, using a range of question types and will be sat under invigilated examination conditions. See JCQ requirements for details: http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations</p> <p>The exam specification shows the coverage of the exam across the qualification content.</p> <p>Candidates who fail the exam at the first sitting will have a maximum of two opportunities to retake. If the candidate fails the exam three</p> |

| Component numbers | Assessment method | Description and conditions |
|-------------------|------------------------------|--|
| | | times then they will fail the qualification. (Note: the third and final retake opportunity applies to Level 3 only.) For exam dates, please refer to the Assessment and Examination timetable. |
| 300 | Evolve online on-demand exam | This exam is externally set and externally marked and will be taken online through City & Guilds' computer-based testing platform under invigilated exam conditions. The exam is available on-demand and can be taken at any time in the year. There is no maximum number of retake attempts for this exam , however, learners should be given sufficient time and tutor support before resitting. |
| 302 | Portfolio of evidence | This unit will be evidenced by a portfolio of evidence. |

What is synoptic assessment?

Technical qualifications are based around the development of a toolkit of knowledge, understanding and skills that an individual needs in order to have the capability to work in a particular industry or occupational area. Individuals in all technical areas are expected to be able to apply their knowledge, understanding and skills in decision making to solve problems and achieve given outcomes independently and confidently.

City & Guilds technical qualifications require candidates to draw together their learning from across the qualification to solve problems or achieve specific outcomes by explicitly assessing this through the synoptic assignment component.

In this externally set, internally marked and externally moderated assessment the focus is on bringing together, selecting and applying learning from across the qualification rather than demonstrating achievement against units or subsets of the qualification content. The candidate will be given an appropriately levelled, substantial, occupationally relevant problem to solve or outcome to achieve. For example this might be in the form of a briefing from a client, leaving the candidate with the scope to select and carry out the processes required to achieve the client's wishes, as they would in the workplace.

Candidates will be marked against assessment objectives (AOs) such as their breadth and accuracy of knowledge, understanding of concepts, and the quality of their technical skills as well as their ability to use what they have learned in an integrated way to achieve a considered and high quality outcome.

How the assignment is synoptic for this qualification

The typical assignment brief could be to meet the requirements of a complex order from receiving the order, through planning to construction and evaluation. Candidates will need to meet the specific requirements of the customer and select appropriate materials and techniques to ensure the brief is fully met. Candidates will also get the opportunity to explore business processes with floristry by

preparing for an event. Candidates will need to draw on their skills and knowledge from across the qualification to ensure the commercial and creative requirements of the brief are met.

External exam for stretch, challenge and integration

The externally set, externally marked exam (001/501) will draw from across the mandatory content of the qualification, using a range of shorter questions to confirm breadth of knowledge and understanding. Extended response questions are included, giving candidates the opportunity to demonstrate higher level understanding and integration through discussion, analysis and evaluation, and ensuring the assessment can differentiate between ‘just able’ and higher achieving candidates.

Assessment objectives

The assessments for this qualification are set against a set of assessment objectives (AOs) which are used across all City & Guilds Technicals to promote consistency among qualifications of a similar purpose. They are designed to allow judgement of the candidate to be made across a number of different categories of performance.

Each assessment for the qualification has been allocated a set number of marks against these AOs based on weightings recommended by stakeholders of the qualification. This mark allocation remains the same for all versions of the assessments, ensuring consistency across assessment versions and over time.

The following table explains all AOs in detail, including weightings for the synoptic assignments. In some cases, due to the nature of a qualification’s content, it is not appropriate to award marks for some AOs. Where this is the case these have been marked as N/A. Weightings for exams (AOs 1, 2 and 4 only) can be found with the exam specification.

| Assessment objective | City & Guilds Level 3 Advanced Technical Diploma in Floristry (540) Typical expected evidence of knowledge, understanding and skills | Approximate weighting (Assignment) |
|--|--|------------------------------------|
| AO1 Recalls knowledge from across the breadth of the qualification. | Risks and hazards, roles and responsibilities, skills charge, labour charge, contents required for order forms, timescales, sales opportunities, add-ons, seasonal availability, correct use of tools, health and safety, plant materials and sundries, longevity of plant materials, commercial timings, VAT, mark up, wholesale quantities, range of wholesalers, vulnerability of plant materials, how to conduct and record a site visit, principles and elements of design and design schema, sources of inspiration, promotions, characteristics of events, national and international trends. | 15% |
| AO2 Demonstrates understanding of concepts, theories and processes from across the breadth of the qualification. | Requirements of order form, labour charge, breakdown of charges, timing constraints, seasonal availability of plant materials, availability of sundries, fluctuations in prices related to peak periods, regional and international issues, appropriate choice and application of materials and tools and | 15% |

| | | |
|--|---|-----|
| | techniques, understanding of principles and elements of design and design schema, how to apply design schema and principles and elements of design, appropriate form of communication, health and safety, risk assessments, understanding sources of inspiration, how to evaluate designs, how to conduct promotions, how to evaluate promotions, choice of new product, characteristics of events. | |
| AO3 Demonstrates technical skills from across the breadth of the qualification. | Estimating quantity and cost, calculating quantity and cost, time management, producing sketches as part of the planning process, applying principles and elements of design and design schema, producing a design to meet customer's brief, using appropriate construction techniques, completing designs within a commercially viable time scale, evaluating designs, packaging designs, adapting styles and techniques appropriate to the design, using appropriate technical terms, evidence of innovation, application of health and safety. | 30% |
| AO4 Applies knowledge, understanding and skills from across the breadth of the qualification in an integrated and holistic way to achieve specified purposes. | Applying knowledge and understanding to a particular situation, justifying decisions/approaches taken, contingencies, reflection and evaluation. | 20% |
| AO5 Demonstrates perseverance in achieving high standards and attention to detail while showing an understanding of wider impact of their actions. | Considering and attending to specific requirements of the design brief, precision and a level of workmanship, sketches clearly labelled or keyed, execution of the design brief, adaption, identified areas for development, ongoing evaluation. | 20% |

Exam specification

AO weightings per exam

| AO | Exam 001/501 weighting (approx. %) |
|--|------------------------------------|
| AO1 Recalls knowledge from across the breadth of the qualification. | 30 |
| AO2 Demonstrates understanding of concepts, theories and processes from across the breadth of the qualification. | 50 |

AO4 Applies knowledge, understanding and skills from across the breadth of the qualification in an integrated and holistic way to achieve specified purposes.

20

The way the exam covers the content of the qualification is laid out in the table below:

Assessment type: Examiner marked, written exam usually delivered online *

Assessment conditions: Invigilated examination conditions

Grading: X/P/M/D

| Exam 001/501 | | Duration: 2 hours | |
|---------------------|--|--------------------------|------------|
| Unit | Title | Number of marks | % |
| 303 | Principles of the creative design process in floristry | 13 | 22 |
| 304 | Plant and flower care | 22 | 36 |
| 309 | Business management and marketing in floristry | 13 | 22 |
| N/A | Integration across the units | 12 | 20 |
| Total | | 60 | 100 |

Assessment type: Multiple-choice exam, delivered online *

Assessment conditions: Invigilated examination conditions

Grading: X/P

| Level 3 Principles of health and safety - Theory exam (300) | | Duration: 1 hour | |
|--|---|-------------------------|------------|
| Unit | Learning outcome | Number of marks | % |
| Level 3 Principles of health and safety (301) | 1. Understand health and safety legislation | 9 | 30 |
| | 2. Understand the risk assessment process | 8 | 26 |
| | 3. Understand first aid requirements | 7 | 23 |
| | 4. Understand safe manual handling principles | 2 | 6 |
| | 5. Understand the use of fire extinguishers | 4 | 15 |
| Total | | 30 | 100 |

*These exams are sat under invigilated examination conditions, as defined by the JCQ:
<http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>.

Entry for exams can be made through the City & Guilds Walled Garden

6 Moderation and standardisation of assessment

City & Guilds' externally set synoptic assignments for technical qualifications are designed to draw from across the qualifications' content, and to contribute a significant proportion towards the learner's final qualification grade. They are subject to a rigorous external quality assurance process known as external moderation.

Moderation is the process where external quality assurers are standardised to a national standard in order to review centre marking of internally marked assessments. These external quality assurers are referred to as 'moderators'. Moderators will review a representative sample of 'candidate work' across the mark range from every centre. Their marks act as a benchmark to inform City & Guilds whether centre marking is in line with City & Guilds' standard.

Where moderation shows that the centre is applying the marking criteria within a reasonable range of mark tolerance, centre marks for the whole cohort will be accepted. Where moderation shows that the centre is either consistently too lenient or consistently too harsh in comparison to the national standard, an appropriate adjustment (up or down) will be made to the marks of the whole cohort, retaining the centre's rank ordering. Due to the nature of the assessment and the marking grid across Assessment Objectives (AOs), it is not expected that the tutors mark and the moderators mark will match exactly.

Where centre application of the marking criteria is inconsistent, an appropriate adjustment for the whole cohort may not be possible on the basis of the sample of candidate work. In these instances a complete remark of the candidate work may be necessary.

Additional unit and optional unit assessments are also subject to external quality assurance through a verification process. This involves external quality assurers scrutinising IQA records; sampling candidates' work across a range of units and also sampling across the mark/grade range. Centres are then provided with feedback and actions to ensure that results are valid and reliable.

For more detailed information, on the quality assurance process for synoptic assignments and additional unit and optional unit assessments please refer to 'Quality Assurance Guide for Centres: Technical Qualifications and the EPQ available to download on the City & Guilds website.

It is vital that centres familiarise themselves with this process, and how it impacts on their delivery plan within the academic year.

Supervision and authentication of internally assessed work

The Head of Centre is responsible for ensuring that internally assessed work is conducted in accordance with City & Guilds' requirements.

City & Guilds requires both tutors and candidates to sign declarations of authenticity. If the tutor is unable to sign the authentication statement for a particular candidate, then the candidate's work cannot be accepted for assessment.

Internal standardisation

For internally marked work the centre is required to conduct internal standardisation to ensure that all work at the centre has been marked and / or graded to the same standard. It is the Internal Quality Assurer's (IQA's) responsibility to ensure that standardisation has taken place, and that the training includes the use of reference and archive materials such as work from previous years as appropriate.

Internal appeal

Centres must have an internal process in place for candidates to appeal the marking of internally marked components, ie the synoptic assignment and any optional unit assignments. This must take place before the submission of marks or grades for external quality assurance. The internal process must include candidates being informed of the marks (or grades) the centre has given for internally assessed components, as they will need these to make the decision about whether or not to appeal.

Post-quality assurance procedures

Once the external quality assurance processes have been completed, feedback is provided to the centre on the standard of the internal assessment, highlighting areas of good practice, and potential areas for improvement. This will inform future centre assessment, and standardisation activities, as well as external quality assurance and risk management activity.

City & Guilds will then carry out awarding, the process by which grade boundaries are set with reference to the candidate evidence available on the platform.

Centres retaining evidence

Centres must retain assessment records for each candidate for a minimum of three years. To help prevent plagiarism or unfair advantage in future versions, candidate work may not be returned to candidates. Samples may however be retained by the centre as examples for future standardisation of marking.

7 Grading

Awarding individual assessments

Individual assessments will be graded, by City & Guilds, as pass/merit/distinction where relevant. The grade boundaries for pass and distinction for each assessment will be set through a process of professional judgement by technical experts. Merit will usually be set at the midpoint between pass and distinction. The grade descriptors for pass and distinction, and other relevant information (e.g. archived samples of candidate work and statistical evidence) will be used to determine the mark at which candidate performance in the assessment best aligns with the grade descriptor in the context of the qualification's purpose. Boundaries will be set for each version of each assessment to take into account relative difficulty.

Please note that as the Merit grade will usually be set at the arithmetical midpoint between pass and distinction, there are no descriptors for the Merit grade for the qualification overall.

Grade descriptors

To achieve a pass, a candidate will be able to

- Demonstrate the knowledge and understanding required to work in the occupational area, its principles, practices and legislation.
- Describe some of the main factors impacting on the occupation to show good understanding of how work tasks are shaped by the broader social, environmental and business environment it operates within.
- Use the technical industry specific terminology used in the industry accurately.
- Demonstrate the application of relevant theory and understanding to solve non-routine problems.
- Interpret a brief for complex work related tasks, identifying the key aspects, and showing a secure understanding of the application of concepts to specific work related tasks.
- Carry out planning which shows an ability to identify and analyse the relevant information in the brief and use knowledge and understanding from across the qualification (including complex technical information) to interpret what a fit for purpose outcome would be and develop a plausible plan to achieve it.
- Achieve an outcome which successfully meets the key requirements of the brief.
- Identify and reflect on the most obvious measures of success for the task and evaluate how successful they have been in meeting the intentions of the plan.
- Work safely throughout, independently carrying out tasks and procedures, and having some confidence in attempting the more complex tasks.

To achieve a distinction, a candidate will be able to

- Demonstrate the excellent knowledge and understanding required to work to a high level in the occupational area, its principles, practices and legislation.
- Analyse the impact of different factors on the occupation to show deep understanding of how work tasks are shaped by the broader social, environmental, and business environment it operates within.
- Demonstrate the application of relevant theory and understanding to provide efficient and effective solutions to complex and non-routine problems.
- Analyse the brief in detail, showing confident understanding of concepts and themes from across the qualification content, bringing these together to develop a clear and stretching plan, that would credibly achieve an outcome that is highly fit for purpose.

- Achieve an outcome which shows an attention to detail in its planning, development and completion, so that it completely meets or exceeds the expectations of the brief to a high standard.
- Carry out an evaluation in a systematic way, focussing on relevant quality points, identifying areas of development/ improvement as well as assessing the fitness for purpose of the outcome.

Awarding grades and reporting results

The overall qualification grade will be calculated based on aggregation of the candidate's achievement in each of the assessments for the mandatory units, taking into account the assessments' weighting. The **City & Guilds Level 3 Advanced Technical Diploma in Floristry** will be reported on a four grade scale: Pass, Merit, Distinction, Distinction*.

All assessments **must** be achieved at a minimum of Pass for the qualification to be awarded. Candidates who fail to reach the minimum standard for grade Pass for an assessment(s) will not have a qualification grade awarded and will not receive a qualification certificate.

The approximate pass grade boundary for the synoptic assignment in this qualification is:

| Synoptic Assignment | Pass Mark (%) |
|---------------------|---------------|
| 002 | 40% |

Please note that the synoptic assignment is subject to an awarding process before final grade boundaries are confirmed.

The contribution of assessments towards the overall qualification grade is as follows:

| Assessment method | Grade scale | % contribution |
|---------------------------|-------------|----------------|
| Synoptic Assignment (002) | X/P/M/D | 60% |
| Exam (001 or 501) | X/P/M/D | 40% |

Both synoptic assignments and exams are awarded (see 'Awarding individual assessments', at the start of Section 7, above), and candidates' grades converted to points. The minimum points available for each assessment grade is listed in the table below. A range of points between the Pass, Merit and Distinction boundaries will be accessible to candidates. For example a candidate that achieves a middle to high Pass in an assessment will receive between 8 and 10 points, a candidate that achieves a low to middle Merit in an assessment will receive between 12 and 14 points. The points above the minimum for the grade for each assessment are calculated based on the candidate's score in that assessment.

| | Pass | Merit | Distinction |
|------------------------|------|-------|-------------|
| Assignment (002): 60% | 6 | 12 | 18 |
| Exam (001 or 501): 40% | 6 | 12 | 18 |

The candidate's points for each assessment are multiplied by the % contribution of the assessment and then aggregated. The minimum points required for each qualification grade are as follows:

| Qualification Grade | Minimum points |
|---------------------|----------------|
| Distinction* | 20.5 |
| Distinction | 17 |
| Merit | 11 |
| Pass | 6 |

Candidates achieving Distinction* will be the highest achieving of the Distinction candidates.

8 Administration

Approved centres must have effective quality assurance systems to ensure valid and reliable delivery and assessment of qualifications. Quality assurance includes initial centre registration by City & Guilds and the centre's own internal procedures for monitoring quality assurance procedures.

Consistent quality assurance requires City & Guilds and its associated centres to work together closely; our Quality Assurance Model encompasses both internal quality assurance (activities and processes undertaken within centres) and external quality assurance (activities and processes undertaken by City & Guilds).

For this qualification, standards and rigorous quality assurance are maintained by the use of:

- internal quality assurance
- City & Guilds external moderation (synoptic assessments)

In order to carry out the quality assurance role, Internal Quality Assurers (IQAs) must have and maintain an appropriate level of technical competence and have recent relevant assessment experience. For more information on the requirements, refer to *Section 2: Centre requirements* in this handbook.

To meet the quality assurance criteria for this qualification, the centre must ensure that the following procedures are followed:

- suitable training of staff involved in the assessment of the qualification to ensure they understand the process of marking and standardisation
- completion by the person responsible for internal standardisation of the Centre Declaration Sheet to confirm that internal standardisation has taken place
- the completion by candidates and supervisors/tutors of the record form for each candidate's work.

External quality assurance

City & Guilds will undertake external moderation activities to ensure that the quality assurance criteria for this qualification are being met. Centres must ensure that they co-operate with City & Guilds staff and representatives when undertaking these activities.

City & Guilds requires the Head of Centre to:

- facilitate any inspection of the centre which is undertaken on behalf of City & Guilds
- make arrangements to receive, check and keep assessment material secure at all times,
- maintain the security of City & Guilds confidential material from receipt to the time when it is no longer confidential and
- keep completed assignment work and examination scripts secure from the time they are collected from the candidates to their dispatch to City & Guilds.

Enquiries about results

The services available for enquiries about results include a review of marking for exam results and review of moderation for synoptic assignments. Requests must be submitted within the specified period after the publication of results for individual assessments. Please see the **City & Guilds website** for more information.

Re-sits and shelf-life of assessment results

Re-sits and shelf-life of assessment results Candidates who have failed an exam or wish to re-take it in an attempt to improve their grade, can do so **twice**. The best result will count towards the final qualification. See guidance on individual assessment types in Section 5.

Factors affecting individual learners

If work is lost, City & Guilds should be notified immediately of the date of the loss, how it occurred, and who was responsible for the loss. Centres should use the JCQ form, JCQ/LCW, to inform City & Guilds Customer Services of the circumstances.

Learners who move from one centre to another during the course may require individual attention. Possible courses of action depend on the stage at which the move takes place. Centres should contact City & Guilds at the earliest possible stage for advice about appropriate arrangements in individual cases.

Malpractice

Please refer to the City & Guilds guidance notes *Managing cases of suspected malpractice in examinations and assessments*. This document sets out the procedures to be followed in identifying and reporting malpractice by candidates and/or centre staff and the actions which City & Guilds may subsequently take. The document includes examples of candidate and centre malpractice and explains the responsibilities of centre staff to report actual or suspected malpractice. Centres can access this document on the City & Guilds website.

Examples of candidate malpractice are detailed below (please note that this is not an exhaustive list):

- falsification of assessment evidence or results documentation
- plagiarism of any nature
- collusion with others
- copying from another candidate (including the use of ICT to aid copying), or allowing work to be copied
- deliberate destruction of another's work
- false declaration of authenticity in relation to assessments
- impersonation.

These actions constitute malpractice, for which a penalty (e.g. disqualification from the assessment) will be applied.

Where suspected malpractice is identified by a centre after the candidate has signed the declaration of authentication, the Head of Centre must submit full details of the case to City & Guilds at the earliest opportunity. Please refer to the form in the document *Managing cases of suspected malpractice in examinations and assessments*.

Access arrangements

Access arrangements are adjustments that allow candidates with disabilities, special educational needs and temporary injuries to access the assessment and demonstrate their skills and knowledge

without changing the demands of the assessment. These arrangements must be made before assessment takes place.

It is the responsibility of the centre to ensure at the start of a programme of learning that candidates will be able to access the requirements of the qualification.

Please refer to the JCQ access arrangements and reasonable adjustments and Access arrangements - when and how applications need to be made to City & Guilds for more information. Both are available on the **City & Guilds website**.

Special consideration

We can give special consideration to candidates who have had a temporary illness, injury or indisposition at the time of the examination. Where we do this, it is given after the examination.

Applications for either access arrangements or special consideration should be submitted to City & Guilds by the Examinations Officer at the centre. For more information please consult the current version of the JCQ document, A guide to the special consideration process. This document is available on the **City & Guilds website**

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| | |
|---------------|------------|
| UAN: | A/507/4634 |
| Level: | 3 |
| GLH: | 30 |

What is this unit about?

This unit aims to provide learners with an understanding of the principles of health and safety and identify how these can be applied in practice within land-based or related industries. This unit is primarily aimed at learners within a centre-based setting looking to progress into the sector or further education and training.

Learners will be able to recognise common health and safety practices and processes which they will encounter within the workplace. The land-based sector has one of the worst fatal accident records of any major industrial sector and a lack of basic training and/or competency is often a contributory factor. There is a need for new entrants to these industries to gain essential health and safety knowledge in order to minimise harm to themselves and to improve attitudes and behaviour in the workplace. In addition, the learners have the opportunity to consider factors which are specific to their workplace.

Learning outcomes

In this unit, learners will:

1. understand health and safety legislation
2. understand the risk assessment process
3. understand first aid requirements
4. understand safe manual handling principles
5. understand the use of fire extinguishers.

Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

Learning outcome

1. Understand health and safety legislation

Topics

- 1.1 Impact of good and bad practice upon individuals and businesses
- 1.2 Key legislation relating to health, safety and welfare
- 1.3 Statutory duties of employers, employees and the self-employed
- 1.4 Consequences of not complying with statutory duties
- 1.5 How individuals can contribute to establishing a good health and safety culture

Topic 1.1

Learners will know direct and indirect consequences of poor standards of workplace health and safety practice on both businesses and individuals, to include

financial e.g.

- prosecution fines and legal fees
- compensation claims
- repairs/replacement of equipment
- recruit and train new staff
- increased insurance premiums

emotional e.g.

- guilt and grief
- stress

reputation e.g.

- loss of reputation
- bad publicity

employees e.g.

- reduced staff morale and productivity
- increased staff turnover and sickness

social e.g.

- loss of independence
- reduced social activity.

Topic 1.2

Learners will know key legislation relating to health, safety and welfare within the workplace, for example, Health and Safety at Work etc. Act 1974 and the Management of Health and Safety at Work Regulations 1999. Learners will understand the importance of accident and incident reporting in accordance with the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013. Learners will understand the legal status and practical implications of approved codes of practice and industry specific best practice guidance.

Topic 1.3

Learners will know the statutory duties of employers, employees and the self-employed, to include

employers

- provide a safe working environment
- provide safe equipment and systems of work
- provide information, instruction, training and supervision
- arrange for the safe storage, transport and use of articles and substances
- provide adequate welfare facilities

employees

- take reasonable care of their own health and safety
- take reasonable care of other people who may be affected by what they do or don't do at work
- cooperate with their employer on health and safety
- not interfere with or misuse anything provided for their health, safety or welfare.

Topic 1.4

Learners will know the powers of health and safety enforcement officers (e.g. inspection, investigation and guidance) and identify the range of enforcement actions and penalties that may be imposed (e.g. prohibition and improvement notices, intervention fee and prosecutions).

Topic 1.5

Learners will understand how individuals can contribute to establishing a good health and safety culture within their workplace, for example

- prompt reporting of defective safety equipment or other matters of concern
- always use control measures and personal protective equipment (PPE) as instructed
- help others to work safely by sharing knowledge and good practice
- set a good example to others by always working safely
- follow instructions and safe working procedures.

Learning outcome:

2. Understand the risk assessment process

Topics

- 2.1 Principles of risk assessment
- 2.2 Workplace hazards
- 2.3 Risk assessment

Learning Outcome 2 provides learners with the knowledge on the requirements and importance of carrying out risk assessments. Learners will be expected to carry out risk assessments in practice when performing their industry specific activities as required.

Topic 2.1

Learners will understand the legal requirement to carry out suitable and sufficient risk assessments. They will understand the responsibilities of the employer, self-employed and employee within the risk assessment process and identify when expert advice and guidance may be required (e.g. lack of experience or knowledge).

Topic 2.2

Learners will know common hazards associated with a workplace which could result in serious harm to themselves or others (e.g. visitors, colleagues, members of the public).

Topic 2.3

Learners will understand how to undertake a detailed risk assessment within the context of their workplace, following the Health and Safety Executive 'Five Steps to Risk Assessment', to include

- identification of the hazards
- identification of who might be harmed and how they might be harmed
- evaluation of the risks and decide how the level of risk may be controlled
- recording and implementation of the results, as well as communication to others who may be affected
- reviewing risk assessments and suggesting when risk assessments should be reviewed.

Learners will also know the hierarchy of risk control

- elimination
- substitution
- safe working procedures
- training, instruction and supervision
- personal and respiratory protective equipment (PPE/RPE).

Learning outcome:

3. Understand first aid requirements

Topics

- 3.1 Planning for emergencies and first aid provision in the workplace
- 3.2 Procedures when encountering an accident or medical emergency
- 3.3 First aid for common emergencies

In this outcome learners will explore the importance of planning to and subsequently how to manage common first aid emergencies which may arise in the workplace, with emphasis upon their workplace. Learners should be aware of the aims of first aid (i.e., preserve life, prevent injuries worsening and promote recovery). Evidence towards this outcome could come from a current first aid training qualification (i.e. appointed persons or first aid at work).

Topic 3.1

Learners will understand the importance of emergency planning, especially for lone or isolated working, and the responsibilities of a first aider. Learners will also know the minimum requirements for first aid at work and identify supplementary arrangements which may be appropriate for their workplace.

Topic 3.2

Learners will know the procedures to follow when encountering an accident or medical emergency. Learners will know how to check the incident site to minimize risk to themselves, assess the situation, and how and when to contact the emergency services and identify prioritisation of activities (e.g., 'DRABC').

Topic 3.3

Learners will know how to manage the following common situations as well as other significant situations appropriate to their workplace

- wounds and burns
- choking
- severe bleeding
- shock
- concussion
- unconscious casualties
- falls from height
- suspected broken limbs and dislocations
- heart attacks.

Learners will know how to recognise their own limitations and explain how to monitor the condition of the casualty and prevent an injury from worsening.

Learning outcome:

4. Understand safe manual handling principles

Topics

- 4.1 Principles of safe manual handling
- 4.2 Safe manual handling of common items

In this outcome learners will need to investigate the principles of risk assessment relevant to manual handling in order to plan for and safely move a range of common items associated with their workplace. Learners should have access to a range of common mechanical aids and these should be used as appropriate.

Topic 4.1

Learners will understand how manual handling at work should be minimised and identify appropriate alternatives and mechanical aids. They will know the common causes of injuries associated with poor manual handling within the workplace.

Topic 4.2

Learners will understand how to safely move a range of common items within their workplace. They will know appropriate mechanical aids for a range of common manual handling activities within their workplace.

Learning outcome:

5. Understand the use of fire extinguishers

Topics

- 5.1 Use of fire extinguishers

Topic 5.1

Learners will know the types, use and colours of portable fire extinguishers, to include

- water

- dry powder
- foam
- CO₂.

Learners will know how to recognise their own limitations in managing fires in the workplace.

Guidance for delivery

On completion of this unit, the learner will have developed an understanding of some of the key underlying principles and practices of health and safety to help prepare them to enter the workplace. It will be important that delivery relates to example situations that are vocationally relevant to the learners.

Visiting speakers e.g. paramedics, health and safety consultants or inspectors could enhance the relevance of the subject to learners.

Employer engagement

Employer engagement is essential in order to maximise the value of learners' experience. A partnership approach should be adopted where possible with employers with whom the consortium has links, and with employers used for work experience placements.

It would be helpful for teachers to develop a method of maintaining contact with a range of employers in the industries may be able to help with keeping the examples of legislation, policies and codes of practice used in the taught content, up to date.

Suggested learning resources

Books

| | |
|--|-----------------------------|
| Farmwise: Your Essential Guide to Health and Safety in Agriculture Published by: HSE books, 2013 ISBN 0717665097 | Health and Safety Executive |
| Health & Safety at Work Essentials. 8th Edition Published by: Lawpack Publishing Ltd, 2014 ISBN 1910143006 | Chadder P. and Duncan M. |
| Health and Safety at Work: An Essential Guide for Managers. 9th Edition Published by: Kogan Page Ltd, 2010 ISBN 0749461195 | Stranks, J |

Websites

Health and Safety Executive (HSE)

[http:// www.hse.gov.uk](http://www.hse.gov.uk)

The Royal Society for the Prevention of
Accidents (ROSPA)

<http://www.rospace.com/>

Unit 302

Undertake and review work related experience in the land-based industries

| | |
|---------------|------------|
| UAN: | F/507/4635 |
| Level: | 3 |
| GLH: | 30 |

What is this unit about?

The aim of this unit is to give learners the skills needed to identify, participate in and review work experience in the environmental and land-based sector. The unit is primarily aimed at learners within a centre-based setting looking to progress into the sector or further education and training.

Learning outcomes

In this unit, learners will:

1. determine employment opportunities in the environmental and land-based industries
2. prepare for a work-based experience in the environmental and land-based industry
3. understand the importance of effective interpersonal skills in the workplace
4. review a work-based experience in the environmental and land-based sector.

Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

Learning outcome:

1. Determine employment opportunities in the environmental and land-based industries

Topics

1.1 Career and progression opportunities within an environmental and land-based industry

In this outcome, learners will explore the different job roles and responsibilities, and the job titles commonly associated with them in their specialist sector. This background understanding is likely to require some formal classroom teaching. Learners should be encouraged to explore the range of employment opportunities and career paths within their specialist sector. Learners will then consider the skills and qualifications that are required for appropriate jobs for themselves and should be encouraged to think about skills and qualifications that they may need to acquire to achieve their employment and careers ambitions. This should help them to identify suitable work experience.

Topic 1.1

Learners will know the job roles relevant to the land-based sector, to include

- managerial
- supervisory
- team worker
- trainee
- volunteer
- common job titles within the relevant sector
- main duties and responsibilities.

Learners will also know the skills, qualifications and experience needed to fulfil duties and responsibilities of appropriate jobs, to include

- job specific
- vocational
- personal.

Learning outcome:

2. Prepare for a work-based experience in the environmental and land-based industry

Topics

2.1 Appropriate work-based experience and the application process

2.2 Interview skills

This outcome involves learners going through the process of applying for work experience. They will need to locate suitable job adverts or work experience opportunities, but can be supported by centres suggesting suitable placements. When applying for work experience learners should produce, as a minimum, a detailed curriculum vitae and letter of application using a computer. It

will be beneficial for learners to attend a real or simulated interview, and reflect on their performance outlining how they could improve their effectiveness.

Topic 2.1

Learners will find a suitable job opportunity based on existing skills, experience, qualifications, development of skills and experience to achieve future employment goals.

They will use a range of sources of information about work opportunities e.g.

- trade magazines
- websites.

Learners will complete

- an application form (if applicable)
- curriculum vitae
- letter of application.

Topic 2.2

Learners will know how to prepare for an interview, e.g.

- Research the business and job role
- suitable dress and personal presentation
- information to find out
- suitable questions to ask.

Learners will also know how to behave in an interview, e.g.

- attend punctually and dressed appropriately
- answering questions
- completion of other tests (e.g. practical, aptitude)
- reflection on interview performance.

Learning outcome:

3. Understand the importance of effective interpersonal skills in the workplace

Topics

3.1 The importance of effective interpersonal skills in the workplace

It would be appropriate for employers to be invited to outline to learners their expectations in the workplace.

Topic 3.1

Learners will understand the importance of effective interpersonal skills in the workplace when dealing with customers and colleagues, to include

- effective communication (e.g. addressing others face to face, appropriate telephone manner, effective written communication, use of social media)
- courtesy and helpfulness
- appropriate dress and body language
- product knowledge

- use of technical terms.

Learning outcome:

4. Review a work-based experience in the environmental and land-based sector

Topics

- 4.1 Present evidence of activities and achievements during a work-based experience
- 4.2 Review a work-based experience, identifying strengths and areas for improvement
- 4.3 Evaluate future career aspirations

In this outcome, learners will use evidence from their work experience to present a report (e.g. written or visual), on their work experience business, job role, learning and achievements. They will then review the effectiveness of the workplace, making realistic and justified suggestions for improvement. Review of their own workplace performance and achievements should include all of the content identified, with reference to relevant evidence, e.g. reports, progress reviews, and the extent to which their aims, objectives/targets have been achieved. Learners should consider further training and experience that will help them to achieve their career ambitions.

Topic 4.1

Learners will present evidence of activities and achievements during a work-based experience to include, as appropriate

- name of work experience provider
- nature of the organisation (type of business, products or services, customers)
- organisation structure chart
- main duties and responsibilities
- regular daily working routine
- evidence of safe working practices (e.g. PPE, risk assessments).

Topic 4.2

Learners will review their work-based experience, identifying strengths and areas for improvement, to include

- work rate
- work quality and effectiveness
- punctuality
- attendance
- reliability
- dress and personal presentation
- working relationships with others
- work experience aims, objectives and targets.

Topic 4.3

Learners will evaluate career aspirations, to include

- advantages and disadvantages of identified pathways
- suitability to personal interests, skills and qualifications.

Guidance for delivery

Learners on vocational courses should have experience of the type of work that they hope to do, and of the expectations of potential future employers.

Ideally this unit should be undertaken in a real business environment relevant to the subject interest of the learner, but actual work experience may be gained by a number of routes, e.g. as part of an industrial placement whilst within the programme, whilst working on a planned daily or weekly basis on the centre's commercial and/or educational facilities, whilst undertaking voluntary work within the industry, as previous relevant and current work experience in the industry or as a member of a group of learners invited to carry out practical work on a suitable business.

Throughout the unit, the emphasis should be on safe working. It is expected that learners will be aware of safe working practices and familiar with accepted practices and behaviours within the context in which they are working.

Learners should complete a minimum of 150 hours of work experience to achieve this unit. If work experience is in the industry, centres should be mindful of their responsibilities for ensuring that work placements have appropriate supervision, insurance and health and safety policies in place.

It is recommended that a summary report is completed by the employer at the end of the work placement.

Unit 303

Principles of the creative design process in floristry

| | |
|---------------|------------|
| UAN: | A/507/6979 |
| Level: | 3 |
| GLH: | 60 |

What is this unit about?

The aim of this unit is to give the learner the essential underpinning knowledge of three key theories; Principles and Elements of design, Sources of Inspiration and the Design Schema, so that they may demonstrate the ability to investigate, interpret and apply these theories to practical and theoretical designs throughout their floristry career.

Learning outcomes

In this unit, learners will:

1. understand floral design
2. understand sources of inspiration.

Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

Learning outcome:

1. Understand floral design

Topics

1.1 Introduction to the design schema

1.2 Design categories

Topic 1.1

Learners will understand the design schema and how it is applied to the creative design process, including

- historical introduction
- background of the component parts of the design schema
- the reason for a design schema – methodology.

Learners will understand the importance of

- the golden section
- golden ratio
- proportion.

Topic 1.2

Learners will understand design categories and how the design schema is broken down and applied to floral designs, including

- order category of design: symmetrical or asymmetrical
- arrangement: decorative, vegetative, form linear
- line direction/floral line arrangement
 - radial
 - crossing
 - parallel
- position: point of growth
 - focal area
 - single point of growth
 - multiple points of growth
- placement of materials
 - even distribution
 - varied density
 - grouping
 - random
 - rows.

Learning outcome:

2. Understand sources of inspiration

Topics

2.1 Sources of inspiration

Topic 2.1

Learners will understand the different sources of inspiration that are used in the creative design process, including

- design/methodology
 - elements of design: colour, texture, line, space, form
 - principles of design: balance (visual & actual), contrast, dominance, harmony, proportion, rhythm, scale
- culture
 - architectural, religion, fashions, historical, geographical
- emotion
- technique/craft (as per appendix)
- botanical
 - influence of botanical shapes and materials
 - growth and lifespan
- economics/commercial viability.

Guidance for delivery

This unit aims to introduce learners to advanced design theories and why they are needed in floristry. Learners will understand how the application of these design theories will enable them to use a wide range of plant material within a commercial context. They will be able to be more creative in selling constructed designs; in particular decorative, vegetative and formal-linear design styles.

Learners will also understand sources of inspiration. They will develop a deeper understanding of the principles and elements of floral design and will be able to apply them to floral designs of their choice.

The delivery of this outcome could be through lectures and practical demonstrations; either by tutor or other designers. Learners could research artists either in the floristry industry or another art discipline and visit galleries. Regular application during construction of floral designs is essential to ensure a thorough understanding of these theories.

Suggested learning resources

Books

The Advanced Guide to Floristry
Published by: Murdoch Books, 1998
ISBN 9781853915178
Batho R, Roberts S and Waugh B

The Beginner's Guide to Floristry
Published by: Murdoch Books, 2008
ISBN 9781741961881
Batho R and Kay J

Colour: How to Use Colour in Art and Design
Published by: Laurence King Publishing, 2001
ISBN 9781856693004
Feisner A

Practical Floristry: The Interflora Training Manual
Published by: Hodder Arnold H&S, 2009
ISBN 9780340876817
Owen L

Principles of Floral Design
Published by: Donau Verlag, 1999
ISBN 9783871700668
Lersch, Gregor

The Society of Floristry Handbook
Published by: The Society of Floristry, 2003
Society of Floristry

Wedding Floristry
Published by: Hodder Education, 1994
ISBN 9780340604854
Owen L

Websites

| | |
|-------------------------------|--|
| British Florist Association | www.britishfloristassociation.org |
| Florist Pages | www.floristpages.co.uk |
| Flower and Plants Association | www.flowers.org.uk |
| Flower Council of Holland | www.flowercouncil.org/uk |
| Metz Flowers and Plants | www.metz.nl |
| Rainbow Florist Supplies | www.rainbowfloristsupplies.co.uk |
| Smithers-Oasis Company | www.smithersoasis.com |

| | |
|---------------|------------|
| UAN: | R/507/6986 |
| Level: | 3 |
| GLH: | 30 |

What is this unit about?

The aim of this unit is to enable learners to gain an in-depth knowledge of the importance of botany for florists. They will understand key care requirements for intended environmental conditions, in order to maximise shelf life and increase sales.

This unit also aims to develop learners' understanding of plant material; through their classification, their processes and the Code of Practice, which will help to improve work practices.

This unit covers all aspects of flower identification and conditioning (See Appendix 1)

Candidates will be able to identify the cut-flowers, foliage and berried materials pot plants listed in Appendix 1 by botanical name, natural season, characteristics and conditioning method.

Learning outcomes

In this unit, learners will:

1. know plant identifications, groups and classifications
2. know environmental requirements of plants
3. understand the British Floristry Association's code of practice for harmful plants.

Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

Learning outcome:

1. Know plant identifications, groups and classifications

Topics

1.1 Plant identification

1.2 Botanical groups

1.3 Plant classifications

Topic 1.1

Learners will know cut flowers, foliage and plants listed in appendix 1.

Learners will know the following about each cut flower, foliage or plant,

- genus (botanical)
- species cultivar/variety
- common name
- natural season
- significant characteristics and treatment needs.

Topic 1.2

Learners will understand the different botanical groups

- family
- genus
- species
- cultivar.

Topic 1.3

Learners will know botanical processes and the location they take place, including

- stems
- vascular system
- leaves
- photosynthesis
- reproduction
- transpiration
- osmosis
- respiration
- diffusion
- tropism
- etiolation.

Learning outcome:

2. Understand environmental requirements of plants

Topics

2.1 Key plant care requirements

2.2 Planted designs

Topic 2.1

Learners will understand the key plant care requirements to ensure survival of plants and flowers, including

- air
- heat
- humidity
- light
- water
- feeding
- grooming.

Topic 2.2

Learners will understand the characteristics of planted designs, including

- large specimen plants
- planted bowl/basket
- plunge planting
- pot-et-fleur
- terrarium
- dish garden
- single plant.

Learning outcome:

3. Understand the British Floristry Association's code of practice for harmful plants

Topics

3.1 Code of practice

Topic 3.1

Learners will understand the British Florist Association (Institute of Professional Florist) Code of Practice which identifies harmful plants, including

- invasive, including
 - *Fallopia japonica* (Japanese knotweed) smothers aggressively native plants by outgrowing them, invades buildings and domestic property, dominates habitat, safe disposal is of vital importance, notification to authorities is required
- harmful
 - poisonous/toxic
 - allergic reactions
 - skin contact

- pollen and spore reactions
- respiratory
- damage to clothing, furniture and furnishings
- colour coding of identification of harmful plants: roots, stems, leaves, flowers, berries and seeds produced by British Florist Association for the floral industry as a code of practice.

Guidance for delivery

Cut flower materials that are not handled correctly post-harvest will deteriorate quickly. In turn these materials will be of detriment to a floristry business aiming to provide quality materials and service to customers. Correct care requirements should therefore be of paramount importance to the business and so this is essential knowledge for a student florist to develop.

The study of botany is particularly important for florists because it is impossible to give advice without an in depth knowledge of how a plant works. Understanding the life cycle, classification and chemical processes enables florists to provide the necessary advice on environmental conditions for maximum longevity of plant materials.

Learners will identify commercially available materials, from Appendix 1 supplied. They will also know how each should be treated and any special characteristics. The delivery of this should incorporate as many 'live' examples as possible of the fresh materials and could be supplemented through lecture, demonstration and independent research by the learner. Regular application of understanding during the construction of floral designs is essential to ensuring a thorough knowledge of botanical materials.

Suggested learning resources

Books

- | | |
|---|---------------------------|
| Cut Flowers- A practical Guide to their Selection and Care Published by: Jago Publishing Ltd, 2011 ISBN 978-0-9568713-0-5 | Whale S and Follon M. |
| Foliage for Florists Published by: Society of Floristry, 2nd Edition, 2006 ISBN 978-0-955304309 | Society of Floristry |
| Cut Flower Handbook Published by: Flower Council of Holland | Flower Council of Holland |

Websites

- | | |
|-------------------------------|--|
| Ambius | http://www.ambius.com |
| Flower and Plants Association | www.flowers.org.uk |

Unit 305

Tied floral designs

| | |
|---------------|------------|
| UAN: | M/507/6980 |
| Level: | 3 |
| GLH: | 60 |

What is this unit about?

This unit enables learners to develop their skills and knowledge, to plan, cost, construct and evaluate tied designs. The learners will explore floristry techniques appropriate to the range of hand tied designs.

The successful candidate will be able to apply rigorous standards of workmanship to a wide variety and styles of complex tied designs, using diverse techniques in the production of distinctive designs which meet design principles and high commercial standards.

Learning outcomes

In this unit, learners will:

1. understand how to plan tied designs to meet customer requirements
2. produce tied floral designs
3. evaluate tied floral designs.

Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

Learning outcome:

1. Understand how to plan tied designs to meet customer requirements

Topics

- 1.1 Interpret job specification
- 1.2 Sketch the proposed design
- 1.3 Sources of inspiration

Topic 1.1

Learners will interpret job specifications, including

- customer brief
- budget/costing
- purpose of the floristry product
- time frame for construction
- potential difficulties which may arise (seasonality, suitability of customers chosen materials, peak periods and high demand).

Topic 1.2

Learners will sketch the proposed tied design. The sketch will include

- materials selected
- full botanical nomenclature.

Topic 1.3

Learners will apply sources of inspiration to the planning process, including

- design/methodology
- culture
- emotion
- technique/craft
- botanical
- economics/commercial viability.

Learning outcome:

2. Produce tied floral designs

Topics

- 2.1 Prepare materials
- 2.2 Construct design
- 2.3 Package design

Learners will understand the importance of preparation of all materials to be used within tied designs. Learners will understand the importance of strong, neat mechanics, construction skills and appropriate application of techniques.

Topic 2.1

Learners will prepare all appropriate materials for the construction of tied floral designs. Materials will include

- flowers
- plant materials
- manufactured materials
- mechanics
- tools
- container
- packaging
- ancillary items.

Topic 2.2

Learners will construct a range of tied designs applying a range of techniques to the construction. Learners will apply techniques listed in Appendix 2.

Learners will construct the following designs

- tied design including a self-made frame/structure
- tied design including a self-made collar
- tied bouquet with radial stems
- tied bouquet with parallel stems
- limited tied design
- tied waterfall design
- tied informal presentation bouquet
- tied sheaf
- compact tied design
- loose tied design.

Topic 2.3

Learners will be able to package designs for protection and to increase perceived value.

Learners will understand which designs are suitable for packaging and gift wrapping

- cellophane
- craft paper
- fabric wrap
- preformed boxes
- tissue
- ribbons
- trims
- raffia
- gift cards
- care cards
- tags.

Learning outcome:

3. Evaluate tied floral designs

Topics

3.1 Evaluate designs

Throughout this learning outcome learners will apply the principles of design analysis to support the evaluation of their tied designs.

Topic 3.1

Learners will evaluate a range of tied floral designs. Learners will consider a variety of factors, including

- design meets job specification
- suitable techniques used
- value for money/commercial viability
- design schema
- suitability and fit for purpose
- correct formulae used to calculate the retail cost.

Guidance for delivery

This unit enables the candidates to acquire skill in the construction of a range of tied designs. The candidates will use different types of packaging.

This unit will require learners to identify and interpret customer requirements through research and sources of inspiration in order to suggest an appropriate tied design to satisfy customer requirements. The learner will be able to plan, prepare, assemble, evaluate, and cost a range of tied designs. This unit is largely a practical unit and prepares the learner for construction of a range of tied floristry designs within commercially viable timescales.

The learner will calculate the retail cost taking into account all material, labour, perceived value and VAT costs and will be able to cost up and cost down accordingly. Throughout the process learners should be encouraged to review the tied designs to decide whether modifications would improve commercial viability and maximise potential profit. Evaluation should occur after every construction against the design and customer requirements. Emphasis should be placed upon the correct application of the principles and elements of design and the design schema whilst identifying improvements in working practice with emphasis upon sustainability, workmanship and timescales.

There will be a requirement for some of the delivery of this unit to be theory, in particular the application of the principles and elements of design, sources of inspiration and the application of the design schema and evaluation techniques.

Whilst some formal lectures and discussion are necessary the majority of this unit should be delivered through practical demonstrations and practical activities.

Suggested learning resources

Books

| | |
|--|--|
| Creativity with Flowers: Sympathy Published by: Sticking Kunstboek 2009 ISBN 9789058562548 | Benjamin, P, Bruyne, De T and Van de Sluis, M. |
| Flowers in tears Published by: Sticking Kunstboek, 2008 ISBN 9789058562685 | Vanden Berghe M |
| Flowers in Love Published by: Sticking Kunstboek, 2005 ISBN 9789058561619 | Vanden Berghe M. |
| Leaf Manipulation in Flower Arranging (Blurb.com 2010) | Alexander, M. |
| Principles of Floral Design Published by: Donau Verlag, 1999 ISBN 9783871700668 | Lersch, G |

| | |
|--|----------------------------|
| Straight from the Heart Bridal floristry for the 21st century Published by: Thrive Floristry, 2002 ISBN 0954196007 | Cowling C and Cowling E.M. |
| Straight from the Heart, Sympathy Collection Published by: Thrive Floristry, 2006 ISBN 0954196090 | Cowling C and Cowling E.M. |
| The Floral Design Manual: Materials & Techniques Published by: Lannoo Publishers, 2013 ISBN 9789089894519 | van den Akker, P |
| The Professional Florists' Manual Published by: BFA and SoF Training Fund, 2014 ISBN 9780955304347 | Owen, L |
| Wedding Flowers: Exceptional Floral Design for Exceptional Occasions Published by: Jacqui Small LLP, 2015 ISBN 9781909342545 | Pryke P |

Journals and magazines

Fusion Flowers

Websites

| | |
|---|---|
| British Florist Association | http://britishfloristassociation.org |
| <i>Flower Council of Holland publications</i> | http://retail.flowercouncil.org |
| <i>Flowers & Plants Association</i> | http://flowers.org.uk |
| Fusion Flowers | www.fusionflowers.com |
| <i>Flower Council of Holland publications</i> | www.retail.flowercouncil.org |
| <i>Val Spicer Products</i> | www.valspicer.co.uk |
| Oasis floral products | www.souk.oasisfloral.com |

Unit 306

Floral designs in a medium

| | |
|---------------|------------|
| UAN: | T/507/6981 |
| Level: | 3 |
| GLH: | 60 |

What is this unit about?

This unit will enable learners to develop their skills and knowledge, to plan, cost, construct and evaluate designs in a medium. The learners will explore floristry techniques appropriate to the range of designs in a medium.

The successful candidate will be able to apply rigorous standards of workmanship to a wide variety of complex designs in a medium, using diverse techniques in the production of distinctive designs which meet design principles and high commercial standards.

This unit enables learners to develop their skills and knowledge, to plan, cost, construct and evaluate designs in a medium.

Learning outcomes:

In this unit, learners will

1. understand how to plan designs in a medium to meet customer requirements
2. produce floral designs in a medium
3. evaluate floral designs in a medium.

Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

Learning outcome:

1. Understand how to plan designs in a medium to meet customer requirements

Topics

- 1.1 Interpret job specification
- 1.2 Sketch the proposed design
- 1.3 Sources of inspiration

Topic 1.1

Learners will interpret job specifications, including

- customer brief
- budget/costing
- purpose of the floristry product
- time frame for construction
- potential difficulties which may arise (seasonality, suitability of customers chosen materials, peak periods and high demand).

Topic 1.2

Learners will sketch the proposed design in a medium. The sketch will include

- materials selected
- full botanical nomenclature.

Topic 1.3

Learners will apply sources of inspiration to the planning process, including

- design/methodology
- culture
- emotion
- technique/craft
- botanical
- economics/commercial viability.

Learning outcome:

2. Produce floral designs in a medium

Topics

- 2.1 Prepare materials
- 2.2 Construct design

Learners will understand the importance of preparation of all materials to be used within designs in a medium. Learners will understand the importance of strong, neat mechanics, construction skills and appropriate application of techniques.

Topic 2.1

Learners will prepare all appropriate materials for the construction of designs in a medium. Materials will include

- flowers
- plants
- mechanics
- manufactured materials
- medium
 - floral foam
 - moss
 - straw/hay
 - biodegradable
 - recycled materials
 - aggregate
 - manmade products.

Topic 2.2

Learners will construct a range of designs in a medium applying a range of techniques to the construction. Learners will select suitable mediums and apply techniques listed in Appendix 2.

Learners will construct the following designs

- bouquet in foam holder
- based design
- loose design
- textured design
- grouped design
- large-scale design (minimum stem 70cm)
- limited design
- framework design
- round design
- design with corners or points
- design to be carried
- vegetative design
- form linear design.

Learning outcome:

3. Evaluate designs in a medium.

Topics

3.1 Evaluate designs

Throughout this learning outcome learners will apply the principles of design analysis to support the evaluation of their designs in a medium.

Topic 3.1

Learners will evaluate a range of designs in a medium. Learners will consider a variety of factors, including

- design meets job specification
- suitable techniques used
- value for money/commercial viability

- design schema
- suitability and fit for purpose
- correct formulae used to calculate the retail cost.

Guidance for delivery

This unit enables the candidates to demonstrate skill in the construction of a range of designs in a medium. The candidates will use different types of packaging.

This unit will require learners to identify and interpret customer requirements through research and sources of inspiration in order to suggest appropriate designs in a medium to satisfy customer requirements. The learner will be able to plan, prepare, assemble, evaluate, and cost a range of designs in a medium. This unit is largely a practical unit and prepares the learner for constructing a range of tied floristry designs within commercially viable timescales.

The learner will calculate the retail cost taking into account all material, labour, perceived value and VAT costs and will be able to cost up and cost down accordingly. Throughout the process learners should be encouraged to review designs in a medium to decide whether modifications would improve commercial viability and maximise potential profit. Evaluation should occur after every construction against the design and customer requirements. Emphasis should be placed upon the correct application of the principles and elements of design and the design schema whilst identifying improvements in working practice with emphasis upon sustainability, workmanship and timescales.

There will be a requirement for some of the delivery of this unit to be theory, in particular the application of the principles and elements of design, sources of inspiration and the application of the design schema and evaluation techniques.

Whilst some formal lectures and discussion are necessary the majority of this unit should be delivered through practical demonstrations and practical activities.

Suggested learning resources

Books

| | |
|--|--|
| Creativity with Flowers: Sympathy Published by: Sticking Kunstboek 2009 ISBN 9789058562548 | Benjamin, P, Bruyne, De T and Van de Sluis, M. |
| Flowers in tears Published by: Sticking Kunstboek, 2008 ISBN 9789058562685 | Vanden Berghe M |
| Flowers in Love Published by: Sticking Kunstboek, 2005 ISBN 9789058561619 | Vanden Berghe M. |
| Leaf Manipulation in Flower Arranging (Blurb.com 2010) | Alexander, M. |
| Principles of Floral Design Published by: Donau Verlag, 1999 ISBN 9783871700668 | Lersch, G |

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|--|----------------------------|
| Straight from the Heart Bridal floristry for the 21st century Published by: Thrive Floristry, 2002 ISBN 0954196007 | Cowling C and Cowling E.M. |
| Straight from the Heart, Sympathy Collection Published by: Thrive Floristry, 2006 ISBN 0954196090 | Cowling C and Cowling E.M. |
| The Floral Design Manual: Materials & Techniques Published by: Lannoo Publishers, 2013 ISBN 9789089894519 | van den Akker, P |
| The Professional Florists' Manual Published by: BFA and SoF Training Fund, 2014 ISBN 9780955304347 | Owen, L |
| Wedding Flowers: Exceptional Floral Design for Exceptional Occasions Published by: Jacqui Small LLP, 2015 ISBN 9781909342545 | Pryke P |

Journals and magazines

Fusion Flowers

Websites

| | |
|---|---|
| British Florist Association | http://britishfloristassociation.org |
| <i>Flower Council of Holland publications</i> | http://retail.flowercouncil.org |
| <i>Flowers & Plants Association</i> | http://flowers.org.uk |
| Fusion Flowers | www.fusionflowers.com |
| <i>Flower Council of Holland publications</i> | www.retail.flowercouncil.org |
| <i>Val Spicer Products</i> | www.valspicer.co.uk |
| Oasis floral products | www.souk.oasisfloral.com |

Unit 307

Wired floral designs

| | |
|---------------|------------|
| UAN: | A/507/6982 |
| Level: | 3 |
| GLH: | 60 |

What is this unit about?

This unit enables learners to develop their skills and knowledge, to plan, sketch, cost, construct and evaluate wired designs.

The learners will know and understand the construction of wired designs including the use of wires for the mechanics and decorative components of the designs. This unit will provide learners with the skills to use and apply a wide range of floristry techniques appropriate to the range of wired designs. Learners will be able to correctly select materials with understanding of durability and design purpose. Essentially learners will understand the purpose of evaluating the designs to improve profitability, customer expectations and workmanship.

Learning outcomes

In this unit, learners will:

1. understand how to plan wired designs to meet customer requirements
2. produce wired floral designs
3. evaluate wired floral designs.

Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

Learning outcome:

1. Understand how to plan wired designs to meet customer requirements

Topics

- 1.1 Interpret job specification
- 1.2 Sketch the proposed design
- 1.3 Sources of inspiration

Topic 1.1

Learners will interpret job specifications, including

- customer brief
- budget/costing
- purpose of the floristry product
- time frame for construction
- potential difficulties which may arise (seasonality, suitability of customers chosen materials, peak periods and high demand).

Topic 1.2

Learners will sketch the proposed wired design. The sketch will include

- materials selected
- full botanical nomenclature.

Topic 1.3

Learners will apply sources of inspiration to the planning process, including

- design/methodology
- culture
- emotion
- technique/craft
- botanical
- economics/commercial viability.

Learning outcome:

2. Produce wired designs

Topics

- 2.1 Prepare materials
- 2.2 Construct design
- 2.3 Package design

Learners will understand the importance of preparation of all materials to be used within wired designs. Learners will understand the importance of strong, neat mechanics, construction skills and appropriate application of techniques.

Topic 2.1

Learners will prepare all appropriate materials for the construction of wired designs.

Learners will prepare wire as appropriate for the purpose: decorative, supportive or both. Materials will include

- flowers suitably conditioned in advance
- plant material suitably conditioned in advance
- mechanics
 - tape to conceal wire
 - suitable gauge for chosen design
 - waxed ends
 - ancillary materials to aid design.

Topic 2.2

Learners will construct a range of wired designs applying a range of techniques to the construction. Learners will apply techniques listed in Appendix 2.

Learners will construct the following designs using suitable wires and wiring methods

- self-made frame/structure
- limited design
- round design
- upright design
- semi-crescent design
- cascading design
- tear-drop
- body adornment
- design to be carried
- design to be worn.

Learners will understand the importance of the following in wired designs

- construction of design as per sketch
- placement of materials
- choice of wire gauges to aid support of materials
- importance of workmanship for design and safety purposes
- neatness of self made frame
- finish and weight of design (if being worn or carried).

Topic 2.3

Learners will be able to package designs for protection and to increase perceived value.

Learners will understand which designs are suitable for packaging and gift wrapping and select packaging materials as appropriate, including

- cellophane
- craft paper
- fabric wrap
- preformed boxes
- tissue

- ribbons
- trims
- raffia
- gift cards
- care cards
- tags.

Learning outcome:

3. Evaluate wired floral designs

Topics

3.1 Evaluate designs

Throughout this learning outcome learners will apply the principles of design analysis to support the evaluation of their wired designs.

Topic 3.1

Learners will evaluate a range of wired designs. Learners will consider a variety of factors, including

- design meets job specification
- suitable techniques used
- wires selection and use fit for purpose
- value for money/commercial viability
- design schema
- suitability and fit for purpose
- correct formulae used to calculate the retail cost.

Guidance for delivery

Upon completion of this unit, the learner will be able to plan, prepare, assemble, evaluate, and cost a range of wired floral designs. This unit is largely a practical unit and prepares the learner for constructing a range of wired floral designs within commercially viable timescales. There will be a requirement for some of the delivery of this unit to be theory, in particular the application of the elements and principles of design, inspirational sources and the application of a simple design schema, the design process and evaluation techniques.

Learners will plan and cost the assembly of wired floral designs. The learner should be able to identify and interpret customer requirements through research and inspirational sources in order to suggest an appropriate wired design to satisfy customer requirements. The learner will also be able to calculate the retail cost taking into account all material, labour, perceived value and VAT costs and will be able to cost up and cost down. Learners will assemble wired floral designs. Throughout the process learners should be encouraged to review the wired designs to decide whether modifications to the designs would improve commercial viability and maximise potential profit. Evaluation should occur after every construction against the design and customer requirements. Emphasis should be placed upon the correct application of the elements and principles of design and the design schema whilst identifying improvements in working practice with emphasis upon sustainability, workmanship and timescales.

Whilst some formal lectures and discussion are necessary the majority of this unit should be delivered through practical demonstrations and practical activities.

Suggested learning resources

Books

| | |
|--|--|
| Creativity with Flowers: Sympathy Published by: Sticking Kunstboek 2009 ISBN 9789058562548 | Benjamin, P, Bruyne, De T and Van de Sluis, M. |
| Flowers in tears Published by: Sticking Kunstboek, 2008 ISBN 9789058562685 | Vanden Berghe M |
| Flowers in Love Published by: Sticking Kunstboek, 2005 ISBN 9789058561619 | Vanden Berghe M. |
| Leaf Manipulation in Flower Arranging (Blurb.com 2010) | Alexander, M. |
| Principles of Floral Design Published by: Donau Verlag, 1999 ISBN 9783871700668 | Lersch, G |
| Straight from the Heart Bridal floristry for the 21st century Published by: Thrive Floristry, 2002 | Cowling C and Cowling E.M. |

ISBN 0954196007

Straight from the Heart, Sympathy Collection
Published by: Thrive Floristry, 2006
ISBN 0954196090

Cowling C and Cowling E.M.

The Floral Design Manual: Materials &
Techniques
Published by: Lannoo Publishers, 2013
ISBN 9789089894519

van den Akker, P

The Professional Florists' Manual
Published by: BFA and SoF Training Fund, 2014
ISBN 9780955304347

Owen, L

Wedding Flowers: Exceptional Floral Design for
Exceptional Occasions
Published by: Jacqui Small LLP, 2015
ISBN 9781909342545

Pryke P

Journals and magazines

Fusion Flowers

Websites

British Florist Association

<http://britishfloristassociation.org>

Flower Council of Holland publications

<http://retail.flowercouncil.org>

Flowers & Plants Association

<http://flowers.org.uk>

Fusion Flowers

www.fusionflowers.com

Flower Council of Holland publications

www.retail.flowercouncil.org

Val Spicer Products

www.valspicer.co.uk

Oasis floral products

www.souk.oasisfloral.com

Unit 308

Glued floral designs

| | |
|---------------|------------|
| UAN: | Y/507/6987 |
| Level: | 3 |
| GLH: | 30 |

What is this unit about?

This unit enables learners to develop their skills and knowledge, to plan, cost, construct and evaluate glued designs.

The learners will know and understand the preparation and construction of glued designs. They will develop skills to use different glues and methods to achieve workmanship of neat quality. Learners will be able to select appropriate, durable materials for use with the technique of glue. Learners will offer appropriate design solutions to meet customer design briefs including purpose or use of completed product and within budget limitations.

Learning outcomes

In this unit, learners will:

1. understand how to plan glued designs to meet customer requirements
2. produce glued floral designs
3. evaluate glued floral designs.

Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

Learning outcome:

1. Understand how to plan glued designs to meet customer requirements

Topics

- 1.1 Interpret job specification
- 1.2 Sketch the proposed design
- 1.3 Sources of inspiration

Topic 1.1

Learners will interpret job specifications, including

- customer brief
- budget/costing
- purpose of the floristry product
- time frame for construction
- potential difficulties which may arise (seasonality, suitability of customers chosen materials, peak periods and high demand).

Topic 1.2

Learners will sketch the proposed glued design. The sketch will include

- materials selected
- full botanical nomenclature.

Topic 1.3

Learners will apply sources of inspiration to the planning process, including

- design/methodology
- culture
- emotion
- technique/craft
- botanical
- economics/commercial viability.

Learning outcome:

2. Produce glued floral designs

Topics

- 2.1 Prepare materials
- 2.2 Construct design
- 2.3 Package design

Learners will understand the importance of preparation of all materials to be used within glued designs. Learners will understand the importance of strong, neat mechanics, construction skills and appropriate application of techniques.

Topic 2.1

Learners will prepare all appropriate materials for the construction of glued designs. Materials will include

- flowers suitably conditioned in advance
- plant material suitably conditioned in advance
- mechanics: selection of suitable glue
 - cold
 - hot
 - spray adhesive.

Topic 2.2

Learners will construct a range of glued designs applying a range of techniques to the construction. Learners will apply techniques listed in Appendix 2..

Learners will construct the following designs using different glues and gluing methods

- self-made frame/structure
- limited design
- round design
- semi-crescent design
- cascading design
- tear-drop
- body adornment
- design to be carried
- design to be worn
- two dimensional design (at least 30cm x 30cm).

Learners will understand the importance of the following in glued designs:

- construction of design as per sketch
- placement of materials
- suitability of glue and method being used in the construction
- importance of workmanship for design and safety purposes
- neatness of self made frame
- finish and weight of design (if being worn or carried).

Topic 2.3

Learners will be able to package designs for protection and to increase perceived value.

Learners will understand which designs are suitable for packaging and gift wrapping and select packaging materials as appropriate, including

- cellophane
- craft paper
- fabric wrap
- preformed boxes
- tissue
- ribbons

- trims
- raffia
- gift cards
- care cards
- tags.

Learning outcome:

3. Evaluate designs

Topics

3.1 Evaluate designs

Throughout this learning outcome learners will apply the principles of design analysis to support the evaluation of their glued designs.

Topic 3.1

Learners will evaluate a range of glued designs. Learners will consider a variety of factors, including

- design meets job specification
- suitable techniques used
- suitable gluing method used
- value for money/commercial viability
- design schema
- suitability and fit for purpose
- correct formulae used to calculate the retail cost.

Guidance for delivery

Upon completion of this unit, the learner will be able to plan, prepare, assemble, evaluate, and cost a range of glued designs. This unit is largely a practical unit and prepares the learner for constructing a range of glued designs within commercially viable timescales. There will be a requirement for some of the delivery of this unit to be theory, in particular the application of the elements and principles of design, inspirational sources and the application of a simple design schema, the design process and evaluation techniques.

Learners will plan and cost the assembly of glued designs. The learner should be able to identify and interpret customer requirements through research and inspirational sources in order to suggest an appropriate tied design to satisfy customer requirements. The learner will also be able to calculate the retail cost taking into account all material, labour, perceived value and VAT costs and will be able to cost up and cost down. Learners will assemble a wide range of designs using a range of gluing techniques. Throughout the process learners should be encouraged to review the glued designs to decide whether modifications to the designs would improve the designs commercial viability, durability, aesthetics of the design and maximise potential profit. Evaluation should occur after every construction against the design and customer requirements. Emphasis should be placed upon the correct application of the elements and principles of design and the design schema whilst identifying improvements in working practice with emphasis upon sustainability, workmanship and timescales.

Whilst some formal lectures and discussion are necessary the majority of this unit should be delivered through practical demonstrations and practical activities.

Suggested learning resources

Books

| | |
|--|--|
| Creativity with Flowers: Sympathy Published by: Sticking Kunstboek 2009 ISBN 9789058562548 | Benjamin, P, Bruyne, De T and Van de Sluis, M. |
| Flowers in tears Published by: Sticking Kunstboek, 2008 ISBN 9789058562685 | Vanden Berghe M |
| Flowers in Love Published by: Sticking Kunstboek, 2005 ISBN 9789058561619 | Vanden Berghe M. |
| Leaf Manipulation in Flower Arranging (Blurb.com 2010) | Alexander, M. |
| Principles of Floral Design Published by: Donau Verlag, 1999 ISBN 9783871700668 | Lersch, G |
| Straight from the Heart Bridal floristry for the 21st century Published by: Thrive Floristry, 2002 | Cowling C and Cowling E.M. |

ISBN 0954196007

Straight from the Heart, Sympathy Collection
Published by: Thrive Floristry, 2006
ISBN 0954196090

Cowling C and Cowling E.M.

The Floral Design Manual: Materials &
Techniques
Published by: Lannoo Publishers, 2013
ISBN 9789089894519

van den Akker, P

The Professional Florists' Manual
Published by: BFA and SoF Training Fund, 2014
ISBN 9780955304347

Owen, L

Wedding Flowers: Exceptional Floral Design for
Exceptional Occasions
Published by: Jacqui Small LLP, 2015
ISBN 9781909342545

Pryke P

Journals and magazines

Fusion Flowers

Websites

British Florist Association

<http://britishfloristassociation.org>

Flower Council of Holland publications

<http://retail.flowercouncil.org>

Flowers & Plants Association

<http://flowers.org.uk>

Fusion Flowers

www.fusionflowers.com

Flower Council of Holland publications

www.retail.flowercouncil.org

Val Spicer Products

www.valspicer.co.uk

Oasis floral products

www.souk.oasisfloral.com

Unit 309

Business management and marketing in floristry

| | |
|---------------|------------|
| UAN: | F/507/6983 |
| Level: | 3 |
| GLH: | 60 |

What is this unit about?

The purpose of this unit is for learners to gain an understanding of business types, the management of a floristry business including day to day staff management and financial aspects. Understand different types of marketing and the use of them in the floristry business and recognising the local business environment.

This unit will equip learners with the necessary skills and knowledge to undertake a supervisory role in a floristry business.

Learning outcomes

In this unit, learners will:

1. understand the business environment
2. understand floristry business sales and marketing
3. understand recruitment and line management of staff
4. know business finance.

Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

Learning outcome:

1. Understand the business environment

Topics

- 1.1 Business types
- 1.2 Markets & competitors
- 1.3 External influences

Topic 1.1

Learners must know the key characteristics of a range of business types, including

- sole trader
- partnership
- private limited company
- public limited company
- charity
- franchise.

Topics 1.2

Learners will be able to complete a SWOT analysis to identify the position of a floristry business.

Topic 1.3

Learners will know the influences on the floristry industry, including

- linked businesses and organisations
- business legislation
 - Trades Description Act
 - Sale of Goods Act
- local demographics
- local council wastage policies.

Learning outcome:

2. Understand floristry business sales and marketing

Topics

- 2.1 Identification of customer needs
- 2.2 Types of sales
- 2.3 Promotion management
- 2.4 Advantages and disadvantages of promotions

Topic 2.1

Learners will know how to identify customer needs using a range of suitable methods, including

- face to face questioning

- online marketing survey
- customer questionnaire.

Topic 2.2

Learners will understand the advantages and disadvantages of a range of types of sales, including

- face to face
- over the phone
- via email
- via an online shop
- via an agent.

Topic 2.3

Learners will understand how to set up and manage a promotional activity, including

- opportunities for promotion
- increasing sales.

Topic 2.4

Learners will understand the advantages and disadvantages of displays and promotions, including

- in store displays
- window displays
- off site displays
- online promotions
- traditional published promotions.

Learning outcome:

3. Understand recruitment and line management of staff

Topics

- 3.1 Employee roles
- 3.2 Advertise floristry jobs
- 3.3 Line manage staff
- 3.4 Employment law

Topic 3.1

Learners will know a range of employee roles, including

- proprietor
- director
- manager
- senior florist
- junior florist
- trainee florist
- delivery driver
- volunteer
- sub-contractor.

Topic 3.2

Learners will be able to advertise floristry jobs, including

- job description
- person specification.

Learners will understand appropriate places to advertise the job vacancy.

Topic 3.3

Learners will be able to line manage staff, including

- implement business policies
- staff rotas
- allocation of duties
- training (internal and external)
- target setting.

Topic 3.4

Learners will know a range of current and relevant employment legislation, including

- Employment Act 2002
- National Minimum Wage Act 1998
- Working Times Regulation Act 1998
- Equality Act 2010.

Learners will also know guidance available for lone workers and the risks associated with lone working.

Learning outcome:

4. Know business finance

Topics

4.1 Taxation

4.2 Complete financial forecasts

Topic 4.1

Learners will know taxation in the floristry industry, including

- VAT
- PAYE
- National insurance
- Income tax.

Topic 4.2

Learners will be able to complete financial forecasts for a floristry business accounting for peak periods. This forecast must include

- sales

- costs
- wastage.

Guidance for delivery

This unit is designed to provide the learner with an understanding of setting up and running a business within the floristry sector.

Centres are encouraged to introduce employers and specific professionals from industry to provide interesting and relevant information to the learner. Teaching would also benefit from visits to a variety of establishments to add depth to the learner experience. Links to 302 could also provide contextualisation to teaching.

The study of relevant legislation may be assisted by considering case study examples of where this has been breached and the consequences of this to the business.

It is accepted that some formal lectures will be necessary at level 3 but for this unit it is recommended that they are they are linked directly with interactive lessons where learners can use knowledge gained to produce a business plan for a business in the floristry sector. Centres are encouraged to find a selection of appropriate outlets which could be used for comparison and case study material.

Suggested learning resources

Books

- | | |
|--|-------------------------------------|
| Customer Service for Dummies Published by: Wiley Publishing, 2006 ISBN 978-0471768692 | Leland, K., Bailey, A |
| S/NVQ 3 Customer Service Candidate Handbook. Published by: Heinemann, 2001 ISBN 978-0435452278 | Bradley, S., Hebron, L and Woods, A |
| Marketing: Concepts and Strategies. 5th ed. Published by: Houghton Mifflin, 2005 ISBN 978-0618532032 | Ferrel, O.C. et al |
| Business studies. 4th ed. Published by: Causeway Press Ltd, 2008 ISBN 978-1405892315 | Hall, D et al |
| Buying and Running a Florist Shop Published by: Alan Peck Publishing, 2005 ISBN 978-0955000607 | Peck, A. |
| The No Nonsense Guides to Government rules and regulations for setting up your business | Business Link |

Websites

- | | |
|--------------------------------|--|
| Federation of small businesses | www.fsb.org.uk |
|--------------------------------|--|

| | |
|------------------------------------|--|
| Government legislation | www.gov.uk |
| Princes Trust | www.princes-trust.org.uk |
| HMRC | www.gov.uk/government/organisations/hm-revenue-customs |
| Business education website | www.bized.co.uk |
| Business Link website | www.businesslink.gov.uk |
| Marketing resources | www.marketingteacher.com |
| Case study materials and resources | www.thetimes100.co.uk www.smarta.com/advice/starting-up/how-to-start-a/how-to-start-a-florist-business |

Unit 310

Trends in the floristry industry

| | |
|---------------|------------|
| UAN: | J/507/6984 |
| Level: | 3 |
| GLH: | 60 |

What is this unit about?

This unit enables the learners to develop their understanding of the world market for researching and predicting trends. This process and development is generic to a whole range of other industries not only Floristry but also interior design and fashion, amongst others. The Flowers and Plants association is highly regarded as an important resource for other industries, not only floristry, in predicting new trends, colours and styles and how this impacts on our businesses.

Through this unit learners will come to understand the value of trends, styles and new ideas which influence the floristry industry. They will then be able to apply this understanding in an innovative manner.

Learning outcomes

In this unit, learners will:

1. know predictors of future trends
2. understand product developments in the floristry industry
3. know influential designers and their signature techniques.

Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

Learning outcome:

1. Know predictors of future trends

Topics

1.1 Outside influences

1.2 Outside influences as predictors of trends

Learners will know how trends, both past and present, can influence a person's ideas and floral design style.

Topic 1.1

Learners must know the outside influences on floral designs, including

- television
- films
- social media
- printed media
- fashion
- location
- interior design
- historical.

Topic 1.2

Learners must identify how outside influences can be used as predictors of future trends in the floristry industry and the impacts on the industry, including

- colour trends
- design styles
- botanical materials
- packaging
- new products.

Learning outcome:

2. Understand product developments in the floristry industry

Topics

2.1 Developments in floriculture

2.2 Development of environmentally aware products

Topic 2.1

Learners will understand the development of recent floriculture innovations, including

- new varieties with a longer shelf life
- increased scent

- longer stems
- advancements in flower food to allow flowers to fully mature.

Topic 2.2:

Learners will understand the development of environmentally aware products in the floristry industry.

Learning outcome:**3. Know influential designers and their signature techniques****Topics**

3.1 Styles of influential designers

3.2 Apply signature techniques

Topic 3.1

Learners will know the style of influential designers. Learners will consider the following

- ethos
- motivation
- signature design/techniques.

Topic 3.2

Learners will be able to apply signature techniques of influential designers to own designs.

Guidance for delivery

The delivery of the unit will involve practical work, theory based lectures, working as a group and individually. This unit gives the opportunity to visit local museums, galleries and interior design houses enabling the learners to expand their experiences whilst gathering resources which will aid their presentation and development of their work i.e. photographs, books, drawing/ sketches, possible swatches or samples etc.

Throughout the unit learners should be supported in effective research methods and encouraged to research their own interests within the brief, i.e. plants, flowers, bridal, fashion etc. This will encourage individuality and original thought, and allow learners to question the outside influences on their interests. Exploration of a wide range of techniques and sources of inspiration should be encouraged throughout.

Learners should have the opportunity to investigate national and European influential floral designers, identifying their influences, styles, ethos, signature designs, techniques and materials etc. Learners should critically evaluate designs from a range of designers using the principles and elements of design.

The delivery of this unit could include lectures, group discussion questionnaires, visits to regional and national industry shows, exhibitions and entering competitions is encouraged, enabling students to observe other designers. Additionally self evaluation, peer observation and group critique should be encouraged to allow learners to discuss their ideas and concepts.

Suggested learning resources

Journals and magazines

Fusion Flowers

Websites

| | |
|---|--|
| Oasis Floral Products | www.oasisfloral.com |
| Flower council of Holland | www.flowercouncil.org |
| European Floral & Lifestyle Suppliers Association | www.efsa.com |
| Vogue | www.vogue.co.uk.fashion.trends |
| Trend Bible | www.trendbible.co.uk |
| Fleur Creative. | www.fleurcreatif.com |

Unit 311

Event floristry

| | |
|---------------|------------|
| UAN: | L/507/6985 |
| Level: | 3 |
| GLH: | 60 |

What is this unit about?

The purpose of this unit is to introduce learners to the skills and knowledge needed to plan, assemble and evaluate event floristry.

Learners will understand the requirements of a range of events and the practical considerations of providing a number of designs for an event, meeting the customers brief and budget. Learners will explore how to present concepts, ideas and budgets to the client.

Learning outcomes

In this unit, learners will be able to:

1. know floral characteristics of a range of events
2. understand event design briefs
3. prepare costings and quotations.

Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

Learning outcome:

1. Know floral characteristics of a range of events

Topics

1.1 Celebrations and ceremonies

Topic 1.1

Learners will know floral requirements of celebrations and ceremonies for a range of cultures, including

- marriage and civil partnerships
- funerals
- festive celebrations
- themed events
- corporate events.

Learning outcome:

2. Understand event design briefs

Topics

- 2.1 Extract information from event design brief
- 2.2 Customer expectations and sensitive relationships
- 2.3 Plan proposed designs
- 2.4 Present proposed designs

Topic 2.1

Learners will abstract key information from event design briefs. Learners will understand key influences that affect event design briefs.

Topic 2.2

Learners will understand how to manage customer expectations and sensitive relationships within corporate, celebration and bereavement events.

Learners will consider

- communication
- limitations of budget
- substitution of product
- adaptations of design style
- logistics.

Topic 2.3

Learners will plan proposed ideas to meet event design brief and will complete

- site visits, recording key data

- complex buying lists
- work plans for the preparation, completion, staging and dismantling of the event.

Topic 2.4

Learners will present proposed designs to meet event briefs, including

- sketches of proposed designs
- designs presented in a suitable format for the customer
- breakdown of costings explained.

Learning outcome:

3. Prepare costings and quotations

Topics

3.1 Event quotation letters

3.2 Costing event work

Topic 3.1

Learners will prepare quotation letters for floral requirements for events.

Topic 3.2

Learners will prepare quotations for events. Learners will be able to cost an event to a given budget and an open budget, including

- consultation fee
- cost of fresh and sundry materials
- skill charge
- hire charge
- transport
- insurance
- VAT
- profit at a suitable rate for the event.

Guidance for delivery

This unit is designed to provide the learner with an understanding of floral designs used within range events.

Centres are encouraged to set live projects where learners can gain practical experience in event floristry. Centres may also choose to introduce employers and specific professionals from industry to provide interesting and relevant information to the learner. Teaching would also benefit from a range of venue visits to a variety of establishments to add depth to the learner experience.

It is accepted that some formal lectures will be necessary at level 3 but for this unit it is recommended that they are they are linked directly with interactive lessons where learners can produce diverse cultural designs. It would be beneficial for this unit to be delivered alongside units 305, 306, 307 and 308 to allow learners to plan, construct and deliver a number of designs for an event.

Suggested learning resources

Books

| | |
|---|--|
| Creativity with Flowers: Sympathy Published by: Sticking Kunstboek 2009 ISBN 9789058562548 | Benjamin, P, Bruyne, De T and Van de Sluis, M. |
| Flowers in tears Published by: Sticking Kunstboek, 2008 ISBN 9789058562685 | Vanden Berghe M |
| Flowers in Love Published by: Sticking Kunstboek, 2005 ISBN 9789058561619 | Vanden Berghe M. |
| Leaf Manipulation in Flower Arranging (Blurb.com 2010) | Alexander, M. |
| Principles of Floral Design Published by: Donau Verlag, 1999 ISBN 9783871700668 | Lersch, G |
| Straight from the Heart Bridal floristry for the 21st century Published by: Thrive Floristry, 2002 ISBN 0954196007 | Cowling C and Cowling E.M. |
| Straight from the Heart, Sympathy Collection Published by: Thrive Floristry, 2006 ISBN 0954196090 | Cowling C and Cowling E.M. |
| The Floral Design Manual: Materials & Techniques | van den Akker, P |

Published by: Lannoo Publishers, 2013

ISBN 9789089894519

The Professional Florists' Manual

Owen, L

Published by: BFA and SoF Training Fund, 2014

ISBN 9780955304347

Wedding Flowers: Exceptional Floral Design for
Exceptional Occasions

Pryke P

Published by: Jacqui Small LLP, 2015

ISBN 9781909342545

Websites

British Florist Association

<http://britishfloristassociation.org>

Flower Council of Holland publications

<http://retail.flowercouncil.org>

Flowers & Plants Association

<http://flowers.org.uk>

Fusion Flowers

www.fusionflowers.com

Flower Council of Holland publications

www.retail.flowercouncil.org

Val Spicer Products

www.valspicer.co.uk

Oasis floral products

www.souk.oasisfloral.com

Appendix 1

Identification list of cut materials and potted plants

Where the species name is not given below, this is because more than 1 species is in common use. Where the species is not defined, e.g. Rosa, candidates should insert 'sp.' or the cultivar name if known, e.g. Rosa 'Aqua'.

Learners at level 3 need to know the full identification list for both level 2 and level 3.

Level 2 list

| Cut Flowers | Cut Foliages/berried | Pot Plants |
|--------------------------------------|-----------------------------|---|
| Aconitum napellus | Arachnoides adiantiformis | Adiantum |
| Agapanthus | Asparagus setaceus plumosus | Aeonium |
| Allium | Asparagus umbellatus | Aechmea fasciata |
| Alstroemeria | Aspidistra elatior | Ananas comosus |
| Anemone coronaria | Buxus sempervirens | Asparagus densiflorus 'Sprengeri' |
| Anigozanthos | Chamaecyparis lawsoniana | Aspidistra |
| Anthurium andraeanum | Danae racemosa | Begonia elatior |
| Aster spp | Equisetum hyemale gossypium | Chrysanthemum indicum |
| Bouvardia | Eucalyptus cinerea | Chamaedorea elegans |
| Bupleurum rotundifolium 'Griffithii' | Eucalyptus parvifolia | Chlorophytum comosum |
| Campanula spp | Fatsia japonica | Codiaeum pictum |
| Carthamus tinctorius | Galax urceolata | Crassula argentea |
| Chamelaucium uncinatum | Gaultheria shallon | Cyclamen persicum |
| Chrysanthemum indicum | Hedera spp | Cymbidium |
| Cymbidium | Hosta | Dieffenbachia seguine |
| Dahlia | Hypericum | Euphorbia pulcherrima |
| Delphinium | Ilex spp | Fatsia japonica |
| Dendrobium | Myrtus communis | Ficus benjamina |
| Dianthus caryophyllus | Philodendron 'Xanadu' | Ficus elastica |
| Eremurus | Pittosporum tobira | Ficus pumila |
| Eryngium | Pittosporum tenuifolium | Fuchsia spp |
| Euphorbia fulgens | Ruscus hypoglossum | Hedera helix |
| Eustoma russellianum | Salix babylonica 'Tortuosa' | Hyacinthus |
| Freesia | Viburnum tinus | Hydrangea macrophylla |
| Gerbera | Xerophyllum tenax | Hypoestess phyllostchya |
| Gladiolus | | Impatiens |
| Gypsophila paniculata | | Kalanchoe blossfeldiana |
| Helianthus annuus | | Lilium |
| Hippeastrum | | Mammillaria |
| Heliconia | | Monstera deliciosa |
| Hyacinthus orientalis | | Narcissus 'Tete a Tete' and 'Paper White' |
| Hydrangea macrophylla | | |

| | | |
|---|--|---|
| Iris hollandica Lathyrus odoratus Liatris spicata Lilium (Asiatic hybrids) Lilium longiflorum Lilium (Oriental hybrids) Limonium sinuatum Matthiola incana Moluccella laevis Narcissus Nerine bowdenii Ornithogalum thyrsoides Phlox Ranunculus Rosa Scabiosa caucasica Scilla peruviana Sedum spectabile Solidago Syringa vulgaris Trachelium caeruleum Triteleia Tulipa spp Veronica Zantedeschia | | Nephrolepis exaltata Opuntia Pelargonium Phalaenopsis Philodendron scandens Saintpaulia ionantha Sinningia Senecio cruentus Spathiphyllum Stephanotis floribunda Yucca elephantipes |
|---|--|---|

Level 3 list

| Cut Flowers | Cut Foliages/berried | Pot Plants |
|---------------------------|-----------------------------|-------------------|
| Achillea filipendulina | Ananas comosus | Abutilon |
| Acacia dealbata | Anthurium andreanum | Acorus gramineus |
| Ageratum | Asparagus asparagoides | Aglaonema |
| Alchemilla mollis | Asparagus densiflorus | Aloe |
| Allium sphaerocephalon | Asparagus virgatus | Anthurium |
| Alstroemeria | Brassica oleracea | Asplenium |
| Amaranthus caudatus | Brunia albiflora | Begonia boweri |
| Ammi majus | Callicarpa | Begonia rex |
| Asclepias tuberosa | Camellia japonica | Bougainvillea |
| Astilbe | Capsicum annum | Calathea |
| Astrantia major | Chameadorea | Calceolaria |
| Banksia | Chamaerops | Cissus |
| Calendula officinalis | Cornus alba | Clivia |
| Callistephus chinensis | Corylus avellana | Cocos nucifera |
| Cattleya | Cotinus coggygria | Coleus |
| Celosia argentea cristata | Cyperus glaber | Cordyline |
| Centaurea cyanus | Cyperus papyrus | Crassula |
| Chrysanthemum indicum | Dracaena sanderiana | Crocus |

| | | |
|-------------------------|------------------------|--------------------------|
| Convallaria majalis | Grevillea | Cryptanthus |
| Craspedia | Hibiscus trionum | Ctenanthe |
| Crocoshmia | Laurus nobilis | Dracaena fragrans |
| Curcuma | Ligustrum | Dracaena marginata |
| Delphinium hybrids | Liriope muscari | Echeveria |
| Dianthus barbatus | Mahonia | Epidendrum |
| Dianthus caryophyllus | Malus | Erica |
| Digitalis | Panicum grass | Euonymous japonicus |
| Eustoma russellianum | Pennisetum | Exacum affine |
| Forsythia intermedia | Phormium tenax | Fittonia |
| Fritillaria meleagris | Photinia fraseri | Galanthus |
| Genista fragrans | Pinus strobus | Gardenia jasminoides |
| Gerbera | Pistacia | Guzmania |
| Gladiolus colvillei | Prunus laurocerasus | Hibiscus rosa-sinensis |
| Gloriosa rothschildiana | Quercus | Hoya |
| Godetia grandiflora | Rhododendron | Hypoestes phyllostachya |
| Gomphrena globosa | Rosmarinus officinalis | Jasminum polyanthum |
| Helenium | Setaria grass | Lithops |
| Helichrysum bracteatum | Skimmia japonica | Maranta leuconeura |
| Heliconia pendula | Sphagnum | Medinilla |
| Helleborus niger | Strelitzia reginae | Musa |
| Ilex verticillata | Symphoricarpos | Nertera |
| Ixia | Tillandsia usneoides | Passiflora |
| Kniphofia uvaria | Triticum grass | Pelargonium |
| Lavandula | Tsuga heterophylla | Pellaea |
| Leucospermum | Typha latifolia | Peperomia |
| Leucadendron | Weigela florida | Pilea |
| Limonium hybrids | Zea | Platycerium bifurcatum |
| Lunaria annua | | Primula acaulis |
| Lysimachia clethroides | | Primula obconica |
| Mentha | | Pteris |
| Monarda | | Rhododendron simsii |
| Muscari | | Sansevieria trifasciata |
| Narcissus hybrids | | Schefflera aboricola |
| Nigella damascena | | Schlumbergera |
| Oenothera | | Scirpus |
| Oncidium | | Selaginella |
| Orchid | | Solanum pseudocapsicum |
| Origanum vulgare | | Soleirolia soleirolii |
| Ornithogalum arabicum | | Streptocarpus |
| Paeonia lactiflora | | Syngonium |
| Papaver somniferum | | Tolmiea menziesii |
| Papaver nudicaule | | Tradescantia fluminensis |
| Paphiopedilum | | Vriesea |
| Physalis | | Zamioculus |
| Physostegia virginiana | | |

| | | |
|--|--|--|
| Polianthes tuberosa Protea Rosa Rudbeckia Sandersonia Saponaria Scabiosa stellata Solidaster luteus Spiraea Stephanotis floribunda Stillingia Strelitzia reginae Tagetes Tanacetum parthenium Trollius Vanda Viburnum opulus Zinnia elegans | | |
|--|--|--|

Appendix 2

Floristry designs techniques

All of the techniques must be covered at least once over units 305-308. The grid enables coverage to be tracked across units.

| Design Techniques | Unit | Tied | Wired | Glued | Medium |
|-------------------|------|------|-------|-------|--------|
| Banding | | | | | |
| Basing | | | | | |
| Binding | | | | | |
| Bundling | | | | | |
| Caging | | | | | |
| Clustering | | | | | |
| Cupping | | | | | |
| Feathering | | | | | |
| Gluing | | | | | |
| Graduating | | | | | |
| Grouping | | | | | |
| Parallel | | | | | |
| Pavé | | | | | |
| Pinning | | | | | |
| Plaiting | | | | | |
| Pleating | | | | | |
| Rolling | | | | | |
| Shadowing | | | | | |
| Sheltering | | | | | |
| Spiralling | | | | | |
| Stacking | | | | | |
| Stapling | | | | | |
| Taping | | | | | |
| Threading | | | | | |
| Tying / Knotting | | | | | |
| Veiling | | | | | |
| Weaving | | | | | |
| Winding | | | | | |
| Wiring | | | | | |
| Wrapping | | | | | |

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

City & Guilds Centre Manual

This document provides guidance for organisations wishing to become City & Guilds approved centres, as well as information for approved centres delivering City & Guilds qualifications. It covers the centre and qualification approval process as well as providing guidance on delivery, assessment and quality assurance for approved centres.

It also details the City & Guilds requirements for ongoing centre and qualification approval, and provides examples of best practice for centres. Specifically, the document includes sections on:

- the centre and qualification approval process
- assessment, internal quality assurance and examination roles at the centre
- registration and certification of candidates
- non-compliance and malpractice
- complaints and appeals
- equal opportunities
- data protection
- management systems
- maintaining records
- internal quality assurance
- external quality assurance.

Our Quality Assurance Requirements

This document explains the requirements for the delivery, assessment and awarding of our qualifications. All centres working with City & Guilds must adopt and implement these requirements across all of their qualification provision. Specifically, this document:

- specifies the quality assurance and control requirements that apply to all centres
- sets out the basis for securing high standards, for all our qualifications and/or assessments
- details the impact on centres of non-compliance

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

Walled Garden: how to register and certificate candidates on line

Events: dates and information on the latest Centre events

Online assessment: how to register for e-assessments.

Useful contacts

UK learners

General qualification information

E: learnersupport@cityandguilds.com

International learners

General qualification information

E: intcg@cityandguilds.com

Centres

Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results

E: centresupport@cityandguilds.com

Single subject qualifications

Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change

E: singlesubjects@cityandguilds.com

International awards

Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports

E: intops@cityandguilds.com

Walled Garden

Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems

E: walledgarden@cityandguilds.com

Employer

Employer solutions, Mapping, Accreditation, Development Skills, Consultancy

E: business@cityandguilds.com

Every effort has been made to ensure that the information contained in this publication is true and correct at the time of going to press. However, City & Guilds' products and services are subject to continuous development and improvement and the right is reserved to change products and services from time to time. City & Guilds cannot accept liability for loss or damage arising from the use of information in this publication.

If you have a complaint, or any suggestions for improvement about any of the services that we provide, email: feedbackandcomplaints@cityandguilds.com

About City & Guilds

As the UK's leading vocational education organisation, City & Guilds is leading the talent revolution by inspiring people to unlock their potential and develop their skills. City & Guilds is recognised and respected by employers across the world as a sign of quality and exceptional training.

City & Guilds Group

The City & Guilds Group is a leader in global skills development. Our purpose is to help people and organisations to develop their skills for personal and economic growth. Made up of City & Guilds, City & Guilds Kineo, The Oxford Group and ILM, we work with education providers, businesses and governments in over 100 countries.

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candidates may copy the material only for their own use when working towards a City & Guilds qualification

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