

# Level 3 Award, Certificate and Diploma in Creative Techniques [7113]

## Level 3 Floral units



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# **Level 3 Award, Certificate and Diploma in Creative Techniques [7113]**

## **Level 3 Floral units**

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| City & Guilds ref no:  | 7113 – 600   |  |
| Title:   | Floral Design – Wired Bridal Bouquets  |  |
| Level:   | 3  |  |
| Credit value:  | 9  |  |
| Unit aim:  | In this unit the learner will produce <b>three</b> wired bridal bouquets   |  |
| Learning outcomes  | <ol style="list-style-type: none"> <li>1 Research contextual influences relating to bridal bouquets</li> <li>2 Use advanced and innovative design ideas to inform the making of bridal bouquets</li> <li>3 Plan and manage the making of the bridal bouquets to the working design</li> <li>4 Work safely and effectively</li> <li>5 Make well constructed bridal bouquets to a professional standard</li> <li>6 Use presentation skills to display the bridal bouquets</li> </ol> |  |
| Learning outcome 1   | Assessment criteria  |  |
| The learner can:   | The learner will:  |  |
| 1 Research contextual influences relating to bridal bouquets                       | <ol style="list-style-type: none"> <li>1.1 Document current trends and the work of <b>three</b> contemporary designer makers</li> <li>1.2 Document historical and cultural influences relating to bridal bouquets</li> <li>1.3 Record research from books/museums/exhibitions/websites</li> <li>...</li> </ol>   |  |
| Learning outcome 2   | Assessment criteria  |  |
| The learner can:   | The learner will:  |  |
| 2 Use advanced and innovative design ideas to inform the making of bridal bouquets | <ol style="list-style-type: none"> <li>2.1 Develop a statement of intent</li> <li>2.2 Collect source material to influence the designs for the bridal bouquets</li> <li>2.3 Use the elements of design to create visuals and preliminary ideas</li> <li>2.4 Develop preliminary ideas and produce detailed working design sheets for the bridal bouquets</li> </ol>  |  |
| Learning outcome 3   | Assessment criteria  |  |
| The learner can:   | The learner will:  |  |
| 3 Plan and manage the making of the bridal bouquets to the working design          | <ol style="list-style-type: none"> <li>3.1 Select, obtain and prepare materials</li> <li>3.2 Produce a range of samples using advanced and innovative techniques</li> </ol>  |  |

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|  | <p>and processes</p> <p>3.3 List and describe the characteristics of materials, advanced techniques and processes sampled</p> <p>3.4 Produce a costing and time estimate for making the bridal bouquets</p>  |
| Learning outcome 4   | Assessment criteria  |
| The learner can:   | The learner will:  |
| 4 Work safely and effectively                                      | <p>4.1 Name tools, equipment, materials and advanced techniques required to make the bridal bouquets</p> <p>4.2 Describe the care and safety requirements of tools, equipment and materials required to make the bridal bouquets</p> <p>4.3 Use tools, equipment, materials and advanced techniques safely</p> <p>4.4 List related Health and Safety factors and current legislation</p>   |
| Learning outcome 5   | Assessment criteria  |
| The learner can:   | The learner will:  |
| 5 Make well constructed bridal bouquets to a professional standard | <p>5.1 Handle materials for advanced techniques correctly</p> <p>5.2 List adjustments made during the making process</p> <p>5.3 Make well constructed professional bridal bouquets to the following specifications –</p> <ul style="list-style-type: none"> <li>• All items are to be wired</li> <li>• The three wired bridal bouquets to be produced in this unit are: <ol style="list-style-type: none"> <li>1 A bouquet showing cultural or religious influence using fresh and/or preserved plant material, minimum length 60cm</li> <li>2 A bouquet for a stated dress using fresh and/or preserved plant material and accessories, minimum length 60cm</li> <li>3 A posy inspired by the Victorian era using fresh plant material with or without accessories, maximum diameter 25cm</li> </ol> </li> <li>• <b>One</b> design will be packaged for transportation</li> </ul> <p>5.4 Store and finish the completed bridal bouquets</p> <p>5.5 Produce a full cost sheet and production timescale</p> <p>5.6 Evaluate and describe the finished</p> |



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|  | bridal bouquets – <ul style="list-style-type: none"> <li>• Strengths</li> <li>• Areas for improvement</li> <li>• Problems encountered and solved</li> </ul> 5.7 All work produced for this unit will be collated and stored in an appropriate format   |
| Learning outcome 6   | Assessment criteria  |
| The learner can:   | The learner will:  |
| 6 Use presentation skills to display the bridal bouquets   | 6.1 List and describe a range of presentation styles and methods suitable for use with the bridal bouquets<br>6.2 Select and use a method to present the bridal bouquets<br>6.3 Evaluate the presentation method and describe – <ul style="list-style-type: none"> <li>• Strengths</li> <li>• Areas for improvement</li> </ul> |
| Learning programme   |  |
| In this unit the learner will:   |  |
| Identify the Latin name, genus and species for all fresh plant material used   |  |
| Select, prepare, condition, maintain and store materials correctly   |  |
| Select and use suitable mechanics and accessories  |  |
| Handle floral materials to minimise their damage, wastage and contamination  |  |
| Use a range of traditional and innovative floristry and flower arranging techniques and processes  |  |
| Use precise taping and wiring techniques with materials in preparation for assembly  |  |
| Securely assemble, tape and fix wired floral components to conceal mechanics   |  |
| Create visually balanced, harmonious floral items and compositions using advanced and innovative design ideas  |  |
| Use suitable materials to wrap floral items and package for transportation   |  |
| Assessment guidance:   |  |
| <ul style="list-style-type: none"> <li>• Not all floral items required for assessment need to be produced at the same time. Clear photographic evidence can be used to document work produced for this unit</li> </ul> |  |

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| City & Guilds ref no:  | 7113 – 601   |
| Title:   | Floral Design – Large Decorative Arrangements  |
| Level:   | 3  |
| Credit value:  | 9  |
| Unit aim:  | In this unit the learner will produce <b>three</b> large floral decorative arrangements  |
| Learning outcomes  | <ol style="list-style-type: none"> <li>1 Research contextual influences relating to large floral arrangements</li> <li>2 Use advanced and innovative design ideas to inform the making of large floral arrangements</li> <li>3 Plan and manage the making of large floral arrangements to the working design</li> <li>4 Work safely and effectively</li> <li>5 Make well constructed large floral arrangements to a professional standard</li> <li>6 Use presentation skills to display the large floral arrangements</li> </ol> |
| Learning outcome 1   | Assessment criteria  |
| The learner can:   | The learner will:  |
| 1 Research contextual influences relating to large floral arrangements                       | <ol style="list-style-type: none"> <li>1.1 Document current trends and the work of <b>three</b> contemporary designer makers</li> <li>1.2 Document historical and cultural influences relating to large floral arrangements</li> <li>1.3 Record research from books/museums/exhibitions/websites</li> <li>...</li> </ol>   |
| Learning outcome 2   | Assessment criteria  |
| The learner can:   | The learner will:  |
| 2 Use advanced and innovative design ideas to inform the making of large floral arrangements | <ol style="list-style-type: none"> <li>2.1 Develop a statement of intent</li> <li>2.2 Collect source material to influence the designs for the large floral arrangements</li> <li>2.3 Use the elements of design to create visuals and preliminary ideas</li> <li>2.4 Develop preliminary ideas and produce detailed working design sheets for the large floral arrangements</li> </ol>  |
| Learning outcome 3   | Assessment criteria  |
| The learner can:   | The learner will:  |

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| <p>3 Plan and manage the making of the large floral arrangements to the working design</p> | <p>3.1 Select, obtain and prepare materials<br/> 3.2 Produce a range of samples using advanced and innovative techniques and processes<br/> 3.3 List and describe the characteristics of materials, advanced techniques and processes sampled<br/> 3.4 Produce a costing and time estimate for making the large floral arrangements</p>  |
| <p>Learning outcome 4<br/><br/>The learner can:</p>  | <p>Assessment criteria<br/><br/>The learner will:</p>  |
| <p>4 Work safely and effectively</p>   | <p>4.1 Name tools, equipment, materials and advanced techniques required to make the large floral arrangements<br/> 4.2 Describe the care and safety requirements of tools, equipment and materials required to make the large floral arrangements<br/> 4.3 Use tools, equipment, materials and advanced techniques safely<br/> 4.4 List related Health and Safety factors and current legislation</p>   |
| <p>Learning outcome 5<br/><br/>The learner can:</p>  | <p>Assessment criteria<br/><br/>The learner will:</p>  |
| <p>5 Make well constructed large floral arrangements to a professional standard</p>        | <p>5.1 Handle materials for advanced techniques correctly<br/> 5.2 List adjustments made during the making process<br/> 5.3 Make well constructed professional large floral arrangements to the following specifications –</p> <ul style="list-style-type: none"> <li>• All items will be unwired</li> <li>• The <b>three</b> large floral decorative arrangements produced in this unit are: <ol style="list-style-type: none"> <li>1 A <b>three</b> tiered table arrangement in the style of the Victorian era, minimum height 65cm</li> <li>2 A pedestal arrangement with or without accessories, minimum height 2 metres</li> <li>3 A vertical linear free standing design, minimum height 2 metres</li> </ol> </li> <li>• All designs <b>must</b> be constructed using fresh plant material</li> <li>• All work produced for this unit will be collated and stored in a folder of work</li> </ul> |

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|  | <p>5.4 Store and finish the completed large floral arrangements</p> <p>5.5 Produce a full cost sheet and production timescale</p> <p>5.6 Evaluate and describe the finished large floral arrangements –</p> <ul style="list-style-type: none"> <li>• Strengths</li> <li>• Areas for improvement</li> <li>• Problems encountered and solved</li> </ul> <p>5.7 All work produced for this unit will be collated and stored in an appropriate format</p> |
| Learning outcome 6   | Assessment criteria   |
| The learner can:   | The learner will:   |
| 6 Use presentation skills to display the large floral arrangements   | <p>6.1 List and describe a range of presentation styles and methods suitable for use with the large floral arrangements</p> <p>6.2 Select and use a method to present the large floral arrangements</p> <p>6.3 Evaluate the presentation method and describe –</p> <ul style="list-style-type: none"> <li>• Strengths</li> <li>• Areas for improvement</li> </ul>   |
| Learning programme   |   |
| In this unit the learner will:   |   |
| Identify the Latin name, genus and species for all fresh plant material used   |   |
| Select, prepare, condition, maintain and store materials correctly   |   |
| Select and use suitable mechanics and accessories  |   |
| Handle floral materials to minimise their damage, wastage and contamination  |   |
| Use a range of traditional and innovative floristry and flower arranging techniques and processes  |   |
| Securely assemble and fix floral components to conceal mechanics   |   |
| Create visually balanced, harmonious floral items and compositions using advanced and innovative design ideas  |   |
| Use suitable materials to wrap floral items and package for transportation   |   |
| Assessment guidance:   |   |
| <ul style="list-style-type: none"> <li>• Not all floral items required for assessment need to be produced at the same time. Clear photographic evidence can be used to document work produced for this unit</li> </ul> |   |

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| City & Guilds ref no:  | 7113 – 602   |  |
| Title:   | Floral Design – Complex Hand Tied Designs  |  |
| Level:   | 3  |  |
| Credit value:  | 9  |  |
| Unit aim:  | In this unit the learner will produce <b>three</b> complex hand tied designs   |  |
| Learning outcomes  | <ol style="list-style-type: none"> <li>1 Research contextual influences relating to complex hand tied designs</li> <li>2 Use advanced and innovative design ideas to inform the making of complex hand tied designs</li> <li>3 Plan and manage the making of complex hand tied designs to the working design</li> <li>4 Work safely and effectively</li> <li>5 Make well constructed complex hand tied designs to a professional standard</li> <li>6 Use presentation skills to display the complex hand tied designs</li> </ol> |  |
| Learning outcome 1   | Assessment criteria  |  |
| The learner can:   | The learner will:  |  |
| 1 Research contextual influences relating to complex hand tied designs                       | <ol style="list-style-type: none"> <li>1.1 Document current trends and the work of <b>three</b> contemporary designer makers</li> <li>1.2 Document historical and cultural influences relating to complex hand tied designs</li> <li>1.3 Record research from books/museums/exhibitions/websites</li> <li>...</li> </ol>   |  |
| Learning outcome 2   | Assessment criteria  |  |
| The learner can:   | The learner will:  |  |
| 2 Use advanced and innovative design ideas to inform the making of complex hand tied designs | <ol style="list-style-type: none"> <li>2.1 Develop a statement of intent</li> <li>2.2 Collect source material to influence the designs for the complex hand tied designs</li> <li>2.3 Use the elements of design to create visuals and preliminary ideas</li> <li>2.4 Develop preliminary ideas and produce detailed working design sheets for the complex hand tied designs</li> </ol>  |  |
| Learning outcome 3   | Assessment criteria  |  |
| The learner can:   | The learner will:  |  |

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| <p>3 Plan and manage the making of the complex hand tied designs to the working design</p> | <p>3.1 Select, obtain and prepare materials<br/> 3.2 Produce a range of samples using advanced and innovative techniques and processes<br/> 3.3 List and describe the characteristics of materials, advanced techniques and processes sampled<br/> 3.4 Produce a costing and time estimate for making the complex hand tied designs</p>   |
| <p>Learning outcome 4</p> <p>The learner can:</p>  | <p>Assessment criteria</p> <p>The learner will:</p>   |
| <p>4 Work safely and effectively</p>   | <p>4.1 Name tools, equipment, materials and advanced techniques required to make the complex hand tied designs<br/> 4.2 Describe the care and safety requirements of tools, equipment and materials required to make the complex hand tied designs<br/> 4.3 Use tools, equipment, materials and advanced techniques safely<br/> 4.4 List related Health and Safety factors and current legislation</p>  |
| <p>Learning outcome 5</p> <p>The learner can:</p>  | <p>Assessment criteria</p> <p>The learner will:</p>   |
| <p>5 Make well constructed complex hand tied designs to a professional standard</p>        | <p>5.1 Handle materials for advanced techniques correctly<br/> 5.2 List adjustments made during the making process<br/> 5.3 Make well constructed professional complex hand tied designs to the following specifications –</p> <ul style="list-style-type: none"> <li>• All designs will be hand tied</li> <li>• The <b>three</b> hand tied designs to be produced in this unit are: <ol style="list-style-type: none"> <li>1 A linear design with a minimum of <b>three</b> textures, minimum length 65cm</li> <li>2 A design with a structure and a minimum of <b>three</b> textures. Minimum length 60cm; the structure will be made by the learner</li> <li>3 An informal presentation bouquet for a gala event</li> </ol> </li> <li>• At least <b>one</b> item will be constructed using fresh plant material</li> </ul> <p>5.4 Store and finish the completed complex hand tied designs<br/> 5.5 Produce a full cost sheet and production timescale<br/> 5.6 Evaluate and describe the finished</p> |

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|  | <p>complex hand tied designs –</p> <ul style="list-style-type: none"> <li>• Strengths</li> <li>• Areas for improvement</li> <li>• Problems encountered and solved</li> </ul> <p>5.7 All work produced for this unit will be collated and stored in an appropriate format</p>  |
| Learning outcome 6   | Assessment criteria   |
| The learner can:   | The learner will:   |
| 6 Use presentation skills to display the complex hand tied designs   | <p>6.1 List and describe a range of presentation styles and methods suitable for use with the complex hand tied designs</p> <p>6.2 Select and use a method to present the complex hand tied designs</p> <p>6.3 Evaluate the presentation method and describe –</p> <ul style="list-style-type: none"> <li>• Strengths</li> <li>• Areas for improvement</li> </ul> |
| Learning programme   |   |
| In this unit the learner will:   |   |
| Identify the Latin name, genus and species for all fresh plant material used   |   |
| Select, prepare, condition, maintain and store materials correctly   |   |
| Select and use suitable mechanics and accessories  |   |
| Handle floral materials to minimise their damage, wastage and contamination  |   |
| Use a range of traditional and innovative floristry and flower arranging techniques and processes  |   |
| Position and use precise tying techniques with floral materials to produce firm, secure, and visually balanced displays  |   |
| Conceal mechanics  |   |
| Create harmonious floral items and compositions using advanced and innovative design ideas   |   |
| Use suitable materials to wrap floral items and package for transportation   |   |
| Assessment guidance:   |   |
| <ul style="list-style-type: none"> <li>• Not all floral items required for assessment need to be produced at the same time. Clear photographic evidence can be used to document work produced for this unit</li> </ul> |   |

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| City & Guilds ref no:   | 7113 – 603  |  |
| Title:  | Floral Design – Bespoke Tributes  |  |
| Level:  | 3   |  |
| Credit value:   | 9   |  |
| Unit aim:   | In this unit the learner will produce <b>three</b> bespoke tributes   |  |
| Learning outcomes   | <ol style="list-style-type: none"> <li>1 Research contextual influences relating to bespoke tributes</li> <li>2 Use advanced and innovative design ideas to inform the making of bespoke tributes</li> <li>3 Plan and manage the making of bespoke tributes to the working design</li> <li>4 Work safely and effectively</li> <li>5 Make well constructed bespoke tributes to a professional standard</li> <li>6 Use presentation skills to display the bespoke tributes</li> </ol> |  |
| Learning outcome 1  | Assessment criteria   |  |
| The learner can:  | The learner will:   |  |
| 1 Research contextual influences relating to bespoke tributes                       | <ol style="list-style-type: none"> <li>1.1 Document current trends and the work of <b>three</b> contemporary designer makers</li> <li>1.2 Document historical and cultural influences relating to bespoke tributes</li> <li>1.3 Record research from books/museums/exhibitions/websites<br/>...</li> </ol>  |  |
| Learning outcome 2  | Assessment criteria   |  |
| The learner can:  | The learner will:   |  |
| 2 Use advanced and innovative design ideas to inform the making of bespoke tributes | <ol style="list-style-type: none"> <li>2.1 Develop a statement of intent</li> <li>2.2 Collect source material to influence the designs for the bespoke tributes</li> <li>2.3 Use the elements of design to create visuals and preliminary ideas</li> <li>2.4 Develop preliminary ideas and produce detailed working design sheets for the bespoke tributes</li> </ol>   |  |
| Learning outcome 3  | Assessment criteria   |  |
| The learner can:  | The learner will:   |  |
| 3 Plan and manage the making of the bespoke tributes to the working design          | <ol style="list-style-type: none"> <li>3.1 Select, obtain and prepare materials</li> <li>3.2 Produce a range of samples using advanced and innovative techniques and processes</li> <li>3.3 List and describe the characteristics of</li> </ol>   |  |



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|   | <p>materials, advanced techniques and processes sampled</p> <p>3.4 Produce a costing and time estimate for making the bespoke tributes</p>  |
| Learning outcome 4  | Assessment criteria   |
| The learner can:  | The learner will:   |
| 4 Work safely and effectively                                       | <p>4.1 Name tools, equipment, materials and advanced techniques required to make the bespoke tributes</p> <p>4.2 Describe the care and safety requirements of tools, equipment and materials required to make the bespoke tributes</p> <p>4.3 Use tools, equipment, materials and advanced techniques safely</p> <p>4.4 List related Health and Safety factors and current legislation</p>  |
| Learning outcome 5  | Assessment criteria   |
| The learner can:  | The learner will:   |
| 5 Make well constructed bespoke tributes to a professional standard | <p>5.1 Handle materials for advanced techniques correctly</p> <p>5.2 List adjustments made during the making process</p> <p>5.3 Make well constructed professional bespoke tributes to the following specifications –</p> <ul style="list-style-type: none"> <li>• The designs can be wired or unwired and may contain wired and unwired components</li> <li>• The three bespoke tributes to be produced in this unit are: <ol style="list-style-type: none"> <li>1 A designer spray for an adult coffin</li> <li>2 A bespoke floral emblem with a wire or foam base, maximum size 1 metre; the base <b>must</b> be fashioned by the learner</li> <li>3 A 3D floral form using a minimum <b>three</b> colours or <b>three</b> hues of a colour, maximum size 1 metre: the frame may be commercially purchased or constructed by the learner</li> </ol> </li> <li>• All designs may be constructed using fresh and/or preserved and/or artificial plant material</li> </ul> <p>5.4 Store and finish the completed bespoke tributes</p> <p>5.5 Produce a full cost sheet and production timescale</p> |

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|  | <p>5.6 Evaluate and describe the finished bespoke tributes –</p> <ul style="list-style-type: none"> <li>• Strengths</li> <li>• Areas for improvement</li> <li>• Problems encountered and solved</li> </ul> <p>5.7 All work produced for this unit will be collated and stored in an appropriate format</p>                                      |
| Learning outcome 6   | Assessment criteria   |
| The learner can:   | The learner will:   |
| 6 Use presentation skills to display the bespoke tributes  | <p>6.1 List and describe a range of presentation styles and methods suitable for use with the bespoke tributes</p> <p>6.2 Select and use a method to present the bespoke tributes</p> <p>6.3 Evaluate the presentation method and describe –</p> <ul style="list-style-type: none"> <li>• Strengths</li> <li>• Areas for improvement</li> </ul> |
| Learning programme   |   |
| In this unit the learner will:   |   |
| Identify the Latin name, genus and species for all fresh plant material used   |   |
| Select, prepare, condition, maintain and store materials correctly   |   |
| Select and use suitable mechanics and accessories  |   |
| Handle floral materials to minimise their damage, wastage and contamination  |   |
| Use a range of traditional and innovative floristry and flower arranging techniques and processes  |   |
| Securely assemble, tape and fix wired floral components to conceal mechanics   |   |
| Securely assemble and fix floral components to conceal mechanics   |   |
| Create visually balanced, harmonious floral items and compositions using advanced and innovative design ideas  |   |
| Use suitable materials to wrap floral items and package for transportation   |   |
| Assessment guidance:   |   |
| <ul style="list-style-type: none"> <li>• Tribute 2 – the emblem may be a logo, shield, badge ...</li> <li>• Tribute 3 – the 3D form may be a sports item, vehicle, typography ...</li> <li>• Not all floral items required for assessment need to be produced at the same time. Clear photographic evidence can be used to document work produced for this unit</li> </ul> |   |

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| City & Guilds ref no:   | 7113 – 604  |  |
| Title:  | Floral Design – Specialist Wedding Designs  |  |
| Level:  | 3   |  |
| Credit value:   | 9   |  |
| Unit aim:   | In this unit the learner will produce <b>three</b> designer wedding floral items  |  |
| Learning outcomes   | <ol style="list-style-type: none"> <li>1 Research contextual influences relating to designer wedding items</li> <li>2 Use advanced and innovative design ideas to inform the making of designer wedding items</li> <li>3 Plan and manage the making of designer wedding items to the working design</li> <li>4 Work safely and effectively</li> <li>5 Make well constructed designer wedding items to a professional standard</li> <li>6 Use presentation skills to display the designer wedding items</li> </ol> |  |
| Learning outcome 1  | Assessment criteria   |  |
| The learner can:  | The learner will:   |  |
| 1 Research contextual influences relating to designer wedding items                       | <ol style="list-style-type: none"> <li>1.1 Document current trends and the work of <b>three</b> contemporary designer makers</li> <li>1.2 Document historical and cultural influences relating to designer wedding items</li> <li>1.3 Record research from books/museums/exhibitions/websites</li> <li>...</li> </ol>   |  |
| Learning outcome 2  | Assessment criteria   |  |
| The learner can:  | The learner will:   |  |
| 2 Use advanced and innovative design ideas to inform the making of designer wedding items | <ol style="list-style-type: none"> <li>2.1 Develop a statement of intent</li> <li>2.2 Collect source material to influence the design of the designer wedding items</li> <li>2.3 Use the elements of design to create visuals and preliminary ideas</li> <li>2.4 Develop preliminary ideas and produce detailed working design sheets for the designer wedding items</li> </ol>   |  |
| Learning outcome 3  | Assessment criteria   |  |
| The learner can:  | The learner will:   |  |

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| <p>3 Plan and manage the making of the designer wedding items to the working design</p> | <p>3.1 Select, obtain and prepare materials<br/> 3.2 Produce a range of samples using advanced and innovative techniques and processes<br/> 3.3 List and describe the characteristics of materials, advanced techniques and processes sampled<br/> 3.4 Produce a costing and time estimate for making the designer wedding items</p>  |
| <p>Learning outcome 4</p> <p>The learner can:</p>                                       | <p>Assessment criteria</p> <p>The learner will:</p>   |
| <p>4 Work safely and effectively</p>  | <p>4.1 Name tools, equipment, materials and advanced techniques required to make the designer wedding items<br/> 4.2 Describe the care and safety requirements of tools, equipment and materials required to make the designer wedding items<br/> 4.3 Use tools, equipment, materials and advanced techniques safely<br/> 4.4 List related Health and Safety factors and current legislation</p>  |
| <p>Learning outcome 5</p> <p>The learner can:</p>                                       | <p>Assessment criteria</p> <p>The learner will:</p>   |
| <p>5 Make well constructed designer wedding items to a professional standard</p>        | <p>5.1 Handle materials for advanced techniques correctly<br/> 5.2 List adjustments made during the making process<br/> 5.3 Make well constructed professional designer wedding items to the following specifications –</p> <ul style="list-style-type: none"> <li>• The items can be wired or unwired and may contain wired and unwired components</li> <li>• The three designer items to be produced in this unit are: <ol style="list-style-type: none"> <li>1 A large flowing bridal bouquet constructed with fresh plant material and accessories, minimum length 60cm</li> <li>2 An adornment for a guest at a celebrity wedding, packaged for transportation; the adornment <b>must</b> compliment the colour of the outfit. Fabric samples and the fastening technique must be included in the final presentation</li> <li>3 A free standing design showing a cultural influence for the entrance of a</li> </ol> </li> </ul> |

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|  | <p>marquee or hotel The culture must be stated in the brief and be one other than the learners own</p> <ul style="list-style-type: none"> <li>• Items <b>two</b> and <b>three</b> may be constructed with fresh and/or preserved and/or artificial material</li> <li>• All work produced for this unit will be collated and stored in a folder of work</li> </ul> <p>5.4 Store and finish the completed designer wedding items</p> <p>5.5 Produce a full cost sheet and production timescale</p> <p>5.6 Evaluate and describe the finished designer wedding items –</p> <ul style="list-style-type: none"> <li>• Strengths</li> <li>• Areas for improvement</li> <li>• Problems encountered and solved</li> </ul> <p>5.7 All work produced for this unit will be collated and stored in an appropriate format</p> |
| Learning outcome 6   | Assessment criteria   |
| The learner can:   | The learner will:   |
| 6 Use presentation skills to display the designer wedding items  | <p>6.1 List and describe a range of presentation styles and methods suitable for use with the designer wedding items</p> <p>6.2 Select and use a method to present the designer wedding items</p> <p>6.3 Evaluate the presentation method and describe –</p> <ul style="list-style-type: none"> <li>• Strengths</li> <li>• Areas for improvement</li> </ul>   |
| Learning programme   |   |
| In this unit the learner will:   |   |
| Identify the Latin name, genus and species for all fresh plant material used                                 |   |
| Select, prepare, condition, maintain and store materials correctly   |   |
| Select and use suitable mechanics and accessories  |   |
| Handle floral materials to minimise their damage, wastage and contamination                                  |   |
| Use a range of traditional and innovative floristry and flower arranging techniques and processes            |   |
| Use precise taping and wiring techniques with materials in preparation for assembly                          |   |
| Securely assemble, tape and fix wired floral components to conceal mechanics                                 |   |
| Securely assemble and fix floral components to conceal mechanics   |   |
| Create visually balanced, harmonious floral items and compositions using advanced and innovative design idea |   |
| Use suitable materials to wrap floral items and package for transportation                                   |   |

Assessment guidance:

- Not all floral items required for assessment need to be produced at the same time. Clear photographic evidence can be used to document work produced for this unit

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| City & Guilds ref no:  | 7113 – 605   |  |
| Title:   | Floral design – Hanging Floral Displays for Special Occasions  |  |
| Level:   | 3  |  |
| Credit value:  | 9  |  |
| Unit aim:  | In this unit the learner will produce <b>two</b> hung floral displays and <b>one</b> display showing hanging techniques  |  |
| Learning outcomes  | <ol style="list-style-type: none"> <li>1 Research contextual influences relating to floral hanging displays</li> <li>2 Use advanced and innovative design ideas to inform the making of floral hanging displays</li> <li>3 Plan and manage the making of the floral hanging displays to the working design</li> <li>4 Work safely and effectively</li> <li>5 Make well constructed floral hanging displays to a professional standard</li> <li>6 Use presentation skills to display the floral hanging displays</li> </ol> |  |
| Learning outcome 1   | Assessment criteria  |  |
| The learner can:   | The learner will:  |  |
| 1 Research contextual influences relating to floral hanging displays                       | <ol style="list-style-type: none"> <li>1.1 Document current trends and the work of <b>three</b> contemporary designer makers</li> <li>1.2 Document historical and cultural influences relating to the floral hanging displays</li> <li>1.3 Record research from books/museums/exhibitions/websites<br/>...</li> </ol>  |  |
| Learning outcome 2   | Assessment criteria  |  |
| The learner can:   | The learner will:  |  |
| 2 Use advanced and innovative design ideas to inform the making of floral hanging displays | <ol style="list-style-type: none"> <li>2.1 Develop a statement of intent</li> <li>2.2 Collect source material to influence the designs for the floral hanging displays</li> <li>2.3 Use the elements of design to create visuals and preliminary ideas</li> <li>2.4 Develop preliminary ideas and produce detailed working design sheets for the floral hanging displays</li> </ol>  |  |
| Learning outcome 3   | Assessment criteria  |  |

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| The learner can:  | The learner will:   |
| 3 Plan and manage the making of the floral hanging displays to the working design | 3.1 Select, obtain and prepare materials<br>3.2 Produce a range of samples using advanced and innovative techniques and processes<br>3.3 List and describe the characteristics of materials, advanced techniques and processes sampled<br>3.4 Produce a costing and time estimate for making the floral hanging displays  |
| Learning outcome 4  | Assessment criteria   |
| The learner can:  | The learner will:   |
| 4 Work safely and effectively   | 4.1 Name tools, equipment, materials and advanced techniques required to make the floral hanging displays<br>4.2 Describe the care and safety requirements of tools, equipment and materials required to make the floral hanging displays<br>4.3 Use tools, equipment, materials and advanced techniques safely<br>4.4 List related Health and Safety factors and current legislation   |
| Learning outcome 5  | Assessment criteria   |
| The learner can:  | The learner will:   |
| 5 Make well constructed floral hanging displays to a professional standard        | 5.1 Handle materials for advanced techniques correctly<br>5.2 List adjustments made during the making process<br>5.3 Make well constructed professional floral hanging displays items to the following specifications – <ul style="list-style-type: none"> <li>• The items can be wired or unwired and may contain wired and unwired components</li> <li>• The <b>three</b> displays to be produced in this unit are: <ol style="list-style-type: none"> <li>1 An all round hanging floral design that incorporates a handmade structure, minimum length 60cm; the structure will be made by the learner</li> <li>2 A floral wall hanging with no visible background with or without accessories, minimum size 70cm</li> <li>3 A free standing promotional floral display with three hanging components for a corporate event, minimum size 1 metre; <b>one</b> component <b>must</b> show evidence of</li> </ol> </li> </ul> |



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|  | <p>weaving techniques</p> <ul style="list-style-type: none"> <li>All displays may be constructed with fresh and/or preserved and/or artificial plant material and accessories</li> </ul> <p>5.4 Store and finish the completed floral hanging displays</p> <p>5.5 Produce a full cost sheet and production timescale</p> <p>5.6 Evaluate and describe the finished floral hanging displays –</p> <ul style="list-style-type: none"> <li>Strengths</li> <li>Areas for improvement</li> <li>Problems encountered and solved</li> </ul> <p>5.7 All work produced for this unit will be collated and stored in an appropriate format</p> |
| Learning outcome 6   | Assessment criteria  |
| The learner can:   | The learner will:  |
| 6 Use presentation skills to display the floral hanging displays   | <p>6.1 List and describe a range of presentation styles and methods suitable for use with the floral hanging displays</p> <p>6.2 Select and use a method to present the floral hanging displays</p> <p>6.3 Evaluate the presentation method and describe –</p> <ul style="list-style-type: none"> <li>Strengths</li> <li>Areas for improvement</li> </ul>  |
| Learning programme   |  |
| In this unit the learner will:   |  |
| Identify the Latin name, genus and species for all fresh plant material used   |  |
| Select, prepare, condition, maintain and store materials correctly   |  |
| Select and use suitable mechanics and accessories  |  |
| Handle floral materials to minimise their damage, wastage and contamination  |  |
| Use a range of traditional and innovative floristry and flower arranging techniques and processes  |  |
| Use precise taping and wiring techniques with materials in preparation for assembly  |  |
| Securely assemble, tape and fix wired floral components to conceal mechanics   |  |
| Securely assemble and fix floral components to conceal mechanics   |  |
| Create visually balanced, harmonious floral items and compositions using advanced and innovative design ideas  |  |
| Use suitable materials to wrap floral items and package for transportation   |  |
| Assessment guidance:   |  |
| <ul style="list-style-type: none"> <li>Not all floral items required for assessment need to be produced at the same time. Clear photographic evidence can be used to document work produced for this unit</li> </ul> |  |

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| City & Guilds ref no:   | 7113 – 606  |  |
| Title:  | Floral Design – Contemporary Floral Designs; Shape and Form   |  |
| Level:  | 3   |  |
| Credit value:   | 9   |  |
| Unit aim:   | In this unit the learner will produce <b>three</b> contemporary floral designs  |  |
| Learning outcomes   | <ol style="list-style-type: none"> <li>1 Research contextual influences relating to contemporary designs</li> <li>2 Use advanced and innovative design ideas to inform the making of contemporary designs</li> <li>3 Plan and manage the making of the contemporary designs to the working design</li> <li>4 Work safely and effectively</li> <li>5 Make well constructed contemporary designs to a professional standard</li> <li>6 Use presentation skills to display the contemporary designs</li> </ol> |  |
| Learning outcome 1  | Assessment criteria   |  |
| The learner can:  | The learner will:   |  |
| 1 Research contextual influences relating to contemporary designs 3D and form                       | <ol style="list-style-type: none"> <li>1.1 Document current trends and the work of <b>three</b> contemporary designer makers</li> <li>1.2 Document historical and cultural influences relating to contemporary designs 3D and form</li> <li>1.3 Record research from books/museums/exhibitions/websites</li> <li>...</li> </ol>   |  |
| Learning outcome 2  | Assessment criteria   |  |
| The learner can:  | The learner will:   |  |
| 2 Use advanced and innovative design ideas to inform the making of contemporary designs 3D and form | <ol style="list-style-type: none"> <li>2.1 Develop a statement of intent</li> <li>2.2 Collect source material to influence the designs for the contemporary designs 3D and form</li> <li>2.3 Use the elements of design to create visuals and preliminary ideas</li> <li>2.4 Develop preliminary ideas and produce detailed working design sheets for the contemporary designs 3D and form</li> </ol>   |  |
| Learning outcome 3  | Assessment criteria   |  |
| The learner can:  | The learner will:   |  |

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| <p>3 Plan and manage the making of the contemporary designs 3D and form to the working design</p> | <p>3.1 Select, obtain and prepare materials<br/> 3.2 Produce a range of samples using advanced and innovative techniques and processes<br/> 3.3 List and describe the characteristics of materials, advanced techniques and processes sampled<br/> 3.4 Produce a costing and time estimate for making the contemporary designs 3D and form</p>  |
| <p>Learning outcome 4</p> <p>The learner can:</p>   | <p>Assessment criteria</p> <p>The learner will:</p>   |
| <p>4 Work safely and effectively</p>  | <p>4.1 Name tools, equipment, materials and advanced techniques required to make the contemporary designs 3D and form<br/> 4.2 Describe the care and safety requirements of tools, equipment and materials required to make the contemporary designs 3D and form<br/> 4.3 Use tools, equipment, materials and advanced techniques safely<br/> 4.4 List related Health and Safety factors and current legislation</p>  |
| <p>Learning outcome 5</p> <p>The learner can:</p>   | <p>Assessment criteria</p> <p>The learner will:</p>   |
| <p>5 Make well constructed contemporary designs 3D and form to a professional standard</p>        | <p>5.1 Handle materials for advanced techniques correctly<br/> 5.2 List adjustments made during the making process<br/> 5.3 Make well constructed professional contemporary designs 3D and form to the following specifications –</p> <ul style="list-style-type: none"> <li>• The designs can be wired or unwired and may contain wired and unwired components</li> <li>• The three designs to be produced in this unit are: <ol style="list-style-type: none"> <li>1 An all round suspended floral design for an exhibition or public venue with <b>three</b> x 3D forms constructed with fresh and/or preserved and/or artificial plant material, minimum size 80cm</li> <li>2 A contemporary display of fresh and preserved plant material based on an historical period, minimum size 80cm</li> <li>3 A themed free standing contemporary design with at least two visually linked placements comprising a set or</li> </ol> </li> </ul> |

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|  | <p>series using fresh and/or preserved plant material, minimum size 1m</p> <ul style="list-style-type: none"> <li>• <b>One</b> design <b>must</b> demonstrate the use of transparency</li> </ul> <p>5.4 Store and finish the completed contemporary designs 3D and form</p> <p>5.5 Produce a full cost sheet and production timescale</p> <p>5.6 Evaluate and describe the finished contemporary designs 3D and form –</p> <ul style="list-style-type: none"> <li>• Strengths</li> <li>• Areas for improvement</li> <li>• Problems encountered and solved</li> </ul> <p>5.7 All work produced for this unit will be collated and stored in an appropriate format</p> |
| Learning outcome 6   | Assessment criteria  |
| The learner can:   | The learner will:  |
| 6 Use presentation skills to display the contemporary designs 3D and form  | <p>6.1 List and describe a range of presentation styles and methods suitable for use with the contemporary designs 3D and form</p> <p>6.2 Select and use a method to present the contemporary designs 3D and form</p> <p>6.3 Evaluate the presentation method and describe –</p> <ul style="list-style-type: none"> <li>• Strengths</li> <li>• Areas for improvement</li> </ul>  |
| Learning programme   |  |
| In this unit the learner will:   |  |
| Record the Latin name to include genre, species type of plant for all fresh plant material used  |  |
| Identify the Latin name, genus and species for all fresh plant material used   |  |
| Select, prepare, condition, maintain and store materials correctly   |  |
| Select and use suitable mechanics and accessories  |  |
| Handle floral materials to minimise their damage, wastage and contamination  |  |
| Use a range of traditional and innovative floristry and flower arranging techniques and processes  |  |
| Use precise taping and wiring techniques with materials in preparation for assembly  |  |
| Securely assemble, tape and fix wired floral components to conceal mechanics   |  |
| Securely assemble and fix floral components to conceal mechanics   |  |
| Create visually balanced, harmonious floral items and compositions using advanced and innovative design ideas  |  |
| Use suitable materials to wrap floral items and package for transportation   |  |
| Assessment guidance:   |  |
| <ul style="list-style-type: none"> <li>• Design one – the <b>three</b> x 3D forms could be sphere, cone, square OR sphere, sphere, sphere ...</li> <li>• Not all floral items required for assessment need to be produced at the same time.</li> </ul> |  |

Clear photographic evidence can be used to document work produced for this unit

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| City & Guilds ref no:  | 7113 – 607   |  |
| Title:   | Floral Design – Accurate Botanical Illustrations   |  |
| Level:   | 3  |  |
| Credit value:  | 9  |  |
| Unit aim:  | In this unit the learner will produce a series of accurate botanical illustrations and accompanying notes of a commercially sourced exotic flower with foliage   |  |
| Learning outcomes  | <ol style="list-style-type: none"> <li>1 Research contextual influences relating to botanical illustrations</li> <li>2 Use advanced and innovative design ideas to inform the making of botanical illustrations</li> <li>3 Plan and manage the making of the botanical illustrations to the working design</li> <li>4 Work safely and effectively</li> <li>5 Make well constructed botanical illustrations to a professional standard</li> <li>6 Use presentation skills to display the botanical illustrations</li> </ol> |  |
| Learning outcome 1   | Assessment criteria  |  |
| The learner can:   | The learner will:  |  |
| 1 Research contextual influences relating to botanical illustrations                       | <ol style="list-style-type: none"> <li>1.1 Document current trends and the work of <b>three</b> contemporary designer makers</li> <li>1.2 Document historical and cultural influences relating to the botanical illustrations</li> <li>1.3 Record research from books/museums/exhibitions/websites<br/>...</li> </ol>  |  |
| Learning outcome 2   | Assessment criteria  |  |
| The learner can:   | The learner will:  |  |
| 2 Use advanced and innovative design ideas to inform the making of botanical illustrations | <ol style="list-style-type: none"> <li>2.1 Develop a statement of intent</li> <li>2.2 Collect source material to influence the design for the botanical illustrations</li> <li>2.3 Use the elements of design to create visuals and preliminary ideas</li> <li>2.4 Develop preliminary ideas and produce a detailed working design sheet for the botanical illustrations</li> </ol>  |  |
| Learning outcome 3   | Assessment criteria  |  |
| The learner can:   | The learner will:  |  |
| 3 Plan and manage the making of the  | 3.1 Select, obtain and prepare materials   |  |

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| botanical illustrations to the working design                              | <p>3.2 Produce a range of samples using advanced and innovative techniques and processes</p> <p>3.3 List and describe the characteristics of materials, advanced techniques and processes sampled</p> <p>3.4 Produce a costing and time estimate for making the botanical illustrations</p>  |
| Learning outcome 4   | Assessment criteria  |
| The learner can:   | The learner will:  |
| 4 Work safely and effectively  | <p>4.1 Name tools, equipment, materials and advanced techniques required to make the botanical illustrations</p> <p>4.2 Describe the care and safety requirements of tools, equipment and materials required to make the botanical illustrations</p> <p>4.3 Use tools, equipment, materials and advanced techniques safely</p> <p>4.4 List related Health and Safety factors and current legislation</p>   |
| Learning outcome 5   | Assessment criteria  |
| The learner can:   | The learner will:  |
| 5 Make well constructed botanical illustrations to a professional standard | <p>5.1 Handle materials for advanced techniques correctly</p> <p>5.2 List adjustments made during the making process</p> <p>5.3 Make a well constructed professional botanical illustrations to the following specifications –</p> <ul style="list-style-type: none"> <li>• The botanical illustrations of the exotic flower are; <ol style="list-style-type: none"> <li>1 the flower bud and stem</li> <li>2 the fully open flower</li> <li>3 the stem and foliage</li> <li>4 the floral components after dissection</li> </ol> </li> <li>• The floral components will be pressed, displayed and labelled</li> <li>• Accompanying notes will include plant classification, seasonal availability, country of origin, care requirements, cultivation ...</li> <li>• The finished work <b>must</b> be precise, to scale and use traditional botanical illustration techniques and materials</li> <li>• The learner will present their finished work and evaluation to a selected target audience</li> </ul> <p>5.4 Store and finish the completed</p> |

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|   | botanical illustrations<br>5.5 Produce a full cost sheet and production timescale<br>5.6 Evaluate and describe the finished botanical illustrations – <ul style="list-style-type: none"> <li>• Strengths</li> <li>• Areas for improvement</li> <li>• Problems encountered and solved</li> </ul> 5.7 All work produced for this unit will be collated and stored in an appropriate format |
| Learning outcome 6  | Assessment criteria  |
| The learner can:  | The learner will:  |
| 6 Use presentation skills to display the botanical illustrations                                  | 6.1 List and describe a range of presentation styles and methods suitable for use with the botanical illustrations<br>6.2 Select and use a method to present the botanical illustrations<br>6.3 Evaluate the presentation method and describe – <ul style="list-style-type: none"> <li>• Strengths</li> <li>• Areas for improvement</li> </ul>   |
| Learning programme  |  |
| In this unit the learner will:  |  |
| Use research methods to investigate the selected exotic flower and foliage                        |  |
| Create accurate and precise work using traditional botanical illustration techniques              |  |
| Create visually balanced compositions for illustrations using the principles of design            |  |
| Investigate preserving methods used for pressing fresh plant material                             |  |
| Explore a variety of presentation methods and select one suitable to use with the target audience |  |





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