



City & Guilds Level 2 Technical Certificate in Floristry (0175-20)

May 2021 Version 2.3

Qualification Handbook

Qualification at a glance

Industry area	Floristry
City & Guilds qualification number	0175-20
Age group	16-18 (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	<p>To gain this qualification, candidates must successfully achieve the following assessments:</p> <ul style="list-style-type: none">• One externally set, externally moderated assignment• One externally set, externally marked exam, sat under exam conditions• One externally set, internally marked Health and Safety assignment
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	<p>This qualification is graded Pass/Merit/Distinction/Distinction*.</p> <p>For more information on grading, please see Section 7: Grading.</p>
Approvals	This qualification requires full centre and qualification approval.
Support materials	<p>Sample assessments</p> <p>Guidance for delivery</p> <p>Guidance on use of marking grids.</p>
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. Internally marked assignments are subject to external moderation. There is no direct claim status for this qualification.

Title and level	GLH	TQT	City & Guilds qualification number	Ofqual accreditation number
City & Guilds Level 2 Technical Certificate in Floristry	360	600	0175-20	603/0839/4

Version and date	Change detail	Section
1.1 May 2017	Exam component number updated	7. Grading
1.2 August 2017	Unit 201 aim updated	Unit
	Synoptic assessment description contextualised	5. Assessment
	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	5. Assessment – Assessment Objectives
	Addition of Provisional Grade Boundaries for the Synoptic Assignment	7. Grading
	Revised Exam Specification, Exam Duration and AO weightings	5. Assessment – Exam Specification
	Branding Changes	Throughout
1.3 August 2017	Unit 201 title amended	Throughout
1.4 October 2017	Assessment type for unit 201 changed to assignment	1. Introduction 5. Assessment
1.5 November 2017	List of fresh material table added	Appendix 1
1.6 December 2017	Amendment to summary of assessment methods and conditions table	5. Assessment
1.7 February 2018	Changes made to CCEA review – Additional guidance added and unit topic content updated	1. Introduction 5. Delivering the qualification Units 201/ 202 / 203
1.8 April 2018	Unit guidance for unit 202 updated to include work experience	Unit 202
1.9 August 2018	City & Guilds added to the title	Throughout

2.0 September 2018	Amendment to summary of assessment methods and conditions table – Assessment 201	Assessment
2.1 October 2018	Added assessment method for unit 201	1. Introduction – Assessment requirements and employer involvement
	Amended assessment method for unit 201	5. Assessment - Summary of assessment methods and conditions
2.2 August 2019	Unit 202 aim and delivery guidance updated for work experience requirements	Unit 202
2.3 May 2021	Updated identification list of cut materials and potted plants	Appendix 2

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1 Introduction

Purpose statement

The following purpose is for the **City & Guilds City & Guilds Level 2 Technical Certificate in Floristry (603/0839/4)**

Area	Description
Who is the qualification for?	<p>This City & Guilds Level 2 Technical Certificate in Floristry is for you if you are looking to start a career within the floristry industry. If you like to interact with others, be creative and are keen to develop practical, technical floristry skills, then this qualification is for you.</p> <p>Through this qualification you will learn about different flowers and plants and how to look after them. You will also learn that there is more to floristry than flowers and that for florists to be successful, they need to understand their tools, environment and the finishing touches that make a difference. With this, you will develop an understanding of design principles and the skills needed to apply these to the design and creation of floristry products. You will gain an understanding of how floristry business operate and develop skills needed to interact with customers and identify their needs.</p> <p>This qualification is suitable if you are 16 years old, or over. You may or may not have any previous knowledge or experience in floristry.</p> <p>You will gain an understanding of the skills and knowledge that are important when you are working in a floristry setting, or progressing to further learning and training in this area.</p> <p>City & Guilds has worked with stakeholders in England to development this qualification, and further has worked with stakeholders in Northern Ireland to review these qualifications to ensure that they meet their needs and allow for progression within education and into employment.</p>
What does the qualification cover?	<p>This qualification covers the skills you will need to progress to further learning and training, or to enter the world of work within the floristry industry. You will study the following mandatory content:</p> <ul style="list-style-type: none">• Working in the floristry industry• Preparing to create floristry designs• Creating floristry designs• Customer service• Caring for and maintaining floristry products

- Floristry design principles
- Health and safety for the land-based industries

There is also a requirement to carry out 150 hours of work experience.

You will get lots of practice and support to enable you to develop the required skills and knowledge to prepare you for the learning and end assessment.

Colleges and training/education centres will work with local employers who will contribute to the knowledge and delivery of training. The different ways in which centres could support your learning, by working with both local and national floristry businesses, include:

- structured work-experience or work-placements within their business
- your attendance at classes or lectures given by industry experts
- employers input into projects and exercises
- employers who act as 'expert witnesses' to contribute to the assessment of your work.

This practical based training is ideal preparation for gaining employment in the floristry industry or further specialist study.

WHAT COULD THIS QUALIFICATION LEAD TO?

Will the qualification lead to employment, and if so, in which job role and at what level?

Achievement of this qualification demonstrates to an employer that you have the necessary technical skills and knowledge they are looking for when recruiting for a:

- trainee florist
- junior florist

Why choose this qualification over similar qualifications?

There are no other College-based qualifications within this suite at this Level.

Will the qualification lead to further learning?

Yes. Once you have successfully completed this qualification, you could go on to study a Level 3 College-based qualification taken over one year or two years.

- Level 3 Advanced Technical Diploma in Floristry (540)

This qualification could also lead you to an apprenticeship in Floristry:

Intermediate Apprenticeship, including the Level 2 Diploma in Work-based Floristry

Advance Apprenticeship, including the Level 3 Diploma in Work-based Floristry

WHO SUPPORTS THIS QUALIFICATION?

Employers

The British Florist Association

<https://www.britishfloristassociation.org/>

Qualification structure

For the **City & Guilds Level 2 Technical Certificate in Floristry** the teaching programme must cover the content detailed in the structure below:

Unit number	Unit title	GLH
Mandatory		
201	Health and safety for the land-based industries	30
202	Working in the floristry industry	60
203	Customer service	30
204	Caring for and maintaining floristry products	60
205	Floristry design principles	30
206	Preparing to create floristry designs	30
207	Creating floristry designs	120

NB – Candidates will be required to complete 150 hours work experience alongside the qualification.

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 2 Technical Certificate in Floristry	360	600

Assessment requirements and employer involvement

To achieve the **City & Guilds Level 2 Technical Certificate in Floristry** candidates must successfully complete **all** mandatory assessment components.

Component number	Title
Mandatory	
021 or 521	Level 2 Floristry – Theory exam
022	Level 2 Floristry – Synoptic assignment
201	Health and safety for the land-based industries – Theory exam

In addition, candidates **must** achieve 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	
820	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

Resources

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 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 assessment.

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 – 18, 19+.

3 Delivering the qualification

Initial assessment and induction

An initial assessment of each learners 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 induction programme 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.

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 begin in order to gain qualification approval. See *Section 4: Employer involvement* for more detail.

Delivery guidance

City & Guilds' Technical qualifications have been designed for delivery in England, Wales and Northern Ireland. Some of the units in this qualification refer to regulations and legislation relevant to the industry and the job role the qualification is designed to prepare the candidate for. Legislation can vary across nations, and where this is the case it is acceptable for centres to teach learners using the appropriate terminology and government department names for the local context. Where assessments are set for these qualifications, City & Guilds will ensure that they are either a) fit for purpose for all nations and local contexts, or, where this is not possible within the parameters of setting appropriate assessment, b) a local assessment version will be provided. Where b) is the case, this will be listed in the qualification handbook and on the City & Guilds Walled Garden.

Work experience

Work experience will provide learners with the opportunity to participate in the world of work and gain practical experience that is relevant to both the qualification and future employment possibilities.

Each learner is expected to complete a 150 hours work experience placement as part of the programme. This work placement should be with an employer that will provide the learner with structured opportunities to develop the skills and knowledge that are relevant to the qualification and should be undertaken in a real business environment relevant to the subject interest of the learner. 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, or as a member of a group of learners invited to carry out practical work on a suitable business. The work placement can take place at any time during the learning programme. Centres should be able to provide evidence that the work experience placement has been completed by the learner and this evidence may be reviewed on request by City & Guilds.

The 150 hours work experience is included in the Total Qualification Time

Support materials

The following resources are available for these qualifications:

Description	How to access
Sample assessments	Available 2017 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 Guild website: https://www.cityandguilds.com/techbac/technical-qualifications/resources-and-support#teaching
Technical Qualifications: Marking and Moderation Guide	Available on the City and Guild website: https://www.cityandguilds.com/techbac/technical-qualifications/resources-and-support#teaching

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 follows¹:

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 qualification;
- 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:

- 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 eg 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

¹Based on Technical and applied qualifications for 14 to 19 year olds Key stage 4 and 16 to 19 performance tables from 2019: technical guidance for awarding organisations, August 2016

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
022	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. 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>

Component numbers	Assessment method	Description and conditions
021/ 521	Externally marked exam	<p>The exam is externally set and externally marked and can be taken either online through City & Guilds’ computer-based testing platform, (021) or as a paper based test (521).</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 one opportunity to re-sit. If the re-sit is failed the candidate will fail the qualification. For exam dates, please refer to the Assessment and Examination timetable.</p>
201	Internally marked theory exam	<p>This theory exam is externally set, internally marked and externally moderated. It is designed to assess the candidate’s depth and breadth of understanding from across the unit content area and will be sat under supervised conditions. Strict examination rules do not apply.</p> <p>This assessment is available on our website. The assessment can be taken at any point during the academic year, but evidence must be submitted on to the Moderation Portal by the deadline in Assessment and Examination timetable, published on our website.</p> <p>Centres will be required to maintain the security of all live assessment materials. Assessments will be password protected and released to centres through a secure method.</p> <p>There is no re-sit limit for this assessment. If a learner fails, they can re-sit a different version. Assessors should allow seven days before reassessment.</p>

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 deal with a customer enquiry for the creation of floristry products. This may require the candidate to interact with a customer (orally, in writing and/or electronically) complete documentation and costings, plan and create the floristry products and ensure they meet customer and organisational requirements.

External exam for stretch, challenge and integration

The external exam draws from across the mandatory content of the qualification, using:

- **Multiple choice questions** to confirm breadth of knowledge and understanding.
- **Multiple choice applied knowledge and understanding questions**, giving candidates the opportunity to demonstrate higher level, integrated understanding through application, analysis and evaluation.

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 assignment. 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	Typical expected evidence of knowledge, understanding and skills	Approximate weighting (Assignment)
AO1 Recalls knowledge from across the breadth of the qualification.	Health and safety, principles of customer service, job roles, employment rights and responsibilities, organisational policies, promotion of organisation, concept of profit, payment methods, store displays, presentation of employees, complaint handling, customer needs and wants, sales process, characteristics of fresh materials, conditioning techniques, maintaining designs, principles of stock control, principles of design, elements of design, colour relationships, information and resources required to create designs, quality checks, construction techniques, decorative techniques, packaging.	20%
AO2 Demonstrates understanding of concepts, theories and processes from across the breadth of the qualification.	Principles of customer service, after care, promotion of organisation, concept of profit, payment methods, store displays, customer needs and wants, sales process, conditioning techniques, maintaining designs, principles of stock control, principles of design, elements of design, colour relationships, information and resources required to create designs, quality checks, packaging.	10%
AO3 Demonstrates technical skills from across the breadth of the qualification.	Promotion of the organisation, calculating selling price, store displays, conditioning, maintaining designs, packaging, constructing designs, decorating designs, quality checks, assembling designs, finishing designs	30%
AO4 Applies knowledge, understanding and skills from across the breadth of the qualification in an integrated and holistic way to achieve specified purposes.	Relationship between customer service, profit, type of business, commercial business activities, promotion and design, relationship between design and techniques, relationship between plant structures, conditioning and designs, relationship between conditioning, customer service and	20%

packaging, relationship between customer needs and wants, design elements, design principles, colour relationships and characteristics of fresh materials.

AO5 Demonstrates perseverance in achieving high standards and attention to detail while showing an understanding of wider impact of their actions.	Monitoring, planning, storage, conditioning, quality checks, accuracy, evaluation, decorative techniques, packaging.	20%
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Exam specification

Approximate AO weightings per exam

AO	Component 021/ 521 weighting (approx. %)
AO1 Recalls knowledge from across the breadth of the qualification.	40
AO2 Demonstrates understanding of concepts, theories and processes from across the breadth of the qualification.	40
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: Multiple choice, examiner/computer marked exam*

Assessment conditions: Invigilated examination conditions

Grading: X/P/M/D

021/ 521	Duration: 2 hours		
Unit	Unit Title	Number of marks	%
Unit 202	Working in the floristry industry	15	30
Unit 204	Caring for and maintaining floristry products	16	32
Unit 205	Floristry design principles	10	20
N/A	Integration across the units	9	18
Total		50	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 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. This process is outlined below. For more detailed information, please refer to 'Marking and moderation - Technicals centre guidance' 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 work² the centre is required to conduct internal standardisation to ensure that all work at the centre has been marked 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. This must take place before the submission of marks for moderation. 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.

Centres cannot appeal the outcome of moderation for individual candidates, only the moderation process itself. A request for a review of the moderation process should be made to appeals@cityandguilds.com.

Moderation

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

² For any internally assessed optional unit assignments, the same process must be followed where assessors must standardise their interpretation of the assessment and grading criteria.

Where moderation shows that the centre is applying the marking criteria correctly, 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 will be made to the marks of the whole cohort, retaining the centre's rank ordering.

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. This may be carried out by the centre based on feedback provided by the moderator, or carried out by the moderator directly.

Moderation applies to all internally marked assignments. Following standardisation and marking, the centre submits all marks and candidate work to City & Guilds via the moderation platform. The deadline for submission of evidence will be available on Walled Garden. See the *Marking and moderation - Technicals Centre Guidance* document for full details of the requirements and process.

In most cases candidate work will be submitted directly to the moderator for moderation. This includes written work, photographic and pictorial evidence, or video and audio evidence. For some qualifications there will be a requirement for moderators to visit centres to observe practical assessments being undertaken. This will be for qualifications where the assessment of essential learner skills can only be demonstrated through live observation. The purpose of these visits is to ensure that the centre is assessing the practical skills to the required standards, and to provide the moderators with additional evidence to be used during moderation. These visits will be planned in advance with the centre for all relevant qualifications.

Post-moderation procedures

Once the moderation process has been completed, the confirmed marks for the cohort are provided to the centre along with feedback from the moderator on the standard of marking at the centre, highlighting areas of good practice, and potential areas for improvement. This will inform future marking and internal standardisation activities.

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 (eg 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 2 Technical Certificate 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(s) in this qualification are:

Synoptic Assignment	Pass Mark (%)
022	40

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

The health and safety assessment 201 must be passed to achieve the qualification. This assessment is graded pass/fail.

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

Assessment method	Grade scale	% contribution
Synoptic Assignment	X/P/M/D	60%
Exam (021/ 521)	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: 60%	6	12	18
Exam (021/ 521): 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	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.

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 internally marked assessments.

For further details on enquiries and appeals process and for copies of the application forms, please visit the **appeals page** of the City & Guilds website at **www.cityandguilds.com**.

Re-sits and shelf-life of assessment results

For the synoptic theory exam and synoptic assignment, candidates who have failed an assessment or wish to re-take it in an attempt to improve their grade, can re-sit assessments **once only**. The best result will count towards the final qualification. See guidance on individual assessment types and re-sit conditions 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 (eg 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 and special consideration

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: <http://www.cityandguilds.com/delivering-our-qualifications/centre-development/centre-document-library/policies-and-procedures/access-arrangements-reasonable-adjustments>

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: <http://www.cityandguilds.com/delivering-our-qualifications/centre-development/centre-document-library/policies-and-procedures/access-arrangements-reasonable-adjustments>

Unit 201 Health and safety for the land-based industries

Unit level:	Level 2
GLH:	30

What is this unit about?

The purpose of this unit is for learners to understand the principles and importance of health and safety within land-based settings. This unit covers health and safety legalisation which provides the requirements upon which policies and procedures within the industry are based.

Working in land-based roles is exciting and varied but operating in these environments can be dangerous and present potential risks and hazards. As part of this unit learners will look at the legislation that is in place to maintain safety, the requirements for risk assessment and how these impact on working practices.

This unit also introduces learners to the basic requirements of fire prevention, safe manual handling and basic first aid.

Learners should consider the following questions as a starting point to this unit:

- What is the difference between a hazard and a risk?
- What legislation covers health and safety when working in land-based environments?
- How should heavy materials or equipment be moved safely?
- What different types of fire prevention equipment are there?

This unit must be taught alongside **all** technical units within the qualification ensuring learners gain an appreciation of its importance and so that they are equipped with knowledge and understanding to protect themselves and others when working in the industry.

Learning outcomes

In this unit, learners will be able to

- 1 Understand the impact legislation has on land-based industries
- 2 Understand risk assessment requirements for land-based industries
- 3 Understand safe working practices when working in land-based industries

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 impact legislation has on land-based industries

Topics

- 1.1 Legislation relevant to land-based industries
- 1.2 Employer and employee responsibilities

Topic 1.1

The following legislation applies in the land-based sector. For purposes of assessment, there is no requirement for detail, but learners must appreciate that there is legislation and where each applies.

Legislation:

- Health and Safety at Work Act (HASAW) (1974) / The Health and Safety at Work (Northern Ireland) Order 1978
- Provision and Use of Work Equipment Regulations (PUWER) (1998) / The Provision and Use of Work Equipment Regulations (Northern Ireland) 1999 (PUWER)
- Reporting of Injuries Diseases and Dangerous Occurrences Regulations (RIDDOR) (2013) / Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (Northern Ireland) 1997
- Control of Substances Hazardous to Health (COSHH) Regulations (2002) / Control of Substances Hazardous to Health Regulations (Northern Ireland) 2003 - (COSHH (NI))
- Management of Health and Safety at Work Regulations (1999) / Management of Health and Safety at Work Regulations (Northern Ireland) 2000
- Personal Protective Equipment Regulations (PPE) (1992) / Personal Protective Equipment at Work Regulations (Northern Ireland) 1993
- Regulatory Reform (Fire Safety) Order (2005) / The Fire Safety Regulations (Northern Ireland) 2010
- Environmental Protection Act (1990).

NB - Health and safety relating to specific tasks/practices will be covered within the relevant specific unit.

Topic 1.2

Employer responsibilities under health and safety regulations:

- Providing healthy work environment – washing facilities, toilets, ventilation, heating and lighting, no smoking policy, first aid
- Providing safe work environment - signage, PPE, fire safety, risk assessments, safe equipment
- Training
- Reporting.

Employee responsibilities when health and safety legislation:

- Responsibility for own personal health and safety
- Co-operation with employer
- Not interfering with or misusing equipment/provisions (e.g. alarms, signage) provided for health, safety and welfare
- Lines of reporting for accidents, faults and damage
- Following instructions and safe working practice – e.g. using PPE where provided
- Helping others and sharing good practice.

Learning outcome

2 Understand risk assessment requirements for land-based industries

Topics

- 21 Risk assessment terminology
- 2.2 Hazards, risks and control measures

Topic 2.1

Definitions of risk assessment terminology:

- Generic risk assessment
- Site specific
- Task specific
- Emergency action plan
- Method statement
- Hazard
- Risk
- Persons at risk e.g. yourself, colleagues, general public
- Control measures.

Topic 2.2

The five step process for risk assessments:

- Identifying hazards
- Deciding who might be harmed and how
- Evaluating risks, deciding on precautions
- Recording finding and implementing
- Reviewing as required.

Learning outcome

3 Understand safe working practices when working in land-based industries

Topics

- 3.1 Manual handling principles
- 3.2 Basic first aid procedures
- 3.3 Fire safety principles

Topic 3.1

Principles of and techniques for manual handling, and consequences of not following:

- Legislative requirement
- Safe lifting techniques
- Use of mechanical aids
- Potential implications of poor manual handling – back injury, dropped and damaged goods/equipment
- That it is covered by manual handling risk assessment.

Topic 3.2

First aid situations:

- Wounds/severe bleeding
- Burns
- Shock
- Unconsciousness
- Falls from height

Response to first aid situations:

- Procedures to be taken
- How and when to call for assistance
- Reporting requirements
- Own limitations when responding to first aid emergency.

Topic 3.3

Principles of fire safety, procedures to follow, and fire safety equipment and their uses:

- Procedures for raising the alarm
- Evacuations and drills
- Types and uses of fire safety equipment:
 - smoke detectors
 - fire alarms
 - fire extinguishers – water, dry powder, foam, CO2
 - fire blankets
 - fire hoses
- Own limitations when responding to potential fire emergency.

Guidance for delivery

This unit links closely with all other units and provides the basis of knowledge required to work safely on all tasks in the range of land-based environments. Tutors should guide learners to develop their understanding of principles of health and safety required for working within the industry as learners will need to understand how these are essential for employment within the sector.

This is a knowledge only unit and although the majority of content could be delivered in a classroom environment, it is important that learners can relate this knowledge and understanding to real life working tasks and environments. Reference to this unit should be made when teaching the other practical units that make up this qualification.

It is expected that a range of delivery methods will be used including presentations, classroom discussions and individual study.

Topic 1.1 relates to legislation - there is no requirement for a detailed understanding at this level, but learners must appreciate where there is legislation, what they are and where each applies. Tutors should ensure that they keep up to date with changes and amendments to legislations covered by this unit and include delivery of locally relevant policy and standards where relevant.

Unit 202 Working in the floristry industry

Unit level:	Level 2
GLH:	60

What is this unit about?

The floristry industry is a vibrant, colourful, creative environment which provides a wide range of career opportunities. It is important for those working in the industry to understand how it is organised and the professional standards required of those working in it.

The aim of this unit is to provide the learner with knowledge of the industry structure and the types of organisations within it. Learners will understand their roles and responsibilities in supporting a business to achieve its commercial objectives.

Learners can be introduced to this unit by asking themselves questions, such as:

- What journey does a flower undertake?
- How does a florist make a profit?
- What is the role of a junior florist?

As part of the unit requirements, learners must achieve 150 hours of work experience within the industry. This requirement is subject to external quality assurance through sampling of learner evidence, which must be provided by centres upon request by City & Guilds.

Learning outcomes

In this unit, learners will be able to

- 1 Know the structure of the floristry industry
- 2 Know employment rights and responsibilities
- 3 Understand the organisation of floristry businesses
- 4 Understand the commercial nature of floristry businesses

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 the structure of the floristry industry
-

Topics

- 1.1 Floristry supply chain
- 1.2 Floristry job roles
- 1.3 Floristry industry associations
- 1.4 Floristry industry events
- 1.5 Floristry peak periods

Topic 1.1

Roles and responsibilities of different parts of the supply chain and different ways the supply chain is organised from growers to customers:

- Growers
- Auction houses
- Producers
- Wholesalers
- Retailers
- Customers.

Sustainable principles that apply to the supply chain:

- Transportation
- Fair trade
- Storage
- Packaging.

Topic 1.2

Duties of different job roles in a floristry business:

- Junior florist
- Senior florist
- Freelance florist
- Delivery drivers
- Proprietor
- Manager.

Topic 1.3

Roles of industry associations and support they offer:

- British Florist Association (BFA)
 - Institute of Professional Florists (IoPF)
 - Northern Ireland Flowers and Foliage Association
 - National Association of Flower Arranging Societies (NAFAS)
-

- Royal Horticultural Society (RHS).

Topic 1.4

Purpose, activities involved and key dates for industry events:

- Fleurex
- WorldSkills
- RHS shows.

Topic 1.5

Key dates, associated products and pricing implications of peak periods:

- Christmas
- Mother's Day
- Valentine's Day
- Cemetery Sundays.

Learning outcome

2 Know employment rights and responsibilities

Topics

2.1 Employment rights

2.2 Employment responsibilities

Topic 2.1

Employment rights of employees:

- Safe working environment
- Contracts of employment
- Training
- Rest periods
- Holidays
- Minimum wage
- Living wage.

Topic 2.2

Employment responsibilities of employees:

- Punctuality
- Attendance
- Safety of others
- Maintain the working environment
- Contract of employment.

Learning outcome

3 Understand the organisation of floristry businesses

Topics

- 3.1 Business structures
- 3.2 Organisational policies
- 3.3 Promotion of the business

Topic 3.1

Business hierarchies and cultures of different types of business:

- Sole trader
- Limited company
- Partnership
- Franchise
- Chain.

Topic 3.2

Different types of policies:

- Health and safety
- Complaints
- Dress code
- Use of social media
- Attendance
- Store presentation
- Professional standards.

Topic 3.3

Suitability of types of promotion:

- Displays
- Posters
- Leaflets
- Websites
- Social media
- Events (wedding fairs, demonstrations, craft fairs).

Implications of social media:

- Use of personal social media
- Negative social media comments
- E-safety.

Learning outcome

- 4 Understand the commercial nature of floristry businesses

Topics

- 4.1 Concept of profit
- 4.2 Selling prices of floristry products
- 4.3 Commercial business activities
- 4.4 Payment methods

Topic 4.1

Definitions of key terms and their contribution to business profitability:

- Costs
- Mark up
- Selling price
- Costing up
- Costing down
- VAT
- Gross profit
- Net profit
- Overheads
- Wastage.

Topic 4.2

Calculate selling prices of products:

- Costing up
- Costing down.

Topic 4.3

Types of commercial business activities and the potential for success in a business:

- Sales of goods
- Events
- Demonstrations
- Classes
- Contracts.

Topic 4.4

Types of payment:

- Cash
- Credit card
- Debit card
- Bank transfer
- Money transfer.

Guidance for delivery

This unit introduces the learner to the world of the floristry industry. It covers many fundamental aspects of both the industry and business that operate within it. As such, there are opportunities to engage with employers from different parts of the floristry supply chain. Employers can give real examples of the supply chain they use and the types of businesses they work with. They can also provide case studies of businesses to enable learners to compare the organisation of different sizes and types of business.

The delivery of this unit can be linked to unit 203 where they can consider different examples of customer service and how branding and corporate image are used by different types of business. The delivery can also link to unit 207 where learners can apply costings to their individual designs.

This unit should be undertaken in a real business environment relevant to the subject interest of the learner but 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, or as a member of a group of learners invited to carry out practical work on a suitable business.

Any Act or legislation that is sector specific should be adhered to.

Learners must complete 150 hours work experience. Centres should be mindful of their responsibilities for ensuring that work placements have appropriate supervision, insurance and health and safety policies in place and that learners have access to appropriate support whilst on placement. This requirement is subject to external quality assurance through sampling of learner evidence, which must be provided by centres upon request by City & Guilds.

Provided it meets the requirements detailed in the Qualification Handbook and the Employer Involvement Centre Guidance, this work experience can also count as the meaningful employer involvement component that all learners are also required to undertake.

In these instances, centres must record work experience activities on the Employer Involvement Planner and Tracker and retain records confirming each learner's attendance at these placements. These must be made available to City & Guilds if required, as part of our standard quality assurance monitoring.

Unit 203 Customer service

Unit level:	Level 2
GLH:	30

What is this unit about?

Customers of a florist are not just looking for flowers and plants, they want a positive experience. This experience comes from effective customer service provided by staff.

The aim of this unit is for learners to engage in positive customer service to enhance a floristry business. They will learn the principles of customer service and communication. They will also gain knowledge of consumer rights and how complaints are dealt with.

Learners can be introduced to this unit by asking themselves questions, such as:

- How does a happy customer enhance the business?
 - Have I ever experienced poor customer service
 - How does customer service add a personality to a floral arrangement?
-

Learning outcomes

In this unit, learners will be able to

- 1 Present the business to the customer
- 2 Understand consumer rights
- 3 Deliver customer service to customers

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 Present the business to the customer

Topics

1.1 Presentation of employees

1.2 Store displays

Topic 1.1

Importance and application of personal presentation:

- Personal appearance (uniform, PPE)
- Health and safety
- Corporate image
- Professional standards.

Topic 1.2

Purpose of and types of products used in different store locations:

- Indoor
- Outdoor
- Window.

Display considerations:

- Seasonality
- Events
- Elements and principles of design
- Colour associations
- Stock rotation
- Store layout
- Quality checks
- Cleanliness
- Price displays
- Add-on sales.

Learning outcome

2 Understand consumer rights

Topics

2.1 Consumer legislation

2.2 Complaint handling

Topic 2.1

Impact of consumer legislation on job role:

- Consumer Rights Act 2015
- Data Protection Act 1998
- Equality Act 2010 / Sex Discrimination order 1976
- Disability Discrimination Act 1995 / Northern Ireland order 2006.

Topic 2.2

Good practice procedures in complaint handling:

- Acknowledge complaint
 - Collect and document relevant information
 - Provide client with details of process and timescales
 - Investigate complaint
 - Ways of resolving complaints
 - Escalating to staff
 - Follow up.
-

Learning outcome

3 Deliver customer service to customers

Topics

3.1 Principles of customer service

3.2 Customer needs and wants

3.3 Communicate with customers

3.4 Sales process

Topic 3.1

Principles of customer service:

- Offer advice
 - Provide information
 - Give a positive experience
 - Focus on customer needs and wants
 - Organisational policies.
-

Topic 3.2

Types of customer:

Wedding

Funeral

Events

Gifts.

Needs and wants in terms of:

- Response to different emotions
- Information and advice
- Products and services.

Topic 3.3

Communicate with customers and colleagues in a business using different forms of communication:

- Face to face
- Telephone
- Electronic
- Body language
- Images.

Topic 3.4

Apply sales process to taking customer orders:

- Identify needs
- Provide advice and guidance on products
- Overcoming objections
- Opportunities for upselling and add-on sales
- Clarification of sales and customer details
- Documentation
- Taking payment.

Guidance for delivery

This unit lends itself to practical delivery where learners carry out role plays or engage in real customer service situations and use their experiences to identify principles and concepts. The practical nature of the unit can be used to develop customer service skills delivered via face to face situations, the telephone or using written communication.

Employers can engage with learners through the delivery of this unit. The most effective way would be through work experience and the opportunities to deal with real customers. Another effective way that employers could interact with learners is by providing feedback on their performance in customer service role plays.

This unit could link easily with unit 205 where learners provide customer service through advice and guidance on caring and maintaining for floristry products that have been purchased.

Unit 204 Caring for and maintaining floristry products

Unit level:	Level 2
GLH:	60

What is this unit about?

If floristry products are not cared for and maintained effectively, a business will lose income and customers.

The aim of this unit is for learners to gain product knowledge of the types of flowers, foliage and plants that are commonly used within commercial florists. They will learn to care for and maintain floristry products and the information needed to support the longevity of designs. Learners will develop an understanding of the importance of stock control to the presentation and sale of floristry products.

Learners can be introduced to this unit by asking themselves question, such as:

- How do you maximise the longevity of a flower?
 - How are products upcycled to make a profit?
 - How can a bug destroy a business?
-

Learning outcomes

In this unit, learners will be able to

- 1 Know fresh materials used in assembled floristry products
- 2 Understand factors affecting plant growth
- 3 Maintain condition of fresh materials
- 4 Understand the importance of stock control

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 fresh materials used in assembled floristry products

Topics

- 1.1 Classification of fresh materials
- 1.2 Characteristics of fresh materials

Topic 1.1

Classify fresh materials listed in Appendix 1:

- Flowers
- Foliage
- Pot plants.

Topic 1.2

Characteristics of fresh materials:

- Genus
 - Species
 - Seasonal availability
 - Special characteristics (irritants, poisonous, fragrance, vase life, special conditions, multiple classifications).
-

Learning outcome

2 Understand factors affecting plant growth

Topics

- 2.1 Plant structure
- 2.2 Plant processes
- 2.3 Environmental factors

Topic 2.1

Characteristics and function of different parts of a plant:

- Root
 - Stem
 - Leaf
 - Flower.
-

Topic 2.2

Characteristics of plant processes:

- Osmosis
- Respiration
- Transpiration
- Photosynthesis
- Evaporation
- Etiolation
- Tropisms.

Topic 2.3

Effects of environmental factors on plant growth:

- Light
- Water
- Nutrients
- Temperature.

Learning outcome

3 Maintain condition of fresh materials

Topics

- 3.1 Pests and diseases
- 3.2 Conditioning
- 3.3 Maintaining designs

Topic 3.1

Symptoms of pests and diseases and how to treat them:

- Botrytis
- Greenfly
- Stem rot
- Blackfly.

Topic 3.2

Safely apply techniques for conditioning of fresh materials:

- Removing packaging
- Checking condition
- Cutting
- Feeding
- Handling
- Storing
- Waste disposal
- Health and safety
- Cleaning containers
- Replenishing containers.

Requirements for different types of stem structures:

- Woody
- Semi-woody
- Hollow
- Soft
- Latex.

Topic 3.3

Maintenance considerations and application:

- Packaging
- Checking condition
- Grooming
- Feeding
- Handling
- Storing
- Waste disposal
- Health and safety
- Transportation
- Environmental conditions.

Learning outcome

4 Understand the importance of stock control

Topics

- 4.1 Principles of stock control
- 4.2 Receipt of stock
- 4.3 Stock replenishment

Topic 4.1

Principles of stock control:

- Last In First Out (LIFO)
- First in First Out (FIFO)
- First In Last Out (FILO)
- Wastage
- Sustainability.

Topic 4.2

Process for receiving stock:

- Checking invoices
- Checking delivery notes
- Checking quantities of items
- Checking quality of items
- Organisational procedures
- Completing documentation.

Topic 4.3

Principles of stock replenishment:

- Stocktaking
- Quality checks
- Stock rotation
- Documentation.

Guidance for delivery

Caring and looking after floristry products on arrival within a floristry business is a key role of any Junior Florist. It involves not only identifying products but also knowing the correct procedure for their care. Flowers, foliage and plants have been chosen that are current within the floristry industry which will be used on a daily basis throughout the duration of each season.

This unit requires learners to gain an understanding of the care activities required as well as related practical skills. As such, it can be delivered practically, with learners using their experiences to determine theoretical understanding.

This unit is best delivered in advance, or in conjunction with, any work experience. This is most likely to provide learners with experience of working with the range of fresh materials identified in the unit. The unit would link well with unit 206, where learners would apply their understanding and skills when preparing to create floristry products.

Unit 205 Floristry design principles

Unit level:	Level 2
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GLH:	30
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What is this unit about?

The aim of this unit is for learners to develop knowledge of the fundamental principles and elements of design and the importance of colour in the presentation of floral products.

Learners can be introduced to this unit by asking themselves questions, such as:

- Can the use of space earn more money?
 - How can colour influence a mood?
 - Can texture evoke an emotion?
-

Learning outcomes

In this unit, learners will be able to

- 1 Understand the application of design to floristry products
- 2 Understand colour relationships in floristry products

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 application of design to floristry products
-

Topics

- 1.1 Principles of design
- 1.2 Elements of design

Topic 1.1

Principles of design and how they are applied in assembled floristry products:

- Balance (visual, actual)
- Contrast
- Dominance
- Harmony
- Proportion
- Rhythm
- Scale.

Topic 1.2

Elements of design and how they are applied in floristry products:

- Colour
 - Form
 - Line
 - Space
 - Texture.
-

Learning outcome

- 2 Understand colour relationships in floristry products
-

Topics

- 2.1 Colour classifications
- 2.2 Colour harmonies
- 2.3 Properties of colour

Topic 2.1

Classification of colours:

- Primary
 - Secondary
 - Tertiary
 - Achromatic.
-

Topic 2.2

Definitions and applications of types of colour harmonies:

- Monochromatic (tints, tones, shades)
- Complementary
- Contrasting
- Analogous
- Split complementary
- Near complementary
- Polychromatic
- Triadic
- Tetradic.

Topic 2.3

Effects of colour properties on design:

- Receding
- Advancing.

Guidance for delivery

Within this unit, and understanding of the basic elements and principles of design are developed, as applied to floral designs. Colour will play a significant role. As such, the unit works well with unit 204 where learners gain knowledge of different types of fresh materials and their characteristics. It also works well with unit 207 when learners will create their own floristry products, applying the elements and principles learned through this unit.

The unit provides opportunities to engage with employers, particularly with employers providing masterclasses on design.

Unit 206 Preparing to create floristry designs

Unit level:	Level 2
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GLH:	30
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What is this unit about?

The aim of this unit is for learners to understand the information required to prepare for creating designs. They will develop the skills needed to prepare products ready for use in a safe and clean working environment.

Learners can be introduced to this unit by asking themselves questions, such as:

- Why it is important for me to have my own tools?
 - How would you prepare for creating a floral exhibit at RHS Chelsea Flower Show
 - How far ahead do you need to plan for a special event?
-

Learning outcomes

In this unit, learners will be able to

- 1 Understand information required to prepare for creating floristry designs
- 2 Know resources required to prepare for creating floristry designs
- 3 Prepare to create floristry 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 information required to prepare for creating floristry designs

Topics

- 1.1 Information requirements
- 1.2 Planning considerations

Topic 1.1

Information required to prepare for creating floristry designs:

- Purpose of product
- Budget
- Time frame
- Client requirements
- Products required (fresh materials, sundries).

Topic 1.2

Planning considerations:

- Seasonal availability
 - Suitability of customers' preferred materials
 - Peak periods
 - High demand
 - Availability of products
 - Alternatives/substitutes
 - Stock rotation.
-

Learning outcome

2 Know resources required to prepare for creating floristry designs

Topics

- 2.1 Tools
- 2.2 Health and safety risks

Topic 2.1

Function, care and preparation of different types of tools:

- Knives
 - Scissors
 - Secateurs
 - Glue guns
 - Foliage strippers.
-

Topic 2.2

Risks to health and safety arising from:

- Use of tools
- Use of chemicals
- Working with fresh materials
- Lone working.

Learning outcome

3 Prepare to create floristry designs

Topics

3.1 Workstation preparations

3.2 Quality checks

3.3 Construction preparations

Topic 3.1

Prepare workstation following standard procedures:

- Cleanliness
- Hygiene
- Organisation of tools and equipment
- Organisation of floristry products
- Waste disposal.

Topic 3.2

Carry out quality checks:

- Pests and diseases
- Quality of fresh materials
- Quality of sundries
- Grooming.

Topic 3.3

Prepare mechanics:

- Fix drainage
- Remove packaging
- Soaking (gel crystals, floral foam)
- Chamfering
- Cutting
- Securing.

Guidance for delivery

Prior to constructing any floral design, the preparation needs to be undertaken. Within this unit the learner will identify the correct procedures that would need to be followed. Whilst there are theoretical elements to the unit, the expectation is that learners will develop skills and understanding through practical activities.

The unit is best supported by work experience. Learners would need to develop basic skills and understanding before starting the work experience. The work experience would provide learners with the opportunity to work on a wider range of designs and with a wider range of fresh materials that could be undertaken within a centre. Learners would have the opportunity to work with florists by supporting them with the preparation for when the florist goes on to complete the designs.

This unit naturally works well delivered in conjunction with units 205 and/or 207 where they are learning to care and maintain fresh materials and creating designs.

Unit 207 Creating floristry designs

Unit level:	Level 2
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GLH:	120
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What is this unit about?

A beautiful floristry design can make an occasion special. It is the use of professional techniques to create floristry designs that differentiates the florist from competitors.

The aim of this unit is for learners to develop and apply the transferable technical skills and techniques needed to create a range of floristry designs suitable for different occasions.

Learners can be introduced to this unit by asking themselves questions, such as:

- What is the role of a junior florist in a celebrity wedding?
 - How can packaging enhance a floristry design?
 - Can technique and sundries be used to reflect the character of an individual?
-

Learning outcomes

In this unit, learners will be able to

- 1 Understand techniques used to create floristry products
- 2 Create individual designs
- 3 Package 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 techniques used to create floristry products
-

Topics

- 1.1 Techniques used to create floristry products
- 1.2 Suitability of floristry products
- 1.3 Individual designs

1

Characteristics of construction techniques:

- Spiralling
- Parallel
- Binding point
- Wiring
- Taping
- Stapling
- Gluing
- Basing.

Characteristics of decorative techniques:

- Rolling
- Pinning
- Plaiting
- Cupping
- Graduating
- Grouping
- Pleating
- Threading
- Tying/knotting
- Bundling.

Suitability of techniques for standard designs:

- Tied
- Wired
- Glued
- In a medium (foam, soil, moss, gel).

Topic 1.2

Suitability of cut flowers, foliage and sundries for standard designs:

- Tied
- Wired
- Glued

- In a medium (foam, soil, moss, gel).

Topic 1.3

Characteristics of individual designs, the techniques used to create them and their suitability for different purposes:

- Hostess bouquet (aqua pack)
- Tied posy (natural, group)
- Cone wrap
- Tied sheaf
- Single packaged flower
- Hand tied with collar
- Limited
- Buttonhole
- Boutonnière
- Corsage
- Circular headdress
- Comb
- Alice band
- Badge
- Asymmetrical
- Symmetrical
- Loose open designs
- Based design
- Compact textured designs
- Basket arrangement
- All round
- Planted design
- Vase arrangement
- Design in a moss base
- Pre-formed shaped designs (points, corners, straight lines, curved lines).

Learning outcome

- 2 Create individual designs
-

Topics

- 2.1 Assemble designs
- 2.2 Finish designs

Topic 2.1

Apply techniques to assemble individual designs:

- Construction techniques
- Decorative techniques.

Incorporate sundries into individual designs.

Topic 2.2

Apply finishing processes to individual designs:

- Pre-packaging quality checks
- Add packaging
- Post-packaging quality checks
- Adding information for customers
- Providing additional sundries.

Learning outcome

3 Package designs

Topic

3.1 Types of packaging

3.2 Package individual designs

Topic 3.1

Suitability of packaging for individual designs and their purpose:

- Shop wrap
- Cellophane
- Tissue paper
- Ribbon
- Raffia
- Bubble wrap
- Boxes
- Bags.

Considerations for suitability:

- Aesthetics
- Transportation
- Costs
- Protection
- Durability
- Purpose.

Topic 3.2

Package individual designs taking account of:

- Attention to detail
- Aesthetics
- Protection
- Proportion.

Guidance for delivery

This practical unit could be undertaken by setting different projects that required the use of different techniques for different occasions including weddings, funerals and gifts.

This unit links with units 201 for health and safety considerations when constructing designs, unit 202 for identifying customer requirements for designs for different occasions, unit 204 for the care of products once completed, using the design elements and principles in unit 205 and the preparation in unit 206 prior to constructing any floral design.

There are opportunities to engage with employers. Work experience would provide an opportunity for learners to observe a wide range of designs being created using a variety of techniques. This may also provide some opportunities to practice simple designs for real customers. Employers could also present masterclasses on the use of different techniques.

Appendix 1 Sources of general information

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

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.

Appendix 2

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'.

<i>Cut Flowers</i>	<i>Cut Foliages/berried</i>	<i>Pot Plants</i>
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 'Sprengerii'
Anigozanthos	Chamaecyparis lawsoniana	Aspidistra
Anthurium andraeanum	Danae racemosa	Begonia elatior
Aster spp	Equisetum hyemale gossypium	Chrysanthemum indicum
Bouvardia	Eucalyptus cinerea	Chamaedorea elegans
Bupleurum rotundifolium	Eucalyptus parvifolia	Chlorophytum comosum
'Griffithii'	Fatsia japonica	Codiaeum pictum
Campanula spp	Galax urceolata	Crassula argentea
Carthamus tinctorius	Gaultheria shallon	Cyclamen persicum
Chamelaucium uncinatum	Hedera spp	Cymbidium
Chrysanthemum indicum	Hosta	Dieffenbachia seguine
Cymbidium	Hypericum	Euphorbia pulcherrima
Dahlia	Ilex spp	Fatsia japonica
Delphinium	Myrtus communis	Ficus benjamina
Dendrobium	Philodendron 'Xanadu'	Ficus elastica
Dianthus caryophyllus	Pittosporum tobira	Ficus pumila
Eremurus	Pittosporum tenuifolium	Fuchsia spp
Eryngium	Ruscus hypoglossum	Hedera helix
Euphorbia fulgens	Salix babylonica 'Tortuosa'	Hyacinthus
Eustoma russellianum	Viburnum tinus	Hydrangea macrophylla
Freesia	Xerophyllum tenax	Hypoestes phyllostchya
Gerbera		Impatiens
Gladiolus		Kalanchoe blossfeldiana
Gypsophila paniculata		Lilium
Helianthus annuus		Mammillaria
Hippeastrum		Monstera deliciosa
Heliconia		Narcissus 'Tete a Tete' and 'Paper White'
Hyacinthus orientalis		Nephrolepis exaltata
Hydrangea macrophylla		Opuntia
Iris hollandica		Pelargonium
Lathyrus odoratus		Phalaenopsis
Liatris spicata		Philodendron scandens
Lilium (Asiatic hybrids)		Saintpaulia ionantha
Lilium longiflorum		Sinningia
Lilium (Oriental hybrids)		Senecio cruentus
Limonium sinuatum		Spathiphyllum
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		Stephanotis floribunda Yucca elephantipes
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*Indicates fresh materials with more than one category

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

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