



# **Level 3 Advanced Technical Diploma in Floristry (540) (0175-30)**

**Version 2.5 (May 2021)**

**Qualification Handbook Technicals**

## Qualification at a glance

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

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

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

		5. Assessment
2.4 May 2019	Wording changed regarding retakes	5. Assessment – Summary of assessment methods and conditions
		8. Administration – Re-sits and shelf-life of assessment results
2.5 May 2021	Updated L2 and L3 identification list of cut materials and potted plants	Appendix 1

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# 1 Introduction

## What is this qualification about?

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

Area	Description
OVERVIEW	
Who is this qualification for?	This qualification is for you if you are 16 years or older and want to work in floristry. It provides you with a range of specialist technical practical skills and knowledge which will equip you to progress to employment or further learning and training within the floristry industry.
What does this qualification cover?	<p>You will study a range of topics that are all compulsory. These will provide you the necessary skills and knowledge to progress into employment in the floristry industry. You will study creative floral design methods and techniques, botany and business skills. On top of that, you will cover in detail how to produce a range of designs, including tied designs, wired designs, glued designs and designs in different mediums. You will study how to produce floral designs for different events, such as weddings and funerals. You will also learn about current and future design development and innovation in floristry.</p> <p>Centres and providers work with local employers who will contribute to the knowledge and delivery of training. Employers will provide demonstrations and talks on the industry and where possible work placements will also be provided by the employers. This practical based training is ideal preparation for gaining employment in the floristry industry or specialist further study.</p>
WHAT COULD THIS QUALIFICATION LEAD TO?	
Will the qualification lead to employment, and if so, in which job role and at what level?	<p>You might progress into the following roles:</p> <ul style="list-style-type: none"><li>• Florist</li><li>• Senior florist</li><li>• Florist shop manager.</li></ul>
Why choose this qualification over similar qualifications?	<p>This qualification is for you if you want to work in the floristry industry. It provides you with all the skills required to either become employed or to start your own business.</p> <p>You are likely to take this qualification full-time over 1 year in a</p>

	college, or over 2 years with another qualification such as an AS or A Level.
Will the qualification lead to further learning?	<p>You could also progress onto the following qualifications:</p> <ul style="list-style-type: none"> <li>• City &amp; Guilds Level 4 Higher Diploma in Floristry</li> <li>• City &amp; Guilds Level 5 Master Diploma in Professional Floristry.</li> </ul>
<b>WHO SUPPORTS THIS QUALIFICATION?</b>	
Employer/Higher Education Institutions	The British Florist Association (BFA)



## Qualification structure

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

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

## Total qualification time (TQT)

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

Title and level	GLH	TQT
Level 3 Advanced Technical Diploma in Floristry (540)	540	900

## Assessment and employer involvement

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

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

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
<b>Mandatory</b>	
830	Employer involvement

*\*Number of mandatory assessments per assessment type*

## 2 Centre requirements

### Approval

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

### Resource requirements

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

### Centre staffing

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

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

### Physical resources

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

### Internal Quality Assurance

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

### Learner entry requirements

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

### Age restrictions

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

## 3 Delivering technical qualifications

### Initial assessment and induction

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

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

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

### Qualification delivery guidance

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

### Employer involvement

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

### Support materials

The following resources are available for this qualification:

Description	How to access
Sample assessments	
Guidance for delivery	Available 2016 on the qualification pages on the City & Guilds
Guidance on use of marking grids	Website: <a href="http://www.cityandguilds.com">www.cityandguilds.com</a>

## 4 Employer involvement

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

Department for Education (DfE) requirements state:

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

*[Technical qualifications] must:*

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

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

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

### Qualification approval

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

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

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

### Monitoring and reporting learner engagement

Employer involvement is a formal component of this qualification and is subject to quality assurance monitoring. Centres must record evidence that demonstrates that each learner has been involved in

meaningful employer based activities against the mandatory content before claiming the employer involvement component for learners.

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

### **Types of involvement**

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

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

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

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

The DfE has provided the following examples of what does and does not count as meaningful employer involvement, as follows<sup>1,2</sup>:

#### ***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<sup>3</sup>;*
- *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.*

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<sup>1</sup> As extracted from: Vocational qualifications for 16 to 19 year olds  
2017 and 2018 performance tables: technical guidance for awarding organisations

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

<sup>3</sup> DfE work experience guidance

***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 e.g. hairdressing salons, florists, restaurants, travel agents, small manufacturing units, car servicing facilities;*
- *employers providing students with job references.*

### **Types of evidence**

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

### **Quality assurance process**

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

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

### **Sufficiency of involvement for each learner**

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

### **Live involvement**

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

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

### **Timing**

A learner who has not met the minimum requirements cannot be awarded the component, and will therefore not achieve the qualification. It is therefore important that centres give consideration to scheduling employer involvement activities, and that enough time is allotted throughout delivery and assessment of the qualification to ensure that requirements are fully met.



## 5 Assessment

### Summary of assessment methods and conditions

Component numbers	Assessment method	Description and conditions
002	Synoptic assignment	<p>The synoptic assignment is <b>externally set, internally marked and externally moderated</b>. The assignment requires candidates to identify and use effectively in an integrated way an appropriate selection of skills, techniques, concepts, theories, and knowledge from across the content area. Candidates will be judged against the assessment objectives.</p> <p>Assignments will be released to centres as per dates indicated in the Assessment and Examination timetable published on our website.</p> <p>Centres will be required to maintain the security of all live assessment materials. Assignments will be password protected and released to centres through a secure method.</p> <p>There will be one opportunity within each academic year to sit the assignment. Candidates who fail the assignment will have one re-sit opportunity. The re-sit opportunity will be in the next academic year, and will be the assignment set for that academic year once released to centres. If the re-sit is failed, the candidate will fail the qualification.</p> <p>Please note that for externally set assignments City &amp; Guilds provides guidance and support to centres on the marking and moderation process.</p>
001 or 501	Externally marked exams	<p>The exams are <b>externally set and externally marked</b>, and will be taken either online through City &amp; Guilds' computer-based testing platform (001) or as a paper-based test (501).</p> <p>The exams are designed to assess the candidate's depth and breadth of understanding across content in the qualification at the end of the period of learning, using a range of question types and will be sat under invigilated examination conditions. See JCQ requirements for details: <a href="http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations">http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations</a></p> <p>The exam specification shows the coverage of the exam across the qualification content.</p> <p>Candidates who fail the exam at the first sitting will have a maximum of two opportunities to retake. If the candidate fails the exam three times then they will fail the qualification. (Note: the third and final retake opportunity applies to Level 3 only.) For exam dates, please refer to the Assessment and Examination timetable.</p>

301	Internally marked theory exam	<p>This theory exam is <b>externally set, internally marked and externally moderated</b>. 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.</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>
302	Portfolio of evidence	<p>This unit will be assessed by a portfolio of evidence, externally moderated by City &amp; Guilds.</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 meet the requirements of a complex order from receiving the order, through planning to construction and evaluation. Candidates will need to meet the specific requirements of the customer and select appropriate materials and techniques to ensure the brief is

fully met. Candidates will also get the opportunity to explore business processes with floristry by preparing for an event. Candidates will need to draw on their skills and knowledge from across the qualification to ensure the commercial and creative requirements of the brief are met.

### External exam for stretch, challenge and integration

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

### Assessment objectives

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

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

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

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

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

### Exam specification

AO weightings per exam

AO	Exam 001/501 weighting (approx. %)
AO1 Recalls knowledge from across the breadth of the qualification.	30
AO2 Demonstrates understanding of concepts, theories and processes from across the breadth of the qualification.	50
AO4 Applies knowledge, understanding and skills from across the breadth of the qualification in an integrated and holistic way to achieve specified purposes.	20



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

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

**Assessment conditions:** Invigilated examination conditions

**Grading:** X/P/M/D

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

\*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 work<sup>4</sup> 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.

### **Provision for reworking evidence after submission for marking by the tutor**

It is expected that in many cases a candidate who is struggling with a specific piece of work may themselves choose to restart and rectify the situation during their normal allocated time, and before it gets to the stage of it being handed in for final marking by the tutor.

In exceptional circumstances however, where a candidate has completed the assignment in the required timescales, and has handed it in for marking by the tutor but is judged to have significantly underperformed, may be allowed to rework or supplement their original evidence for remarking prior to submission for moderation. For this to be allowed, the centre must be confident that the candidate will be able to improve their performance without additional feedback from their tutor and within the required timescales i.e. the candidate has shown they can perform sufficiently better previously in formative assessments.

The reworked and/or supplemented original evidence must be remarked by the tutor in advance of the original moderation deadline and the moderator informed of any candidates who have been allowed to resubmit evidence.

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<sup>4</sup> 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.

The process must be managed through the IQA. The justification for allowing a resubmission should be recorded and made available on request. The use of this provision will be monitored by City & Guilds.

### **Internal appeal**

Centres must have an internal process in place for candidates to appeal the marking of internally marked components, i.e. the synoptic assignment and any optional unit assignments. 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.

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 (e.g. archived samples of candidate work and statistical evidence) will be used to determine the mark at which candidate performance in the assessment best aligns with the grade descriptor in the context of the qualification's purpose. Boundaries will be set for each version of each assessment to take into account relative difficulty.

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

### Grade descriptors

#### To achieve a pass, a candidate will be able to

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

#### To achieve a distinction, a candidate will be able to

- Demonstrate the excellent knowledge and understanding required to work to a high level in the occupational area, its principles, practices and legislation.
- Analyse the impact of different factors on the occupation to show deep understanding of how work tasks are shaped by the broader social, environmental, and business environment it operates within.
- Demonstrate the application of relevant theory and understanding to provide efficient and effective solutions to complex and non-routine problems.

- Analyse the brief in detail, showing confident understanding of concepts and themes from across the qualification content, bringing these together to develop a clear and stretching plan, that would credibly achieve an outcome that is highly fit for purpose.
- Achieve an outcome which shows an attention to detail in its planning, development and completion, so that it completely meets or exceeds the expectations of the brief to a high standard.
- Carry out an evaluation in a systematic way, focussing on relevant quality points, identifying areas of development/ improvement as well as assessing the fitness for purpose of the outcome.

### Awarding grades and reporting results

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

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

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

Synoptic Assignment	Pass Mark (%)
002	40%

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

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

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

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

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

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

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

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

## 8 Administration

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

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

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

- internal quality assurance
- City & Guilds external moderation.

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

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

### Factors affecting individual learners

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

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

### Malpractice

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

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

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

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

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

## **Access arrangements 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>

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<b>UAN:</b>	A/507/4634
<b>Level:</b>	3
<b>GLH:</b>	30

### **What is this unit about?**

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

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

### **Learning outcomes**

In this unit, learners will:

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



## Scope of content

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

## Learning outcome

### 1. Understand health and safety legislation

#### Topics

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

#### Topic 1.1

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

- prosecution fines and le.g.al fees
- compensation claims
- repairs/replacement of equipment
- recruit and train new staff
- increased insurance premiums

emotional e.g.

- guilt and grief
- stress

reputation e.g.

- loss of reputation
- bad publicity

employees e.g.

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

social e.g.

- loss of independence
- reduced social activity.

#### Topic 1.2

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

#### Topic 1.3

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

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

employees

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

#### **Topic 1.4**

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

#### **Topic 1.5**

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

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

### **Learning outcome:**

## **2. Understand the risk assessment process**

### **Topics**

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

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

#### **Topic 2.1**

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

### **Topic 2.2**

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

### **Topic 2.3**

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

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

Learners will also know the hierarchy of risk control

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

## **Learning outcome:**

### **3. Understand first aid requirements**

#### **Topics**

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

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

#### **Topic 3.1**

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

#### **Topic 3.2**

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

#### **Topic 3.3**

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

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

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

### **Learning outcome:**

#### **4. Understand safe manual handling principles**

##### **Topics**

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

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

##### **Topic 4.1**

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

##### **Topic 4.2**

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

### **Learning outcome:**

#### **5. Understand the use of fire extinguishers**

##### **Topics**

- 5.1 Use of fire extinguishers

##### **Topic 5.1**

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

- water

- dry powder
- foam
- CO<sub>2</sub>.

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

### Guidance for delivery

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

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

### Employer engagement

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

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

### Suggested learning resources

#### Books

Farmwise: Your Essential Guide to Health and Safety in Agriculture      Health and Safety Executive  
Published by: HSE books, 2013  
ISBN 0717665097

Health & Safety at Work Essentials. 8th Edition      Chadder P. and Duncan M.  
Published by: Lawpack Publishing Ltd, 2014  
ISBN 1910143006

Health and Safety at Work: An Essential Guide for Managers. 9th Edition      Stranks, J  
Published by: Kogan Page Ltd, 2010  
ISBN 0749461195

#### Websites

Health and Safety Executive (HSE)

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

The Royal Society for the Prevention of  
Accidents (ROSPA)

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

## Unit 302

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

<b>UAN:</b>	F/507/4635
<b>Level:</b>	3
<b>GLH:</b>	30

### What is this unit about?

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

### Learning outcomes

In this unit, learners will:

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

## Scope of content

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

### Learning outcome:

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

### Topics

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

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

#### Topic 1.1

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

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

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

- job specific
- vocational
- personal.

### Learning outcome:

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

### Topics

- 2.1 Appropriate work-based experience and the application process
- 2.2 Interview skills

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



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

### **Topic 2.1**

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

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

- trade magazines
- websites.

Learners will complete

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

### **Topic 2.2**

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

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

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

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

## **Learning outcome:**

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

#### **Topics**

##### **3.1 The importance of effective interpersonal skills in the workplace**

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

#### **Topic 3.1**

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

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

- use of technical terms.

### **Learning outcome:**

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

### **Topics**

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

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

#### **Topic 4.1**

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

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

#### **Topic 4.2**

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

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

#### **Topic 4.3**

Learners will evaluate career aspirations, to include

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

## **Guidance for delivery**

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

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

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

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

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

## Unit 303

## Principles of the creative design process in floristry

<b>UAN:</b>	A/507/6979
<b>Level:</b>	3
<b>GLH:</b>	60

### What is this unit about?

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

### Learning outcomes

In this unit, learners will:

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

## Scope of content

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

### Learning outcome:

#### 1. Understand floral design

### Topics

#### 1.1 Introduction to the design schema

#### 1.2 Design categories

##### Topic 1.1

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

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

Learners will understand the importance of

- the golden section
- golden ratio
- proportion.

##### Topic 1.2

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

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

## Learning outcome:

### 2. Understand sources of inspiration

#### Topics

##### 2.1 Sources of inspiration

###### Topic 2.1

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

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

## Guidance for delivery

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

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

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

## Suggested learning resources

### Books

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

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

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

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

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

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

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

## **Websites**

British Florist Association	<a href="http://www.britishfloristassociation.org">www.britishfloristassociation.org</a>
Florist Pages	<a href="http://www.floristpages.co.uk">www.floristpages.co.uk</a>
Flower and Plants Association	<a href="http://www.flowers.org.uk">www.flowers.org.uk</a>
Flower Council of Holland	<a href="http://www.flowercouncil.org/uk">www.flowercouncil.org/uk</a>
Metz Flowers and Plants	<a href="http://www.metz.nl">www.metz.nl</a>
Rainbow Florist Supplies	<a href="http://www.rainbowfloristsupplies.co.uk">www.rainbowfloristsupplies.co.uk</a>
Smithers-Oasis Company	<a href="http://www.smithersoasis.com">www.smithersoasis.com</a>



## Unit 304

## Plant and flower care

<b>UAN:</b>	R/507/6986
<b>Level:</b>	3
<b>GLH:</b>	30

### What is this unit about?

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

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

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

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

### Learning outcomes

In this unit, learners will:

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

## Scope of content

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

### Learning outcome:

#### 1. Know plant identifications, groups and classifications

### Topics

- 1.1 Plant identification
- 1.2 Botanical groups
- 1.3 Plant classifications

#### Topic 1.1

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

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

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

#### Topic 1.2

Learners will understand the different botanical groups

- family
- genus
- species
- cultivar.

#### Topic 1.3

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

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

### Learning outcome:

## 2. Understand environmental requirements of plants

### Topics

- 2.1 Key plant care requirements
- 2.2 Planted designs

#### Topic 2.1

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

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

#### Topic 2.2

Learners will understand the characteristics of planted designs, including

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

### Learning outcome:

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

### Topics

- 3.1 Code of practice

#### Topic 3.1

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

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

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

## Guidance for delivery

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

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

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

## Suggested learning resources

### Books

Cut Flowers- A practical Guide to their Selection and Care      Whale S and Follon M.  
Published by: Jago Publishing Ltd, 2011  
ISBN 978-0-9568713-0-5

Foliage for Florists      Society of Floristry  
Published by: Society of Floristry, 2nd Edition, 2006  
ISBN 978-0-955304309

Cut Flower Handbook      Flower Council of Holland  
Published by: Flower Council of Holland

### Websites

Ambius      <http://www.ambius.com>  
Flower and Plants Association      [www.flowers.org.uk](http://www.flowers.org.uk)

## Unit 305

## Tied floral designs

<b>UAN:</b>	M/507/6980
<b>Level:</b>	3
<b>GLH:</b>	60

### What is this unit about?

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

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

### Learning outcomes

In this unit, learners will:

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

## Scope of content

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

### Learning outcome:

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

### Topics

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

#### Topic 1.1

Learners will interpret job specifications, including

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

#### Topic 1.2

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

- materials selected
- full botanical nomenclature.

#### Topic 1.3

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

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

### Learning outcome:

#### 2. Produce tied floral designs

### Topics

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

Learners will understand the importance of preparation of all materials to be used within tied

designs. Learners will understand the importance of strong, neat mechanics, construction skills and appropriate application of techniques.

### **Topic 2.1**

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

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

### **Topic 2.2**

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

Learners will construct the following designs

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

### **Topic 2.3**

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

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

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



## **Learning outcome:**

### **3. Evaluate tied floral designs**

## **Topics**

### **3.1 Evaluate designs**

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

#### **Topic 3.1**

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

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

## Guidance for delivery

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

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

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

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

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

## Suggested learning resources

### Books

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

Straight from the Heart Bridal floristry for the 21st century  
Published by: Thrive Floristry, 2002  
ISBN 0954196007  
Cowling C and Cowling E.M.

Straight from the Heart, Sympathy Collection  
Published by: Thrive Floristry, 2006  
ISBN 0954196090  
Cowling C and Cowling E.M.

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

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

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

### ***Journals and magazines***

Fusion Flowers

### ***Websites***

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

## Unit 306

## Floral designs in a medium

<b>UAN:</b>	T/507/6981
<b>Level:</b>	3
<b>GLH:</b>	60

### What is this unit about?

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

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

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

### Learning outcomes:

In this unit, learners will

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

## Scope of content

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

### Learning outcome:

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

### Topics

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

#### Topic 1.1

Learners will interpret job specifications, including

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

#### Topic 1.2

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

- materials selected
- full botanical nomenclature.

#### Topic 1.3

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

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

### Learning outcome:

#### 2. Produce floral designs in a medium

### Topics

- 2.1 Prepare materials
- 2.2 Construct design

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

### Topic 2.1

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

Materials will include

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

### Topic 2.2

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

Learners will construct the following designs

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

### Learning outcome:

#### 3. Evaluate designs in a medium.

### Topics

#### 3.1 Evaluate designs

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

### **Topic 3.1**

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

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

## Guidance for delivery

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

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

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

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

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

## Suggested learning resources

### Books

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



21st century

Published by: Thrive Floristry, 2002

ISBN 0954196007

Straight from the Heart, Sympathy Collection

Cowling C and Cowling E.M.

Published by: Thrive Floristry, 2006

ISBN 0954196090

The Floral Design Manual: Materials & Techniques

van den Akker, P

Published by: Lannoo Publishers, 2013

ISBN 9789089894519

The Professional Florists' Manual

Owen, L

Published by: BFA and SoF Training Fund, 2014

ISBN 9780955304347

Wedding Flowers: Exceptional Floral Design for Exceptional Occasions

Pryke P

Published by: Jacqui Small LLP, 2015

ISBN 9781909342545

### ***Journals and magazines***

Fusion Flowers

### ***Websites***

British Florist Association

<http://britishfloristassociation.org>

*Flower Council of Holland publications*

<http://retail.flowercouncil.org>

*Flowers & Plants Association*

<http://flowers.org.uk>

Fusion Flowers

[www.fusionflowers.com](http://www.fusionflowers.com)

*Flower Council of Holland publications*

[www.retail.flowercouncil.org](http://www.retail.flowercouncil.org)

*Val Spicer Products*

[www.valspicer.co.uk](http://www.valspicer.co.uk)

Oasis floral products

[www.souk.oasisfloral.com](http://www.souk.oasisfloral.com)

## Unit 307

## Wired floral designs

<b>UAN:</b>	A/507/6982
<b>Level:</b>	3
<b>GLH:</b>	60

### What is this unit about?

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

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

### Learning outcomes

In this unit, learners will:

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

## Scope of content

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

### Learning outcome:

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

### Topics

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

#### Topic 1.1

Learners will interpret job specifications, including

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

#### Topic 1.2

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

- materials selected
- full botanical nomenclature.

#### Topic 1.3

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

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

### Learning outcome:

#### 2. Produce wired designs

### Topics

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

Learners will understand the importance of preparation of all materials to be used within wired

designs. Learners will understand the importance of strong, neat mechanics, construction skills and appropriate application of techniques.

### **Topic 2.1**

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

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

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

### **Topic 2.2**

Learners will construct a range of wired designs applying a range of techniques to the construction.

Learners will apply techniques listed in Appendix 2.

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

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

Learners will understand the importance of the following in wired designs

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

### **Topic 2.3**

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

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

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

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

### **Learning outcome:**

#### **3. Evaluate wired floral designs**

### **Topics**

#### 3.1 Evaluate designs

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

#### **Topic 3.1**

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

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

## Guidance for delivery

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

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

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

## Suggested learning resources

### Books

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

ISBN 0954196007

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

Cowling C and Cowling E.M.

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

van den Akker, P

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

Owen, L

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

Pryke P

### ***Journals and magazines***

Fusion Flowers

### ***Websites***

British Florist Association

<http://britishfloristassociation.org>

*Flower Council of Holland publications*

<http://retail.flowercouncil.org>

*Flowers & Plants Association*

<http://flowers.org.uk>

Fusion Flowers

[www.fusionflowers.com](http://www.fusionflowers.com)

*Flower Council of Holland publications*

[www.retail.flowercouncil.org](http://www.retail.flowercouncil.org)

*Val Spicer Products*

[www.valspicer.co.uk](http://www.valspicer.co.uk)

Oasis floral products

[www.souk.oasisfloral.com](http://www.souk.oasisfloral.com)

## Unit 308

## Glued floral designs

<b>UAN:</b>	Y/507/6987
<b>Level:</b>	3
<b>GLH:</b>	30

### What is this unit about?

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

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

### Learning outcomes

In this unit, learners will:

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



## Scope of content

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

### Learning outcome:

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

### Topics

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

#### Topic 1.1

Learners will interpret job specifications, including

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

#### Topic 1.2

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

- materials selected
- full botanical nomenclature.

#### Topic 1.3

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

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

### Learning outcome:

#### 2. Produce glued floral designs

### Topics

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

Learners will understand the importance of preparation of all materials to be used within glued

designs. Learners will understand the importance of strong, neat mechanics, construction skills and appropriate application of techniques.

### **Topic 2.1**

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

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

### **Topic 2.2**

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

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

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

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

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

### **Topic 2.3**

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

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

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

- raffia
- gift cards
- care cards
- tags.

**Learning outcome:**

**3. Evaluate designs**

**Topics**

3.1 Evaluate designs

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

**Topic 3.1**

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

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

## Guidance for delivery

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

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

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

## Suggested learning resources

### Books

Creativity with Flowers: Sympathy Published by: Sticking Kunstboek 2009 ISBN 9789058562548	Benjamin, P, Bruyne, De T and Van de Sluis, M.
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van den Akker, P

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## Unit 309

## Business management and marketing in floristry

<b>UAN:</b>	F/507/6983
<b>Level:</b>	3
<b>GLH:</b>	60

### What is this unit about?

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

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

### Learning outcomes

In this unit, learners will:

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

## Scope of content

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

### Learning outcome:

#### 1. Understand the business environment

##### Topics

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

##### Topic 1.1

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

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

##### Topics 1.2

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

##### Topic 1.3

Learners will know the influences on the floristry industry, including

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

### Learning outcome:

#### 2. Understand floristry business sales and marketing

##### Topics

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

##### Topic 2.1

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

- face to face questioning
- online marketing survey
- customer questionnaire.

### **Topic 2.2**

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

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

### **Topic 2.3**

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

- opportunities for promotion
- increasing sales.

### **Topic 2.4**

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

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

## **Learning outcome:**

### **3. Understand recruitment and line management of staff**

#### **Topics**

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

### **Topic 3.1**

Learners will know a range of employee roles, including

- proprietor
- director
- manager
- senior florist
- junior florist
- trainee florist
- delivery driver
- volunteer



- sub-contractor.

### **Topic 3.2**

Learners will be able to advertise floristry jobs, including

- job description
- person specification.

Learners will understand appropriate places to advertise the job vacancy.

### **Topic 3.3**

Learners will be able to line manage staff, including

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

### **Topic 3.4**

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

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

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

## **Learning outcome:**

### **4. Know business finance**

#### **Topics**

4.1 Taxation

4.2 Complete financial forecasts

#### **Topic 4.1**

Learners will know taxation in the floristry industry, including

- VAT
- PAYE
- National insurance
- Income tax.

#### **Topic 4.2**

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

- sales
- costs
- wastage.

## Guidance for delivery

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

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

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

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

## Suggested learning resources

### Books

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

### Websites

- |                                |  |
|--------------------------------|--|
| Federation of small businesses | <a href="http://www.fsb.org.uk">www.fsb.org.uk</a> |
|--------------------------------|--|

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

## Unit 310

## Trends in the floristry industry

<b>UAN:</b>	J/507/6984
<b>Level:</b>	3
<b>GLH:</b>	60

### What is this unit about?

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

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

### Learning outcomes

In this unit, learners will:

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

## Scope of content

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

### Learning outcome:

#### 1. Know predictors of future trends

### Topics

1.1 Outside influences

1.2 Outside influences as predictors of trends

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

#### Topic 1.1

Learners must know the outside influences on floral designs, including

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

#### Topic 1.2

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

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

### Learning outcome:

#### 2. Understand product developments in the floristry industry

### Topics

2.1 Developments in floriculture

2.2 Development of environmentally aware products

#### Topic 2.1

Learners will understand the development of recent floriculture innovations, including

- new varieties with a longer shelf life

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

**Topic 2.2:**

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

**Learning outcome:**

**3. Know influential designers and their signature techniques**

**Topics**

3.1 Styles of influential designers

3.2 Apply signature techniques

**Topic 3.1**

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

- ethos
- motivation
- signature design/techniques.

**Topic 3.2**

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

## Guidance for delivery

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

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

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

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

## Suggested learning resources

### *Journals and magazines*

Fusion Flowers

### *Websites*

Oasis Floral Products	<a href="http://www.oasisfloral.com">www.oasisfloral.com</a>
Flower council of Holland	<a href="http://www.flowercouncil.org">www.flowercouncil.org</a>
European Floral & Lifestyle Suppliers Association	<a href="http://www.efsa.com">www.efsa.com</a>
Vogue	<a href="http://www.vogue.co.uk.fashion.trends">www.vogue.co.uk.fashion.trends</a>
Trend Bible	<a href="http://www.trendbible.co.uk">www.trendbible.co.uk</a>
Fleur Creative.	<a href="http://www.fleurcreatif.com">www.fleurcreatif.com</a>



## Unit 311

## Event floristry

<b>UAN:</b>	L/507/6985
<b>Level:</b>	3
<b>GLH:</b>	60

### What is this unit about?

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

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

### Learning outcomes

In this unit, learners will be able to:

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

## Scope of content

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

### Learning outcome:

#### 1. Know floral characteristics of a range of events

### Topics

#### 1.1 Celebrations and ceremonies

##### Topic 1.1

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

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

### Learning outcome:

#### 2. Understand event design briefs

### Topics

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

##### Topic 2.1

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

##### Topic 2.2

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

Learners will consider

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

##### Topic 2.3

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

- site visits, recording key data

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

#### **Topic 2.4**

Learners will present proposed designs to meet event briefs, including

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

### **Learning outcome:**

#### **3. Prepare costings and quotations**

#### **Topics**

3.1 Event quotation letters

3.2 Costing event work

#### **Topic 3.1**

Learners will prepare quotation letters for floral requirements for events.

#### **Topic 3.2**

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

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

## Guidance for delivery

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

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

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

## Suggested learning resources

### Books

Creativity with Flowers: Sympathy Published by: Sticking Kunstboek 2009 ISBN 9789058562548	Benjamin, P, Bruyne, De T and Van de Sluis, M.
Flowers in tears Published by: Sticking Kunstboek, 2008 ISBN 9789058562685	Vanden Berghe M
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Oasis floral products

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## Appendix 1

## Identification list of cut materials and potted plants

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

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

### Level 2 list

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

Iris hollandica Lathyrus odoratus Liatris spicata Lilium (Asiatic hybrids) Lilium longiflorum Lilium (Oriental hybrids) Limonium sinuatum Matthiola incana Moluccella laevis Narcissus Nerine bowdenii Ornithogalum thyrsoides Phlox Ranunculus Rosa Scabiosa caucasica Scilla peruviana Sedum spectabile Solidago Syringa vulgaris Trachelium caeruleum Triteleia Tulipa spp Veronica Zantedeschia		Nephrolepis exaltata Opuntia Pelargonium Phalaenopsis Philodendron scandens Saintpaulia ionantha Sinningia Senecio cruentus Spathiphyllum Stephanotis floribunda Yucca elephantipes
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### Level 3 list

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

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



Polianthes tuberosa Protea Rosa Rudbeckia Sandersonia Saponaria Scabiosa stellata Solidaster luteus Spiraea Stephanotis floribunda Stillingia Strelitzia reginae Tagetes Tanacetum parthenium Trollius Vanda Viburnum opulus Zinnia elegans		
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## Appendix 2

## Floristry designs techniques

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

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

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

### *City & Guilds Centre Manual*

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

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

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

### *Our Quality Assurance Requirements*

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

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

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

**Walled Garden:** how to register and certificate candidates on line

**Events:** dates and information on the latest Centre events

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

## Useful contacts

### UK learners

General qualification information

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E: [learnersupport@cityandguilds.com](mailto:learnersupport@cityandguilds.com)

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### International learners

General qualification information

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E: [intcg@cityandguilds.com](mailto:intcg@cityandguilds.com)

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### Centres

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

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E: [centresupport@cityandguilds.com](mailto:centresupport@cityandguilds.com)

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### 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

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E: [singlesubjects@cityandguilds.com](mailto:singlesubjects@cityandguilds.com)

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### International awards

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

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E: [intops@cityandguilds.com](mailto:intops@cityandguilds.com)

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### Walled Garden

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

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E: [walledgarden@cityandguilds.com](mailto:walledgarden@cityandguilds.com)

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### Employer

Employer solutions, Mapping, Accreditation, Development Skills, Consultancy

E: [business@cityandguilds.com](mailto:business@cityandguilds.com)

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

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## **About City & Guilds**

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

## **City & Guilds Group**

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

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