Level 3 Advanced National Certificate in Floristry (0344)

www.nptc.org.uk

Qualification Handbook

Version 1

Supported by the Society of Floristry

Publications and enquiries

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1 Giltspur Street, London EC1A 9DD

or

download from www.nptc.org.uk under the 'Qualifications' tab.

General information may be obtained from

Customer support
NPTC
Stoneleigh Park
Warwickshire CV8 2LG
United Kingdom

Tel: +44 (0) 24 7685 7300
Fax: +44 (0) 24 7669 6128

Email: information@nptc.org.uk

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We believe that it is in NPTC's interests, and the interests of those who work for or in association with NPTC, to ensure that the human resources, talents and skills available throughout the community are considered when employment or work opportunities arise. To this end, within the framework of the law, we are committed, wherever practicable, to achieving and maintaining a workforce which broadly reflects the local community in which we operate. Every step will be taken to ensure that individuals are treated equally and fairly and that decisions on recruitment, selection, training, promotion and career management are based solely on objective and job related criteria.

Similarly, we will strive to ensure that all candidates have equal access to assessment and that they are protected against unfair or unlawful discrimination, unnecessary barriers to assessment or harassment during assessment.

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Contents

	page
Introduction	5
General information and structure of qualification	6
Assessment and quality assurance	7
Assessment strategy	8
Appeals and equal opportunities	8
Course design	9
Centre and scheme approval	10
Registration and certification	11
Test Specification	12
Opportunities for Health and Safety, Spiritual, Environmental, European Developments	13
Unit 321 Diverse flower and plant care	15
Unit 322 The creative design process for florists	20
Unit 323 Diverse tied floral designs	23
Unit 324 Diverse floral designs for weddings and formal occasions	26
Unit 325 Assembly of diverse floral arrangements	30
Unit 326 Assembly of diverse floral designs for sympathy tributes	33
Unit 327 Working in the floristry industry	36
Unit 328 Process, cost, and evaluate diverse floral designs	40
Unit 329 Function and event decoration using floral displays	44
Unit 330 Function and event decoration using balloons	49
Appendix A: Identification list of cut materials and potted plants	55
Appendix B: Costing proformae	59
Appendix C: Evaluation sheets	61
Further Information	63

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Level 3 Advanced National Certificate in Floristry (0344-30)

Introduction

This qualification is designed for candidates who

- wish for career progression into or within the sector
- do not have access to an N/SVQ
- wish to develop the skills learnt from other qualifications
- require evidence towards the underpinning knowledge of the N/SVQ
- are looking for progression towards higher education.

The qualification is suitable for school leavers or for adults looking for a change in career. It is designed to contribute towards the knowledge and understanding for the NVQs in Floristry (6822) while containing additional skills and knowledge which go beyond the scope of the National Occupational Standards. It provides a valuable alternative for those candidates who do not have access to the NVQ.

For information about all land-based qualifications offered by NPTC, please refer to the website www.nptc.org.uk or contact information@nptc.org.uk

Other Vocationally Related Qualifications are available in a range of vocational areas, please contact Customer Services Enquiry unit at City & Guilds for further information.

General information

This Vocationally Related Qualification has been designed by NPTC to support government initiatives towards the National Qualifications Framework. They can contribute towards the knowledge and understanding required for the related N/SVQ

General structure of the units

This Level 3 Advanced National Certificate is made up of units expressed in a standard format. Each unit is preceded by details of

- the rationale for the unit
- the range covered in the unit, where applicable
- the outcomes
- the assessment methods
- the relationship of the unit to the appropriate National Occupational Standards
- signposting of opportunities to generate evidence for key skills

Level 3 Advanced National Certificate in Floristry

To gain the Level 3 Advanced National Certificate in Floristry candidates must undertake assessments for all eight core units (321 - 328) plus one optional unit. A total of 9 units in all are required to achieve the qualification, including the short answer written paper (component 320).

Core units

Unit 321 Diverse flower and plant care
Unit 322 The creative design process for florists
Unit 323 Diverse tied floral designs
Unit 324 Diverse floral designs for weddings and formal occasions
Unit 325 Assembly of diverse floral arrangements
Unit 326 Assembly of diverse floral designs for sympathy tributes
Unit 327 Working in the floristry industry
Unit 328 Process, cost, and evaluate diverse floral designs

Optional Units

Unit 329 Function and event decoration using floral displays
Unit 330 Function and event decoration using balloons

Assessment and quality assurance

National standards and rigorous quality assurance are maintained by the use of

- NPTC set and marked written test(s)
- NPTC assignments, marked by the centre according to externally set marking criteria, with quality assurance provided by the centre and monitored by NPTC's external verification system, to ensure that national standards are maintained.

Quality assurance includes initial centre approval, qualification approval, the centre's own procedures for monitoring quality and NPTC's ongoing monitoring by an External Verifier. Details of NPTC/City & Guilds's criteria and procedures, including roles of centre staff and External Verifiers can be found in *Providing NPTC Qualifications - a guide to centre and qualification approval* (See www.nptc.org.uk).

The short answer written test assesses the knowledge and understanding of some of the core units.

Assignments (one per unit) assess practical activities of all units. They also assess the underpinning knowledge of units that are not assessed in the written test. NPTC provides an Assignment Guide, which is available to candidates. An additional Assignment Marking Guide is available to assessors only where written tests form part of the assignment. As assignments are designed to sample the practical activities and underpinning knowledge, it is essential that centres ensure that candidates cover the content of the whole unit. The Assignment Guide is available from Publications Sales at City & Guilds (stock reference EN-30-0344) and the Assignment Marking Guide is available to centre examinations officers from information@nptc.org.uk.

Assessment components are graded (Pass, Merit, Distinction).

Pass level
In order to gain a Pass grade, candidates must show they can carry out activities to a satisfactory standard in the practical and underpinning knowledge tests.

Merit level
In order to gain a Merit grade, candidates must show additional qualities, such as an ability to work with greater efficiency than pass level candidates, and a capacity to monitor information and solve everyday operational problems with a certain amount of confidence.

Distinction level
In order to gain a Distinction grade, candidates must be able to show evidence of a greater level of understanding than those at merit level. In addition to the ability to monitor information and solve problems, they must be able to analyse and evaluate information and generalise from basic principles, make judgements and simple recommendations concerning methods of improving existing practice.

Assessment strategy

The roles of assessors and internal verifiers/qualification co-ordinators are specified in *Providing NPTC Qualifications - a guide to centre and qualification approval*. Specific competencies required for this qualification are set out below.

Assessors should be occupationally competent, either qualified to level 4 or above in floristry or have sufficient and current experience of working in the industry at this level. They should have had formal training in assessment, which may be A1, D32/33 or other training that allows the assessor to demonstrate competence in the practice of assessment. This training may be carried out in-house or with an external agency. It would be envisaged that the training would encompass, but not be limited to

- Assessment planning
- Methods of assessment
- Feedback
- Recording of evidence.

Internal verifiers/qualification coordinators must be occupationally competent either qualified to at least level 4 in floristry or have sufficient and current experience of working in the industry at this level. They should have had formal training in assessment, as above and have experience of internal verification of NVQs, or training in the quality assurance systems required by the awarding body.

The external verifier will judge that assessors and verifiers meet the above criteria during the qualification approval process or subsequent update.

Appeals and equal opportunities

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

Should occasions arise when centres are not satisfied with any aspect of the external verification process, they should contact Verification Services at NPTC.

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

Reasonable Adjustments and Special Considerations
For candidates with particular requirements, centres should refer to NPTC's policy document *The application of reasonable adjustments and special considerations in vocational qualifications*, which is available from www.nptc.org.uk

Course Design

Tutors/assessors should familiarise themselves with the structure and content of the qualification before designing an appropriate course; in particular they are advised to consider the knowledge and understanding requirements of the relevant N/SVQ.

NPTC does not itself provide courses of instruction or specify entry requirements. As long as the requirements for the qualification are met, tutors/assessors may design courses of study in any way that they feel best meets the needs and capabilities of the candidates. Units are broadly the same size and centres may deliver them in any order they wish. Centres may wish to introduce other topics as part of the programme which will not be assessed through the qualifications, e.g. to meet local needs.

It is recommended that centres cover the following in the delivery of the course, where appropriate:

- Health and safety considerations, in particular the need to impress to candidates that they must preserve the health and safety of others as well as themselves
- Key Skills (such as Communication, Application of Number, Information technology, Working with others, Improving own learning and performance, Problem solving.)
- Environmental education, related European issues
- Spiritual, moral, ethical, social and cultural issues.

It is recommended that 600 guided learning hours should be allocated for the core and optional units. This may be on a full time or part time basis. I

Entry requirements

No specific prior qualifications, learning or experience are required for candidates undertaking the qualification. However, the nature of both the learning and assessment required for the qualification is such that, at National and Advanced National Certificate Levels, candidates will need good literacy and numeracy skills i.e. the ability to read and interpret written tasks, to write answers and complete documents in a legible and understandable form and to make calculations. Candidates will also need to be able to organise written information clearly and coherently, although they will not be assessed for spelling or grammatical accuracy unless these are part of the assessment criteria.

Centres will need to make an initial assessment of each candidate and decide on the most appropriate level of qualification. For example, candidates with suitable floristry experience / skills may go directly onto an Advanced National programme at Level 3. Candidates without such prior experience / skills should complete the National Certificate programme first.

Candidates must complete the Advanced National Certificate before embarking on the Higher Diploma in Floristry, which will also need a higher level of literacy and numeracy skills.

Centre and qualification approval

Centres wishing to offer NPTC qualifications must gain approval.

New centres must apply for centre and qualification approval.

Existing NPTC/City & Guilds centres will need to get specific qualification approval to run this qualification.

Full details of the process for both centre and qualification approval are given in *Providing NPTC qualifications – a guide to centre and qualification approval* which is available from www.nptc.org.uk

NPTC/City & Guilds reserve the right to suspend an approved centre, or withdraw their approval from an approved centre to conduct a particular NPTC or City & Guilds qualification, for reasons of debt, malpractice or for any reason that may be detrimental to the maintenance of authentic, reliable and valid qualifications or that may prejudice the name of NPTC or City & Guilds.

Operating procedures – general requirements

All Centres offering the qualification will have to meet the full requirements for the assessment procedures as detailed in this Handbook.

This includes the provision of:

a appropriately qualified staff to invigilate the examination and carry out assessment

b facilities for practical assessments and examinations to be undertaken at appropriate times under conditions required by NPTC.

Invigilation

Centres will be expected to provide invigilators for the examination procedures. The invigilator will be responsible for the conduct and integrity of the examination. The person(s) undertaking this role will need to:

a be familiar with the content of the NPTC/City & Guilds Conduct of examinations document

b accurately observe the time allotted for the examination

c read out the ‘rules to candidates’ prior to commencement of the examination

d ensure compliance with all other regulations relating to the examination.

Invigilators ideally will not be involved in training the candidates. However, where this is unavoidable, the trainer will not be allowed to be the only invigilator involved for that examination.

Registration and certification

For the award of a certificate, candidates must successfully complete the assignments for the 8 core and 1optional units, plus the written test (component 320).

Core units		**Assessment components required**	
	Written test (short answer)	0344-30-320	Written test covering knowledge requirements of core units 321, 322, 324, 326, 327
Unit 321	Diverse flower and plant care	0344-30-321	Assignment
Unit 322	The creative Design Process for florists	0344-20-322	Assignment
Unit 323	Diverse tied floral designs	0344-30-323	Assignment
Unit 324	Diverse floral designs for weddings and formal occasions	0344-30-324	Assignment
Unit 325	Assembly of diverse floral arrangements	0344-30-325	Assignment
Unit 326	Assembly of diverse floral designs for sympathy tributes	0344-30-326	Assignment
Unit 327	Working in the floristry industry	0344-30-327	Assignment
Unit 328	Process, cost, and evaluate diverse floral designs	0344-30-328	Assignment
Optional units			
Unit 329	Function and event decoration using floral displays	0344-30-329	Assignment
Unit 330	Function and event decoration using balloons	0344-30-330	Assignment

- Candidates must be registered at the beginning of their course. Centres should submit registrations using Walled Garden or Form S (Registration), under scheme/complex no 0344-30.

- When assignments have been successfully completed, candidate results should be submitted on Walled Garden or Form S (Results submission). Centres should

note that results will **NOT** be processed by City & Guilds until verification records are complete.

- Written tests are available three times each year during February, June and October. Candidates must be entered for written (timetabled) assessment components using Walled Garden or Form S (and examination month entered in the 'dated entry' box).

- Candidates achieving one or more assessment components will receive a Certificate of Unit Credit listing the assessment components achieved. Candidates achieving the number and combination of assessment components required for the Certificate will, in addition, be issued a Certificate.

Full details on the procedures for all NPTC qualifications registered and certificated through City & Guilds, together with dates and times of written tests will be found in the City & Guilds On-line Catalogue or NPTC directory page

Test Specification

The knowledge requirements for units 321, 322, 324, 326 and 327 will be assessed by a short answer written test as set out in the Test Specification below. The knowledge requirements of the other units will be assessed within the assignments.

Paper title: Level 3 Advanced National Certificate in Floristry **Written paper 0344-30-320**				
Test duration 3 hours				
Unit	**Unit title**	**No of questions (1 mark each)**	**NO of marks**	**%**
321	Diverse flower and plant care	5	20	20
322	The creative design process for florists	5	20	20
324	Diverse floral designs for weddings and formal occasions	5	20	20
326	Assembly of diverse floral designs for sympathy tributes	5	20	20
327	Working in the floristry industry	5	20	20
	Totals	25	100	100

The pass mark for this examination is 50%

Health and safety, spiritual etc, environmental and European issues

The units provide opportunities to address the following issues as indicated:

Units	Spiritual, Moral, Ethical, Social and Cultural	Environmental	Health and Safety	European Development
1		X	X	X
2	X			X
3	X		X	X
4	X		X	X
5	X		X	X
6	X		X	X
7	X	X	X	
8				
9	X	X	X	X
10	X	X	X	X

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Unit 321 Diverse flower and plant care

Rationale
The unit enables candidates to improve their knowledge of cut materials and potted plants with regard to range, care, compatibility, and potential problems.

Range
The candidate must cover all of the range.
Cut materials and potted plants (Appendix A)
Plant groups, including an understanding of those commonly encountered by florists: monocotyledon, dicotyledon: (annuals, biennials, perennials, bulbs and corms, bromeliads, orchids, cacti & succulents, palms, ferns, grasses)
Planted designs: large specimen plants, planted trough, non-traditional planted container, pot-et-fleur, terrarium, dish garden

Outcomes
There are four outcomes to this unit. The candidate will be able to
1. identify cut materials and potted plants
2. identify plant groups and botanical processes
3. produce a diverse range of planted containers
4. identify plant problems

Assessment

1. Practical activities
   These are listed for each outcome. The assessment will be by means of a set assignment for the unit.

2. Underpinning knowledge
   This will be assessed by a short-answer written paper based on the test specification.

Mapping to National occupational standards

Unit	Title	SSC unit and element		Performance criteria	Underpinning knowledge
321	Diverse flower & plant care	FL1	FL1.1	1.2.3.4.5.6.7	a.b.c.d.e.f.h.i
			FL1.2	1.2.3.4.7.8.	a.b.c.d.e.f.g
		FL2	FL2.1	1.6	a.b.c.e.f.g.j.k.l
			FL2.2	1.2.3.4.5.	a.c.d.f
		FL8	FL8.2		g

Key skills signposting

Communication	Application of number	Information technology	Working with others	Improving own learning and performance	Problem solving
		IT2 part		**LP2.1** **LP2.2** **LP2.3**	**PS1 part**

Outcome 1 Identify cut materials and potted plants

Practical activities

The candidate will be able to

1. identify the cut flowers and foliages in the range by their botanical names, including variety/cultivar where appropriate

2. identify flowering and foliage pot plants in the range by their botanical names, including variety/cultivar where appropriate

NB See appendix A

Underpinning knowledge

The candidate will be able to

1. state the seasonal availability of flowers, foliages, and pot plants in the range in Appendix A.
   a) Spring
   b) Summer
   c) Autumn
   d) Winter

2. state the conditioning methods of cut-flowers, foliage, and pot-plants in the range in Appendix A

Outcome 2 Identify plant groups and botanical processes

Practical activities

The candidate will be able to

1. identify plant groups commonly encountered by florists

2. site plants, taking plant processes into account

Underpinning knowledge

The candidate will be able to

1. describe the characteristics of the major plant categories
   a) monocotyledon,
   b) dicotyledon, (annuals, biennials, perennials, bulbs and corms, bromeliads, orchids, cacti & succulents, palms, ferns, grasses)

2. outline each of the following and explain the significance of each to florists
   a) osmosis
   b) respiration
   c) transpiration
   d) photosynthesis
   e) evaporation
   f) etiolation
   g) tropisms

Outcome 3 Produce a diverse range of planted containers

Practical activities

The candidate will be able to

1. identify the characteristics of diverse planted containers

2. produce the planted designs in the range

Underpinning knowledge

The candidate will be able to

1. describe the characteristics of a diverse range of planted containers to include
   a) large specimen plants
   b) trough
   c) non traditional planted container
   d) pot-et-fleur
   e) terrarium
   f) dish garden

3. identify suitable plants for a wide range of indoor situations/ conditions

4. describe the difference between commercial viability and the botanical compatibility of mixed planted displays

Outcome 4 Identify plant problems

Practical activities

The candidate will be able to

1. identify plant problems

2. control plant problems

Underpinning knowledge

The candidate will be able to

1. describe physiological problems affecting cut materials and potted plants and their potential treatment

2. identify common pests and describe their effect on cut materials and potted plants: e.g. aphid, cyclamen mite, mealy bug, scale, vine weevil, red spider mite, whitefly

4. identify common diseases and describe their effect on cut materials and potted plants: e.g. anthracnose, botrytis, crown and stem rot, leaf spot, rust, powdery mildew

5. describe methods and controls for pests and diseases to include
   a) spraying with pesticide
   b) destroying infested leaves/plants
   c) cutting away infected parts

6. describe the precautions that can be taken to stop plants being infected by disease/pests to include
   a) environmental conditions
   b) buying/ selection
   c) conditioning
   d) storing/display

Unit 322 The creative design process for florists

Rationale

This unit enables candidates to explore art and design principles and sources of inspiration In addition the candidate will use methods to support the creative design process

Range

The candidate must cover
Sources of inspiration: design, culture, emotion, techniques (craft), and botany.
Methods: drawing, mixed media, craft, ICT software packages

Outcomes

There are two outcomes to this unit. The candidate will be able to

1. investigate sources of design inspiration

2. use a range of methods to explore and support the creative design process

Assessment

1. Practical activities
   These are listed for each outcome. The assessment will be by means of a set assignment for the unit.

2. Underpinning knowledge
   This will be assessed by a short-answer written paper based on the test specification.

Mapping to National occupational standards

Unit	Title	SSC unit and element		Performance criteria	Underpinning knowledge
322	Creative design process	FL7	FL7.1	1.4	a.b.d
			FL7.3	2.3.6	a.e
		FL8	FL8.1	1.2.7	a.b.d
			FL8.3	2.6	a.e
		FL9	FL9.1	1.2.6	a.b.d
			FL9.3	2.3.6	a.e

Key skills signposting

Communication	Application of number	Information technology	Working with others	Improving own learning and performance	Problem solving
C2 part		**IT2 part**		**LP2.1** **LP2.2** **LP2.3**	**PS1 part**

Outcome 1 Investigate sources of design inspiration

Practical Activities

The candidate will be able to

1. demonstrate understanding of the range of sources of inspiration
   a) design
   b) culture
   c) emotion
   d) technique (craft)
   e) botanical
   f) economics

2. demonstrate understanding of a simple design schema
   a) symmetry and asymmetry
   b) decorative / vegetative / form-linear
   c) arrangement of lines (radial / parallel)
   d) flower placement (lines/groups/ patterns)

Underpinning knowledge

The candidate will be able to

1. explain how to select and use diverse materials in order to create symmetry
   a) decorative
   b) vegetative
   c) form-linear

2. explain how to select and use diverse materials in order to create asymmetry
   a) decorative
   b) vegetative
   c) form-linear

3. explain how to select and use diverse materials in order to create various line arrangements
   a) radial
   b) parallel

4. explain the design possibilities that can be created using various patterns / placements
   a) even distribution
   b) grouped
      i. symmetrical
      ii. asymmetrical
   c) rows & lines [simple, sequencing (ascending & descending), rhythmic].

Outcome 2 Use a range of methods to explore and support the creative design process

Practical activity

The candidate will be able to

1. utilise a range of drawing and mixed media techniques to explore the creative design process and communicate design ideas

2. utilise a range of craft techniques to explore the creative design process and communicate design ideas

3. identify a range of ICT software packages that support the creative design process

Underpinning knowledge

The candidate will be able to

1. describe the advantages and disadvantages of a range of drawing techniques

2. describe the advantages and disadvantages of a range of mixed media techniques

3. describe the advantages and disadvantages of a range of craft techniques

4. describe how ICT software packages can support the creative design process

Unit 323 Diverse tied floral designs

Rationale

This unit enables the candidate to assemble a diverse range of floral designs using tying and binding techniques. All designs should be constructed to a strong commercial standard as expected of an intermediate florist. The unit includes both traditional and contemporary styles and techniques.

Range

Design Categories: Form-linear: limited flower design (seasonal gift), limited flower design (contract/vase), limited flower design (tropical/exotic)
Decorative: standard hand tied (gift-wrapped/time restricted), themed hand-tied with accessories (gift wrapped/time restricted), informal presentation bouquet, modern funeral sheaf, grouped/textured hand tied posy with a self made collar, tied incorporating a pre-made framework or structure
Vegetative: waterfall, tied design with parallel stems, tied incorporating a self-made framework or structure, natural tied posy

Outcomes

There are two outcomes to this unit. The candidate will be able to

1. identify and produce a diverse range of tied designs

2. package, care for and store diverse tied designs

Assessment

The outcomes for this unit will be assessed using evidence resulting from an assignment which will cover both practical activities and underpinning knowledge for the unit

Mapping to National occupational standards

Unit	Title	SSC unit and element		Performance criteria	Underpinning knowledge
223	Diverse tied floral designs	FL8	FL8.1	1.2.3.5.6	a.b.c.d.e.f
			FL8.2	1.2.3.4.7.8	a.b.c.d.e
			FL8.3	1.2.3.4.5.6	a.b.c.e.f
		CU68	CU68.1	1.3.5.8.9	a.e.g.h
			CU68.2	1.2.3.4.5.6.7	a.b.c.d.e
			CU68.3	1.2.3.4.5.6.7.8	a.b.c.d.e.f.g.h.i

Key skills signposting

Communication	Application of number	Information technology	Working with others	Improving own learning and performance	Problem solving
				LP2.1 **LP2.2** **LP2.3**	**PS1 part**

Outcome 1 Identify and produce a diverse range of tied designs

Practical activities

The candidate will be able to

1. identify and produce a diverse range of hand tied designs

2. include structures / frameworks into tied designs

3. include collars into tied designs.

Underpinning knowledge

The candidate will be able to

1. describe the characteristics and construction techniques of a diverse range of hand tied designs to include: limited flower tied, presentation bouquet, modern sheaf, and grouped/textured tied

2. describe different types of collars and how they can be used to enhance tied designs
   a) pre-made sundries
   b) self-made / bespoke

3. describe different structures/frameworks that can be used and how they enhance the design
   a) pre-made sundries
   b) self-made / bespoke

4. explain how sundry and ancillary items can be incorporated into tied designs to enhance their appearance

5. list suitable material to complete diverse tied designs, using botanical names

   a) genus
   b) species
   c) cultivar/variety

6. describe different methods of securing tied designs.

7. describe a range of floristry techniques used to manipulate and/or enhance the appearance of materials in tied designs to include: binding, banding, caging, plaiting, sheltering

8. describe how the use of containers can aid innovation when creating tied designs

Outcome 2 Package care for and store diverse tied designs

Practical activities

The candidate will be able to

1. package complex tied designs for presentation and transportation

2. care for completed designs

3. store completed designs

Underpinning knowledge

The candidate will be able to

1. describe methods of packaging complex tied designs for presentation and/or transportation
   a) form-linear design: limited flower tied and vase
   b) decorative design with framework/structure
   c) vegetative design: waterfall

2. describe how to care for and store a range of complex tied designs
   a) care instructions
   b) environmental conditions / protect designs for transportation
   c) storage method
   d) containers for display and delivery

3. state the checks that should be made before an item is delivered or collected
   a) match to order specification: content / colour / order value
   b) suitability / viability / grooming (no visible damage etc)
   c) card / delivery details secure
   d) ancillary items are identified (balloons / chocolates etc)

Unit 324 Diverse floral designs for weddings and formal occasions

Rationale

This unit enables the candidate to construct a diverse range of floral designs for weddings and formal occasions. Designs will be assembled using floral foam, wire, and glue techniques. All designs should be constructed to a strong commercial standard as expected of an intermediate florist. The unit includes both traditional and contemporary styles and techniques.

Range

Design Categories: Focus on decorative styles, however form-linear and vegetative design styles should also be included:
5x designs to be carried / held in the hand by an adult to include: wired line bouquet, foam line bouquet, foam shower bouquet, foam posy,
4x designs to be carried by a child to include: wired posy with modified handle, novelty design on a self made framework, tied posy
4x designs to be worn on the body to include: glued wristlet, wired wristlet, wired comb headdress, body adornment on a self made frame
5x designs to be fixed to clothing or accessories to include: wired groom's buttonhole, wired designer corsage (traditional assembly), designer corsage (non-traditional assembly), glued accessory for a hat, wired accessory for a handbag

Outcomes

There are two outcomes to this unit. The candidate will be able to

1. identify and produce a diverse range of designs for weddings and formal occasions
2. package, care for and store designs

Assessment

1. Practical activities
   These are listed for each outcome. The assessment will be by means of a set assignment for the unit.

2. Underpinning knowledge
   This will be assessed by a short-answer written paper based on the test specification.

Mapping to National occupational standards

Unit	Title	SSC unit and element		Performance criteria	Underpinning knowledge
324	Diverse floral designs for weddings and formal occasions	FL4	FL4.1	2.4.6.7.	a.b.d.e.f.g
			FL4.2	1.2.3.4.5.6.7.8	a.b.c.d.e.f.h.i
		FL7	FL7.1	1.2.3.4.8.	a.b.d.e.f.g.h
			FL7.2	1.2.3.4.5.7.8.9.10	a.b.c.e.
			FL7.3	1.2.3.4.5.6.	a.b.c.e.f.g.h
		FL9	FL9.1	1.2.3.5.6.	a.b.c.d.e.f
			FL9.2	1.2.3.4.7.8.9.	a.c.e.g
			FL9.3	1.2.3.4.5.6.7	a.b.c.e.f
		CU69	CU69.1	3.4.5.6.7.8	a.c.d.e.f.g
			CU69.2	1.2.3.4.5.6.7.8.9.10.11.12.13	a.b.c.d.g.h.i.j.k.l.m.n
			CU69.3	1.2.3.4.5.6.7.8.9	a.b.c.d.e.f.g.h

Key skills signposting

Communication	Application of number	Information technology	Working with others	Improving own learning and performance	Problem solving
				LP2.1 **LP2.2** **LP2.3**	**PS1 part**

Outcome 1 Identify and produce a range of diverse designs for weddings and formal occasions

Practical activities

The candidate will be able to

1. identify and produce a range of diverse designs for weddings and formal occasions

2. use wiring skills to create designs

3. use gluing techniques to create designs

4. use non-traditional techniques to create designs

Underpinning knowledge

The candidate will be able to

1. describe the characteristics and construction techniques of complex designs for weddings and formal occasions as stated in the range

2. explain how sundry and ancillary items can be incorporated into designs to enhance their appearance

3. list suitable material to complete complex designs for weddings and formal occasions, using botanical names
   a) genus
   b) species
   c) cultivar/variety

4. describe a range of floristry techniques used to manipulate and/or enhance the appearance of materials in designs for weddings and formal occasions to include: binding, banding, caging, plaiting, sheltering

5. describe how the use of non-traditional methods can aid innovation when creating designs for weddings and formal occasions

Outcome 2 Package, care for and store diverse designs for weddings and formal occasions

Practical activities

The candidate will be able to

1. package designs appropriately for presentation and transportation

2. care for completed designs

3. store completed designs

Underpinning knowledge

The candidate will be able to

1. describe appropriate methods of packaging diverse designs for presentation and/or transportation to include
   a) designs to be carried / presented
   b) designs to be worn

2. describe how to care for and store a range of diverse designs for weddings and formal occasions
   a) care instructions: wired/foam/glued
   b) use/ benefits of anti-transpirant products
   c) environmental conditions / protect designs for transportation
   d) storage method

3. state the checks that should be made before an item is delivered or collected
   a) match to order specification: Content / Colour / Order value
   b) suitability / viability / grooming (no visible damage etc)
   c) delivery details secure
   d) items for return to client are identified (hat/ handbag etc)

Unit 325 Assembly of diverse floral arrangements

Rationale
This unit enables the candidate to assemble a range of floral arrangements using diverse mediums and mechanics. All designs should be constructed to a strong commercial standard as expected of an intermediate florist. The unit includes both traditional and contemporary styles and techniques.

Range
Form-linear/ Decorative / Vegetative
Floral arrangements: seasonal arrangement (impulse sale), gift arrangement in a decorative container, budget arrangement for corporate contract, low arrangement for coffee table, horizontal arrangement, table arrangement with pillar candle (diamond), top table arrangements (cascade), wall decoration (fresh), wall decoration (preserved/manufactured), large front facing, all-round arrangement, mantle-shelf design, non-traditional arrangement, design in water with simple framework, design in non-traditional medium, innovative planted arrangement, vegetative arrangement, peak period arrangements (for mass production), Seasonal arrangements (e.g. Christmas)

Outcomes
There are two outcomes to this unit. The candidate will be able to

1. identify and produce a diverse range of floral arrangements
2. package, care for and store diverse floral arrangements

Assessment

The outcomes for this unit will be assessed using evidence resulting from an assignment which will cover both practical activities and underpinning knowledge for the unit

Mapping to National occupational standards

Unit	Title	SSC unit and element		Performance criteria	Underpinning knowledge
325	Assembly of diverse floral arrangements	FL5	FL5.1	1.3.5.6.7.8.9	a.c.d.e.f.g.h.i.j.k
			FL5.2	1.2.3.4.5.6.7.8.9.10.11	a.b.c.d.e.f.g.h
			FL5.3	1.2.3.4.5.6.7.8.	a.b.c.d.e.f.g.h.i.j
		FL7	FL7.1	1.2.3.4.5.8.9	a.b.c.d.e.f.g.h
			FL7.2	1.2.3.4.5.8.9.10.	a.b.c.e.g
			FL7.3	1.2.3.4.5.6	a.b.c.e.f.g.h
		FL8	FL8.1	1.2.3.5.6.	a.b.c.d.e.f
			FL8.2	1.2.3.4.7.8	a.c.e.g
			FL8.3	1.2.3.4.5.6	a.b.c.e.f
		CU68	CU68.1	1.5.8.9	a.e.g.h
			CU68.2	1.2.3.4.5.6.7	a.b.c.d.e.f.h.i.j
			CU68.3	1.3.4.5.6.7.8	a.b.c.d.e.f.g.h.i

Key skills signposting

Communication	Application of number	Information technology	Working with others	Improving own learning and performance	Problem solving
				LP2.1 **LP2.2** **LP2.3**	**PS1 part**

Outcome 1 Identify and produce a diverse range of floral arrangements

Practical activities

The candidate will be able to

1. identify and produce a range of diverse floral arrangements

2. select and prepare a diverse range of complex bases and containers

3. use traditional and non-traditional techniques to create designs

Underpinning knowledge

The candidate will be able to

1. describe the characteristics and construction techniques of diverse floral arrangements as stated in the range

2. explain how sundry and ancillary items can be incorporated into designs to interpret a theme or enhance their appearance

3. list suitable material to complete diverse floral arrangements, using botanical names
   a) genus
   b) species
   c) cultivar/variety

4. describe a range of floristry techniques used to manipulate and/or enhance the appearance of materials in floral arrangements to include: basing, cupping, framing, grouping, layering, shadowing, terracing, weaving

5. describe how the use of non-traditional methods can aid innovation when creating floral arrangements

6. describe techniques involved in constructing large, heavy, customised designs
   a) security
   b) stability

7. describe the safe manual handling and transportation of large floral designs

Outcome 2 Package, care for and store diverse floral arrangements

Practical activities

The candidate will be able to

1. package designs appropriately for presentation and/or transportation

2. care for completed designs

3. store completed designs

Underpinning knowledge

The candidate will be able to

1. describe appropriate methods of packaging diverse designs for presentation and/or protection during transportation

2. describe how to care for and store a range of diverse floral arrangements
   a) care instructions
   b) environmental conditions / protect designs for transportation
   c) storage method

3. state the checks that should be made before an item is delivered or collected
   a) match to order specification: content / colour / order value
   b) suitability / viability / grooming (no visible damage etc)
   c) delivery details / card message secure

Unit 326 Assembly of diverse floral designs for sympathy tributes

Rationale
This unit enables the candidate to assemble a range of sympathy tributes using diverse mediums and mechanics. All designs should be constructed to a strong commercial standard as expected of an intermediate florist. The unit includes both traditional and contemporary styles and techniques.

Range
Form-linear/ Decorative / Vegetative
Sympathy tributes: modern tied sheaf, 14"wreath (traditional/open), 14"wreath (non-traditional), wreath (vegetative), based heart ('broken' style), based pillow or cushion (non-traditional), foliage based tribute (moss or straw medium), textured cross, international tribute (preformed base, e.g. Hindu), bespoke emblem design using a self made template, framed letters, bio-degradable tribute using a self-made base, small coffin spray, motif style 2D tribute for a child (e.g. bear, rabbit, or angel etc), personalised tribute with accessories

Outcomes
There are two outcomes to this unit. The candidate will be able to

1. identify and produce a diverse range of sympathy tributes
2. package, care for and store diverse sympathy designs

Assessment

1. Practical activities
   These are listed for each outcome. The assessment will be by means of a set assignment for the unit.

2. Underpinning knowledge
   This will be assessed by a short-answer written paper based on the test specification.

Mapping to National occupational standards

Unit	Title	SSC unit and element		Performance criteria	Underpinning knowledge
326	Assembly of diverse sympathy tributes	FL3	FL3.1	1.4.5.6.7.8.9	a.b.c.d.e.f.g.h.i.j
			FL3.2	1.2.3.4.5.6.7.8.9.10.11	a.b.c.d.e.f.g.h.i.j
		FL7	FL7.1	1.2.3.4.5.6.7.8.9	a.b.c.d.e.f.h
			FL7.2	1.2.3.4.5.6.8.9.10	a.b.c.e.f.g
			FL7.3	1.2.3.4.5.6.	a.b.c.d.e.f.g.h
		FL8	FL8.1	1.2.3.5.6.	a.b.c.d.e.f
			FL8.2	1.2.3.4.7.8	a.c.e.g
			FL8.3	1.2.3.4.5.6	a.b.c.e.f
		CU68	CU68.1	1.5.8.9	a.e.g.h
			CU68.2	1.2.3.4.5.6.7	a.b.c.d.e.f.h.i.j
			CU68.3	1.3.5.6.7.8	a.b.c.d.e.f.g.i

Key skills signposting

Communication	Application of number	Information technology	Working with others	Improving own learning and performance	Problem solving
				LP2.1 **LP2.2** **LP2.3**	**PS1 part**

Outcome 1 Identify and produce a range of diverse sympathy designs

Practical activities

The candidate will be able to

1. identify and produce a range of diverse sympathy designs

2. select and prepare a diverse range of complex bases and containers

3. use traditional and non-traditional techniques to create designs

Underpinning knowledge

The candidate will be able to

1. describe the characteristics and construction techniques of sympathy designs as stated in the range

2. explain how sundry and ancillary items can be incorporated into designs to interpret a theme of enhance their appearance

3. list suitable material to complete diverse sympathy designs, using botanical names
   a) genus
   b) species
   c) cultivar/variety

4. describe a range of floristry techniques used to manipulate and/or enhance the appearance of materials in sympathy designs to include: basing, clustering, cupping, grouping, layering, pave, veiling, terracing, weaving

5. describe how the use of non-traditional methods can aid innovation when creating sympathy designs

6. describe techniques involved in constructing large, heavy, customised designs
   a) security
   b) stability

7. describe the safe manual handling and transportation of large sympathy designs

Outcome 2 Package, care for and store diverse sympathy designs

Practical activities

The candidate will be able to

1. package designs appropriately for transportation

2. care for completed designs

3. store completed designs

Underpinning knowledge

The candidate will be able to

1. describe appropriate methods of packaging designs for protection during transportation

2. describe how to care for and store a range of diverse sympathy designs
   a) care instructions
   b) environmental conditions / protect designs for transportation
   c) storage method

3. state the checks that should be made before an item is delivered or collected
   a) match to order specification: content / colour / order value
   b) suitability / viability / grooming (no visible damage etc)
   c) delivery details / card message secure

Unit 327 Working in the floristry industry

Rationale

This unit is intended to enable candidates to analyse the roles and responsibilities of an experienced intermediate florist / supervisor and increase their effectiveness in using interpersonal & administrative skills within a business context. In addition candidates will consider the potential benefits of ICT packages to a floristry business. Candidates will undertake a minimum period of work experience

Outcomes

1. analyse the roles and responsibilities of an experienced intermediate florist/ supervisor
2. identify and evaluate a range of administrative software of benefit to a floristry business
3. work in the floristry industry

Assessment

1. Practical activities
   These are listed for each outcome. The assessment will be by means of a set assignment for the unit.

2. Underpinning knowledge
   This will be assessed by a short-answer written paper based on the test specification.

Mapping to National occupational standards

Unit	Title	Lantra SSC unit and element		Performance criteria	Underpinning knowledge
327	Working in the floristry industry	CU3	CU3.1	1.2.3.4.9.10	a.b.c.d.e.f.g.i.m
			CU3.2	1.2.3.4.8.	a.b.c.d.e.f.h.k
		CU5	CU5.1	1.3	a.b.c.d.e
			CU5.2	1.2.3.4.5	a.b.c.d.e.f.g.h
		FL6	FL6.1	1.2.3.4.5.6.7.8.9	a.b.d.f.g.h
			FL6.2	1.2.3.4.7.8.9	e
		Unit 9 (ICS)	9.1	1.2.3.4.5.6.7	a.b.c.d.e
			9.2	1.2.3.4	
			9.3	1.2.3.4	
		Unit 28	28.3	1.2.3.4	g

Key skills signposting

Communication	Application of number	Information technology	Working with others	Improving own learning and performance	Problem solving
C2 part	**N2 part**	**IT2 part**		**LP2.1** **LP2.2** **LP2.3**	**PS2 part**

Outcome 1 Analyse the roles and responsibilities of an experienced intermediate florist/ supervisor

Practical activities

The candidate will be able to

1. identify and evaluate the roles and responsibilities of an experienced intermediate florist / supervisor to include:
    a. stock control (buying, monitoring sales, wastage)
    b. monitoring health & safety practices
    c. staff rotas and allocation of duties
    d. customer care
    e. target setting, monitoring, and evaluation

2. maximise sales opportunities, and respond to customer requirements
    a. effectives sales techniques
    b. customer handling methods

3. carry out a risk assessment

Underpinning Knowledge

The candidate will be able to

1. list the range of product knowledge required by an intermediate / experienced florist to be able to advise customers effectively

2. state the procedure to be followed by an intermediate / experienced florist to effectively handle customer complaints

3. describe how to effectively deal with taking an order from a customer who is in an emotional state

4. describe a procedure for taking a large and/or complex order from a customer to ensure that detail is sufficient for the customer's needs to be met in full

5. describe a range of effective sales techniques

6. prioritise complex floristry tasks

7. describe reasons and methods for controlling stock in a floristry business

Outcome 2 Identify and evaluate a range of administrative software of benefit to a floristry business

Practical activities

The candidate will be able to

1. identify a range of ICT functions and software packages of benefit to a floristry business

2. use ICT software to perform simple administrative tasks of benefit to a floristry business
    a. create a letter of quotation and supporting documents, e.g covering letter
    b. input and extract data from a database
    c. create and use a simple spreadsheet
    d. use a spreadsheet to create a buying list and allocate materials to designs

Underpinning Knowledge

The candidate will be able to

1. describe the advantages and disadvantages of a range of ICT functions to include: word processing, database, spreadsheet, ecommerce, email

2. describe the basic functions of an electronic database

3. describe the basic functions of spreadsheet software

4. describe the basic functions of ecommerce software

5. state how to format a letter of quotation

Outcome 3 Work in the floristry industry

Practical Activities

The candidate will be able to

1. carry out a **minimum** of 10 days (at least 80 hours) supervised work in a floristry or related business

2. carry out a range of everyday work-related functions to include
   a) identify and comply with accepted rules of conduct in the workplace
   b) carry out and complete complex tasks and activities according to the requirements of the workplace
   c) meet workplace expectations of reliability, attendance, punctuality and co-operation consistent with the role of an intermediate/ experienced florist
   d) manage own time effectively
   e) work with the team effectively to meet objectives
   f) comply with health and safety protocols

3. evaluate the work experience and the personal development achieved

4. identify and action plan future professional development

5. obtain a satisfactory employer report based on the work experience undertaken

6. investigate the floristry industry in a wider context – suppliers, growers, wholesalers, contract florists

7. investigate problem-solving skills in everyday staffing and work organisation in a floristry context

8. investigate problem-solving skills in providing service to the customer, e.g. design construction, logistics, delivery or display

9. investigate time-management skills within the floristry context, for self and team members

(Note: 80 hours is the minimum requirement. Where possible it is recommended that candidates undertake additional supervised work whilst undertaking this qualification)

Underpinning knowledge

The candidate will be able to

1. list a range of interpersonal skills and performance criteria that may reasonably be expected of an intermediate / experienced employee in a floristry business

2. describe progress made in personal development by means of a before-and-after skills audit and action plan and discuss with an appropriate person, e.g. employer, connections service or tutor

Unit 328 Process, cost, and evaluate diverse floral designs

Rationale

This unit enables candidates to demonstrate skill in establishing and interpreting diverse design requirements. In addition candidates will apply costing formulae to diverse designs and evaluate completed designs to assess commercial viability.

Range

Sympathy tributes
Arrangements
Tied designs
Wedding designs

Outcomes

There are two outcomes to this unit. The candidate will be able to
1. identify, cost, and process diverse design requirements
2. evaluate completed designs

Assessment

The outcomes for this unit will be assessed using evidence resulting from an assignment which will cover both practical activities and underpinning knowledge for the unit

Mapping to National Occupational Standards

Unit	Title	Lantra SSC unit and element		Performance criteria	Underpinning knowledge
328	Process, cost, and evaluate diverse floristry designs	FL6	FL6.1	1.2.3.4.5.6.7.8.9	a.b.c.e.g.h
			FL6.2	5.6.7.8.9	a.b.c.d.e.g.h
		FL7	FL7.3	6	a.e
		FL8	FL8.3	6	a.e
		FL9	FL9.3	6.7	a.e
		CU68	CU68.2	7	d.h.i.j
		CU69	CU69.2	1.12	a.g.h.i

Key Skills signposting

Communication	Application of number	Information technology	Working with others	Improving own learning and performance	Problem solving
C2.1 part	**N2.2 part**			**LP2.1** **LP2.2** **LP2.3**	**PS1 part**

Outcome 1 Identify, cost, and process diverse design requirements

Practical activities

The candidate will be able to

1. interpret a diverse design specification to identify requirements and propose viable design options

2. calculate retail costings for a diverse range of floral designs to include tied designs, arrangements, sympathy tributes and wedding designs
   a) costing up
   b) costing down

3. state the information needed when taking a complex customer order
   a) customer details
   b) delivery / recipient details
   c) specific order requirements & preferences / value / card message
   e) special instructions (e.g. delivery day / time)
   f) payment method

NB See appendices for costing templates & examples of costing formulae

Underpinning knowledge

The candidate will be able to

1. describe how the florist can assist the customer to reach a decision to purchase.
   a) importance of careful questioning
   b) suggest appropriate design options and alternatives
   c) use selection guides and other examples
   d) use sketches to communicate bespoke ideas

2. explain the basic principles of a design schema and its benefits in planning floral designs
   a) order categories
   b) styles of design

3. explain how to calculate the retail price of a complex design to include:
   a) materials
   b) sundries
   c) skill/labour charge
   d) profit
   e) delivery

5. explain how to calculate the budget for floral materials from the known retail price of a complex design
   a) delivery
   b) profit
   c) skill/labour charge
   d) sundries
   e) materials

6. explain the importance of using a standard costing formula
   a) profit margin
   b) standardisation / shop policy
   c) future reference (e.g. customer queries / complaints)

7. describe different costing formulae in common usage:
   a) relay organisations
   b) instore / impulse sales
   c) telephone / online orders
   d) orders for delivery
   e) unusual / bespoke orders

8. calculate and add VAT / itemise the VAT element of a sales transaction

9. list overheads, material and production costs which need to be taken into account when costing the overall floral decoration

10. suggest modifications to proposed designs to improve commercial viability and maximise potential profit

Outcome 2 Evaluate completed designs

Practical activities

The candidate will be able to

1. produce and complete evaluation checklists

2. evaluate designs using the elements and principles of design and suggest areas for improvement and/or modification

Underpinning knowledge

The candidate will be able to

1. explain the benefits of evaluating completed designs

2. describe a range of evaluation criteria
   a) order requirements
   b) suitability for purpose
   c) design schema
   d) workmanship
   e) construction time
   f) profitability/viability

3. explain how the elements and principles of design are successfully incorporated in diverse designs:

4. explain the significance of
   a) self evaluation
   b) peer evaluation
   c) tutor evaluation

NB Sample Evaluation sheet to be given as a template for all products

Unit 329 Function and event decoration using floral displays

Rationale

This unit enables the candidate to construct a range of floral designs for various functions and events, to an intermediate level, with the aim of improving personal skills, knowledge and design techniques. This unit also includes costing and quotation of a complete project.

Range

The candidate must cover all of the range.
Themed centrepiece design: Wedding, Gala dinner, and Seasonal event
Themed buffet design: Wedding, Gala dinner, and Seasonal event
Room décor: Places of worship, Function rooms, Marquee
Designs for exterior display: Entrance way décor: Arch, Swag, Topiary, Other

Outcomes

1. analyse, plan and present ideas for special events
2. build props, frameworks and constructions for special events
3. identify and produce a range of floral designs for special events
4. produce costings and quotations

Assessment

The outcomes for this unit will be assessed using evidence resulting from an assignment which will cover both practical activities and underpinning knowledge for the unit

Mapping to National occupational standards

Unit	Title	Lantra SSC unit and element		Performance criteria	Underpinning knowledge
329	Function and event decoration using floral displays	CU3	CU3.1		a
			CU3.2	2.6.8	d.e
		FL6	FL6.1	4.5.6.7.8	b.c.e.f.g.h
			FL6.2	4.5.6	a.b.c.d.e.g.h
		FL7	FL7.1	1.2.3.4.5.6.7.8.9	a.b.c.d.e.f.g.h
			FL7.2	1.2.3.4.5.6.7.8.9.10	a.b.c.d.e.f.g
			FL7.3	1.2.3.4.5.6.	a.b.c.d.e.f.g.h
		FL8	FL8.1	1.2.3.4.5.6.7.8	a.b.c.d.
			FL8.2	1.2.3.4.6.7.8	a.b.c.d.e.f.g
			FL8.3	1.2.3.4.5.6	a.b.c.d.e.f
		FL9	FL9.1	1.2.3.4.5.6.7.8	a.b.c.d.e.f
			FL9.2	1.2.3.4.6.7.8.9	a.b.c.e.f.g
			FL9.3	1.2.3.4.5.6.7	a.b.c.d.e.f

Key skills signposting

Communication	Application of number	Information technology	Working with others	Improving own learning and performance	Problem solving
C2.1	**N2.2 part**	**IT2.1**		**LP2.1** **LP2.2** **LP2.3**	**PS1 part**

Outcome 1 Analyse, plan, and present ideas for special events

Practical activities

The candidate will be able to

1. analyse a design brief
2. organise site visits
3. record information from site visits
4. produce labelled sketches/ plans of proposed displays
5. present design proposals
6. prepare a work-plan / allocate tasks to team members
7. create a buying list and allocate materials to designs using a suitable format

Underpinning knowledge

The candidate will be able to

1. explain how to abstract the key information from a design brief
2. state the information required to successfully carry out a site visit: e.g. timing, access, route map, etc
3. list information which should be recorded at the visit: e.g. size of area, position of designs, etc
4. state the benefits of making sketches, plans, and photographs when undertaking a site visit
5. explain how to prepare a client presentation
6. list associated services which may be required for setting up designs for a special event: e.g. extra staff, vehicle hire, insurance
7. explain the importance of allocating specific tasks to appropriate team members: e.g. ability, speed
8. done practically
9. state the legal requirements to consider when working on site with reference to the Health and Safety at Work Act 1974, Work at Height Regulations 2005
10. state the additional factors to be considered if working on site: insurance, security permits, parking permits, access, availability of water.

Outcome 2 Build props, frameworks and constructions for large scale designs

Practical activities

The candidate will be able to

1. identify designs which require frameworks/constructions
2. build props, frameworks and constructions using a variety of materials

Underpinning knowledge

The candidate will be able to

1. list a range of material that can be used to build props, frameworks and constructions: e.g. wood, metalwork, chicken wire, natural materials (branches etc…), MDF, plastic pipe, craft materials, etc
2. list materials which can be used to secure props, frameworks and constructions: e.g. stub wires, reel wires, rope, gaffer tape, cable ties, nails, hooks, screws, etc
3. list tools and equipment which may be needed during the building of props, frameworks and constructions: e.g. drill, screwdriver, saw, bolt cutters, pipe benders, wire cutters, ladders
4. explain the importance of security and stability of the completed construction
5. explain why it may be necessary to build some props, frameworks or constructions in situ
6. describe designs which may require a framework or construction
7. list health and safety measures to be observed while building props, frameworks and constructions
8. explain the importance of careful planning and preparation for the storage and transportation of large quantities of materials and multiple designs

Outcome 3 Identify and produce a range of floral designs for special events

Practical activities

The candidate will be able to

1. identify and produce a range of themed centrepiece designs
2. identify and produce a range of themed buffet designs
3. identify and produce a range of themed room décor designs
4. identify and produce a range of floral designs for exterior display

Underpinning knowledge

The candidate will be able to

1. list the characteristics of designs to include
   a) centre piece and table décor
   b) buffet designs
   c) room décor
   d) designs for exterior display
2. state how occasion/customer preference/availability/lasting qualities/colour can influence the final choice of materials for design
3. state how sundry and ancillary items can be incorporated into designs to enhance their appearance or develop a theme
4. describe the construction techniques for the following floral designs
   a) floral arch for fixing to a wall
   b) free standing arch
   c) free standing design (pedestal, topiary, floral column)
   d) themed table decoration
   e) hanging design (suspended)
   f) swag / festoon / garland
5. list suitable materials and mechanics for the designs listed in 4. above
6. list tools and equipment required to construct the designs listed in 4. above

Outcome 4 Produce costings and quotations

Practical activities

The candidate will be able to

1. prepare a quotation for a client

2. cost a complete design project effectively

Underpinning knowledge

1. state information that should appear on a quotation

2. list overheads and material costs which need to be taken into account to give a break down of the overall costing of floral decorations for a project
   a) flowers
   b) foliage
   c) sundries
   d) frameworks/ constructions (non-hire)
   e) consultation fee
   f) staffing levels and cost
   g) transport
   h) insurance
   i) hire charges: e.g. tools, equipment, vehicles, frameworks, constructions, props, etc
   j) breakdown/ clearance
   k) VAT
   l) profit

3. explain variable costs and give examples

4. explain strategies for minimising costs and maximising potential profit margins

Unit 330 Function and event decoration using balloons

Rationale

This unit enables the candidate to construct a range of balloon designs for various functions and events, to an intermediate florist level, with the aim of improving personal skills, knowledge and design techniques. This unit also includes costing and quotation of a complete project.

Range

The candidate must cover all of the range.
Themed centrepiece design: Wedding, Gala dinner and Seasonal Event
Themed buffet design: Wedding, Gala dinner and Seasonal Event
Venue décor: Function rooms, Marquee, Other
Themed Balloon delivery: birth of baby, birthday and congratulations

Outcomes

1. analyse, plan and present ideas for special events
2. build props, frameworks and constructions for special events
3. identify and produce a range of balloon designs for special events
4. produce costings and quotations

Assessment

The outcomes for this unit will be assessed using evidence resulting from an assignment which will cover both practical activities and underpinning knowledge for the unit

Mapping to National occupational standards

Unit	Title	Lantra SSC unit and element		Performance criteria	Underpinning knowledge
330	Function and event decoration using balloons	CU3	CU3.1		a
			CU3.2	2.6.8	d.e
		FL6	FL6.1	4.5.6.7.8	b.c.e.f.g.h
			FL6.2	4.5.6	a.b.c.d.e.g.h

Key skills signposting

Communication	Application of number	Information technology	Working with others	Improving own learning and performance	Problem solving
C2.1	**N2.2 part**	**IT2.1**		**LP2.1** **LP2.2** **LP2.3**	**PS1 part**

Outcome 1 Analyse, plan, and present ideas for special events

Practical activities

The candidate will be able to

1. analyse a design brief
2. organise site visits
3. record information from site visits
4. produce labelled sketches/ plans of proposed displays
5. present design proposals
6. prepare a work-plan / allocate tasks to team members
7. complete buying lists

Underpinning knowledge

The candidate will be able to

1. record and evaluate the key information from a design brief
2. state information required to successfully carry out a site visit: e.g. timing, access, route map, etc
3. list information which should be recorded at the visit: e.g. size of area, position of designs, etc
4. state the benefits of making sketches, plans, and photographs when undertaking a site visit
5. explain how to prepare a client presentation
6. list associated services which may be required for setting up designs for a special event: e.g. extra staff, vehicle hire, insurance
7. explain the importance of allocating specific tasks to appropriate team members: e.g. ability, speed
8. explain how to complete a buying list for balloons, balloon gas and air, props, frameworks, and sundries, using a spreadsheet
9. state the legal requirements to consider when working on site with reference to the Health and Safety at Work Act 1974, Work at Height Regulations 2005
10. state the additional factors to be considered if working on site: insurance, security permits, parking permits, access

Outcome 2 Build props, frameworks and constructions for special events

Practical activities

The candidate will be able to

1. identify designs which require frameworks/constructions
2. build props, frameworks and constructions

Underpinning knowledge

The candidate will be able to

1. list a range of material that can be used to build props, frameworks and constructions: e.g. aluminium rod, SDS frame work, bubble wrap, plastic pipe
2. list materials which can be used to secure props, frameworks and constructions: e.g. gaffer tape, cable ties, monofilament line, latex glue, etc
3. list tools and equipment which may be needed during the building of props, frameworks and constructions: e.g. bolt cutters, pipe benders, wire cutters, saw, ladders
4. explain the importance of security and stability of the completed construction
5. explain why it may be necessary to build some props, frameworks or constructions in situ
6. describe designs which may require a framework or construction
7. list health and safety measures to be observed while building props, frameworks and constructions
8. explain the importance of careful planning and preparation for the storage and transportation of large quantities of materials and multiple designs

Outcome 3 Identify and produce a range of balloon designs for special events

Practical activities

The candidate will be able to

1. identify and produce a range of themed centrepiece designs

2. identify and produce a range of themed buffet design

3. identify and produce a range of themed room décor designs

4. identify and produce a range of themed balloon delivery designs

Underpinning knowledge

The candidate will be able to

1. list the characteristics of designs to include:
   a) centre piece and table décor
   b) buffet designs
   c) room décor
   d) balloon bouquet deliveries

2. state how occasion/customer preference/availability/float time/colour can influence the final choice of materials for design

3. state how sundry and ancillary items can be incorporated into designs to enhance their appearance or develop a theme

4. describe the construction techniques for the following balloon designs:
   a) balloon canopy
   b) spiral heart
   c) Christmas tree
   d) spider
   e) dummy
   f) balloon wall

5. list suitable materials for the designs listed in 4. above

6. list tools and equipment required to construct the designs listed in 4. above

Outcome 4 Produce costings and quotations

Practical activities

The candidate will be able to

1 prepare a quotation for a client

2 cost a complete design project effectively

Underpinning knowledge

1. state information that should appear on a quotation

2. list overheads and material costs which need to be taken into account to give a break down of the overall costing of balloon designs
   a) balloons
   b) balloon gas/air
   c) sundries
   d) frameworks/ constructions (non-hire)
   e) consultation fee
   f) staffing levels and cost
   g) transport
   h) insurance
   i) hire charges: e.g. tools, equipment, vehicles, frameworks, constructions, props, etc
   j) breakdown/ clearance
   k) VAT
   l) profit

3. explain variable costs and give examples

4. explain strategies for minimising costs and maximising potential profit margins

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Appendix A: Identification list of cut materials and potted plants (level 3)

Candidates are required to identify the floral materials listed by:

- Botanical name: genus, species, cultivar or variety.
- Normal Seasonal Availability
- Conditioning method

Candidates will be tested via a random identification test of **30** items taken from the **level 3** list below, (10 flowers, 10 foliage, 10 plants).
Candidates will be also be tested on **20** items taken at random from the full list specified at **level 2**. (refer to appendix A, Scheme document for level 2)

	Total	Cut flower	foliage	Pot plant
Number of items tested from the level 3 list	30 items	10	10	10
Number of items tested from the level 2 list	20 items	10	5	5
Total number of items tested	50	20	15	15

Level 2 list

Cut Flowers	Cut Foliages	Pot Plants
Aconitum napellus	**Arachnoides adiantiformis**	Adiantum
Agapanthus	**Asparagus setaceus plumosus**	**Aechmea fasciata**
Allium	**Asparagus umbellatus**	Ananus comosus
Alstroemeria	**Aspidistra elatior**	Asparagus sprengerii
Anemone coronaria	Buxus sempervirens	**Aspidistra**
Anigozanthus	**Chamaecyparis lawsoniana**	**Begonia elatior**
Anthurium andreanum	**Eucalyptus cinerea**	**Chrysanthemum indicum**
Aster spp	**Eucalyptus parvifolia**	Chamaedorea elegans
Bouvardia	**Fatsia japonica**	**Chlorophytum comosum**
Bupleurum griffithi	**Galax aphylla**	**Codiaeum pictum**
Campanula spp	**Gaultheria shallon**	**Cyclamen persicum**
Carthamus tinctorius	**Hedera spp**	**Cymbidium**
Celosia argentea cristata	Hosta	**Dieffenbachia seguine**
Chamelaucium uncinatum	**Hypericum**	**Euphorbia pulcherrima**
Chrysanthemum indicum	**Ilex spp**	Fatsia japonica
Cymbidium Orchid	Myrtus communis	**Ficus benjamina**
Dahlia	Philodendron ‘Xanadu’	**Ficus elastica**
Delphinium ajacis	Pittosporum tobira	Ficus pumila
Dendrobium	**Pittisporum tenuifolium**	**Fuchsia spp**
Dianthus caryophyllus	Prunus spp	**Hedera helix**
Eremurus	**Ruscus hypophyllum**	Hydrangea macrophylla
Eryngium	Salix babylonica ‘Tortuosa’	Hypoestes sanguinolenta
Euphorbia fulgens	Viburnum tinus	**Impatiens**
Eustoma russellianum	**Xerophyllum tenax**	**Kalanchoe blossfeldiana**
Freesia		Maranta leuconeura
Gerbera		**Monstera deliciosa**
Gladiolus		**Nephrolepis exaltata**
Glorisosa rothschildsiana		Pelargonium
Gypsophila paniculata		Philodendron scandens
Helianthus annuus		**Rhododendron simsii**
Hippeastrum		**Saintpaulia ionatha**

Heliconia caribaea **Hyacinthus orientalis** **Iris hollandica** **Lathyrus odoratus** **Liatris spicata** **Lilium (Asiatic hybrids)** **Lilium longiflorum** **Lilium (Oriental hybrids)** **Limonium sinuatum** Mathiola incana Molucella laevis **Narcissus** Nerine bowdenii Ornithogalum thyrsoides Phlox Ranunculus **Rosa** **Scabiosa caucasica** Scilla **Sedum spectabile** **Solidago** **Syringa vulgaris** Trachelium caeruleum Triteleia corrina **Tulipa spp** Veronica **Zantedeschia**		Sansevieria trifasciata Sinningia Senecio cruenthus **Solanum capsicastrum** **Spathiphyllum** Stephanotis floribunda Tradescantia fluminensis Yucca elephantipes

Level 3 list

Cut Flowers	Cut Foliages / Berries / Fruits	Pot Plants
Achillea filipendulina Acacia dealbata Ageratum Alchemilla mollis Allium sphaerocephalon Alstroemeria (8x Cultivars) Amaranthus caudatus Ammi majus Asclepias tuberose Astilbe Astrantia major Banksia Calendula officinalis	Ananas comosus Anthurium andreanum Asparagus asparagoides Asparagus densiflorus Asparagus virgatus Brassica oleracea Brunia albiflora Callicarpa Camellia japonica Capsicum annuum Chamaecyparis Chameadorea Chamaerops	Abutilon Acorus gramineus Aglonema Aloe Anthurium Asplenium Begonia boweri Begonia rex Bougainvillea Calathea Calceolaria Cissus Clivia

Cut Flowers	Cut Foliages / Berries / Fruits	Pot Plants
Callistephus chinensis	Cornus alba	Cocos nucifera
Campanula glomerata	Corylus avellana	Coleus
Cattleya Orchid	Cotinus coggyria	Cordyline
Celosia argentea plumosa	Cyperus glaber	Crassula
Centaurea cyanus	Cyperus papyrus	Crocus
Chrysanthemum indicum (x10 Cultivars)	Dracaena sanderiana	Cryptanthus
Convallaria majalis	Equisetum hyemale	Ctenanthe
Craspedia	Gossypium	Dracaena fragrans
Crocosmia	Grevillea	Dracaena marginata
Curcuma	Hibiscus trionum	Echiveria
Delphinium hybrids	Laurus nobilis	Epidendrum
Dianthus barbatus	Ligustrum	Erica
Dianthus caryophyllus (8x Cultivars)	Liriope muscari	Euonymous japonicus
Digitalis	Mahonia	Exacum affine
Eustoma russellianum (6x Cultivars)	Malus	Fittonia
Forsythia intermedia	Panicum grass	Galanthus
Freesia (8x Cultivars)	Pennisetum	Gardenia jasminoides
Fritillaria meleagris	Phormium tenax	Guzmania
Genista fragrans	Photinia fraseri	Hibiscus rosa-sinensis
Gerbera (8x Cultivars)	Pinus strobes	Hoya
Gladiolus colvillei	Pistacia	Hypoestes phyllostachya
Gloriosa rothschildiana	Prunus laurocerasus	Impatiens
Godetia grandiflora	Quercus	Jasminum polyanthum
Gomphrena globosa	Rhododendron	Lithops
Helenium	Rosmarinus officinalis	Maranta
Helichrysum bracteatum	Ruscus hypoglossum	Medinilla
Heliconia pendula	Setaria grass	Musa
Helleborus niger	Skimmia japonica	Nertera
Hydrangea macrophylla	Sphagnum	Passiflora
Ilex verticillata	Strelitzia reginae	Pelargonium
Ixia	Symphoricarpus	Pellaea
Kniphofia	Tillandsia usneoides	Peperomia
Lavandula	Triticum grass	Phalaenopsis
Leucospermum	Tsuga heterophylla	Pilea
Leucadendron	Typha latifolia	Platycerium bifurcatum
Lilium (5xAsiatic hybrids)	Weigela florida	Primula acaulis
Lilium (5xOriental hybrids)	Zea	Primula obconica
Limonium hybrids		Pteris
Lunaria annua		Rhododendron simsii
Lysimachia clethroides		Saintpaulia
Mentha		Sansevieria
Monarda		Schefflera arboricola
Muscari		Schlumbergera
Narcissus hybrids		Scirpus
Nigella damascene		Sedum
Oenthera		Selaginella
Oncidium Orchid		Solanum pseudocapsicum
		Soleirolia soleirolii
		Spathiphyllum
		Streptocarpus

Origanum vulgare Ornithogalum arabicum Paeonia lactiflora Papaver somniferum Papaver nudicaule Paphiopedilum Physalis Physostegia virginiana Polianthes tuberosa Protea Ranunculus Rosa (15x Cultivars) Rudbeckia Sandersonia Saponaria Scabiosa Scilla Sedum spectabile Solidaster luteus Spirea Stephanotis floribunda Stillingia Strelitzia reginae Tagetes Tanacetum parthenium Trollius Tulipa (10x Cultivars) Vanda Orchid Viburnum opulus Zantedeschia (5x Cultivars) Zinnia elegans		Syngonium Tolmiea menziesii Tradescantia Vriesea Yucca Zamioculas

Appendix B: Costing proforma 1 Candidate Name:

(For use when costing up designs to calculate the retail price) (Copy as required)

Design:		Date:		Ref:
Materials (inc VAT)	Quantity x	Cost per item	Sub total	Total
			Materials Sub total	
Sundries (inc VAT)				
			Sundries Sub total	
Labour Charge * (Skill / Make-up)				
Other Costs (state)				
Delivery				
			Sub total	
Retail Price		**Total (incVat)**		
Assessor Signature:		Date:		Calculation correct (Y/N)

Note: Labour Charge (Skill / Make-up): Candidates can calculate a labour charge based on either:

1. An hourly rate appropriate to the task
2. A suitable percentage of materials and sundries costs

Costing proforma 2 Candidate Name:

(For use when creating a design to a known order value) (Copy as required)

Design:	Date:			Ref:
Retail Price	A Total (incVat)			£
Delivery				£
Labour Charge * (Skill / Make-up)				£
Sundries (inc VAT)				£
Other Costs (state)				£
	B Sub total			£
Budget for Materials (inc VAT)	C Order Value (A) minus B			£
Materials used	Quantity x	Cost per item	Sub total	
	D Materials Sub total (must equal C)			£
Assessor Signature:	Date:			Calculation correct (Y/N)

Note: Labour Charge (Skill / Make-up): Candidates can calculate a labour charge based on either:

3. An hourly rate appropriate to the task
4. A suitable percentage of materials and sundries costs

Appendix C: Candidates Evaluation sheets **(Copy as required)**

Student Name	Design:	Completion date:
1. Are the mechanics secure? 2. Are the mechanics well hidden? 3. Are the materials groomed 4. Are the materials well conditioned? 5. Are the individual materials in **SCALE** with each other? 6. Have appropriate colours been chosen? 7. Does the design have a clear outline shape and profile? 8. Are all materials in harmony with each other? 9. Is there appropriate use of **SPACE** within the design? 10. Have materials been used to create **RHYTHM**? 11. Does the design have appropriate visual & actual **BALANCE**? 12. Does the design have appropriate dominance / focal impact? 13. Does your design make use of recession? If not why … ? 14. Are there appropriate contrasts in **FORM** and **TEXTURE**? 15. Can anything be removed and not missed? (Economy) 16. How could the design be improved? 17. Is the design suitable for the intended purpose? 18. Is the design produced to a commercial/ saleable standard?		
Assessor Signature	Evaluation completed (Y / N)	

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Further information

Further information regarding centre/scheme approval or any aspect of assessment of our qualifications should be referred to NPTC, with the exception of registration and certification which is via the walled garden or the relevant City & Guilds regional office:

Region	Telephone	Facsimile
NPTC	024 7685 7300	024 7669 6128
City & Guilds Scotland	0131 226 1556	0131 226 1558
City & Guilds North East	0191 402 5100	0191 402 5101
City & Guilds North West	01925 897900	01925 897925
City & Guilds Yorkshire	0113 380 8500	0113 380 8525
City & Guilds Wales	02920 748600	02920 748625
City & Guilds West Midlands	0121 359 6667	0121 359 7734
City & Guilds East Midlands	01773 842900	01773 833030
City & Guilds South West	01823 722200	01823 444231
City & Guilds London and South East	020 7294 2820	020 7294 2419
City & Guilds Southern	020 7294 2724	020 7294 2412
City & Guilds East	01480 308300	01480 308325
City & Guilds Northern Ireland/ Ireland	028 9032 5689	028 9031 2917
NPTC Customer support	024 7685 7300	024 7669 6128
City & Guilds Customer relations unit	020 7294 2800	020 7294 2400

Websites www.nptc.org.uk and www.cityandguilds.com.

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