

# Level 2 Award, Certificate and Diploma in Floristry (0351-02)



## Qualification Handbook

Version 2

August 2015



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## Handbook version amendments

<b>Version and date</b>	<b>Change detail</b>	<b>Section</b>
v1 Apr 2009	Original version	
v1.1 Jun 2010	Test Duration amended to 45 minutes In test specification unit number removed  Spelling corrections to Bupleurum Griffithii Ananas comosus Matthiola incana	Pg 14 Pg 14  Appendix 1
v2 Aug 2015	All references to NPTC and Society of Floristry updated  Appendix A amended to complete botanical names for all plants listed	Throughout  Pg 74-75

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## **Level 2 Award, Certificate and Diploma in Floristry (0351-02)**

### **Introduction**

These qualifications are designed for candidates who

- wish for career progression into or within the sector
- do not have access to work-based qualifications
- wish to develop the skills learnt from Level 1 qualifications
- are looking for progression towards higher education.

The qualification is designed for learners looking for a career in the floristry industry. It is based on the National Occupational Standards for floristry, and is an alternative for those candidates who do not have access to work-based qualifications.

For information about all land-based qualifications offered by City & Guilds, please refer to the website [www.cityandguilds.com](http://www.cityandguilds.com)

## Guidance

This Vocationally Related Qualification has been designed by City & Guilds to support government initiatives towards the Qualifications and Credit Framework. The following information should be read in conjunction with City & Guilds regulations for the administration of qualifications, which can be found in the *Centre Manual* and *Our Quality Assurance Requirements* which can be found on the website [www.cityandguilds.com](http://www.cityandguilds.com).

## Structure

These Level 2 qualifications are 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 2 Award, Certificate and Diploma in Floristry

This QCF qualification replaces the 0344-20 National Certificate in Floristry, although the course content is broadly the same.

There are 11 units in total. The scheme is designed to be flexible. The award, certificate and diploma are all at Level 2. The award and certificate are building blocks towards the diploma, which covers all the floristry tasks expected of a junior florist.

The Award will be a minimum of 2 units and 12 credits, from any units 201-209. This will allow employers and learners to access qualification in particular units/skills.

For the Certificate, candidates must complete unit 201, plus at least 20 credits from units 202-209.

For the Diploma, candidates must complete units 201-209, plus at least 1 of 210-211.

Unit 201	Introduction to art and design for florists (6 credits)
Unit 202	Identify, check and monitor the quality of incoming cut materials (8 credits)
Unit 203	Identify and maintain the condition of plants and planted designs (4 credits)
Unit 204	Plan, prepare and construct tied floristry designs (6 credits)
Unit 205	Plan, prepare and construct funeral designs (10 credits)
Unit 206	Plan, prepare and construct floral arrangements (10 credits)
Unit 207	Plan, prepare and construct wedding designs with floral materials (12 credits)
Unit 208	Display of floristry goods (6 credits)
Unit 209	Introduction to working in the floristry industry (8 credits)
Unit 210	Introduction to function decorating using floral displays (6 credits)
Unit 211	Introduction to balloon artistry (6 credits)

## Assessment and quality assurance

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

- City & Guilds set and marked multiple choice tests (on-line)
- City & Guilds assignments, marked by the centre according to externally set marking criteria, with quality assurance provided by the centre and monitored by City & Guilds'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 City & Guilds' ongoing monitoring by an External Verifier. Details of City & Guilds' criteria and procedures, including roles of centre staff and External Verifiers can be found in *Centre Manual* and *Our Quality Assurance Requirements*.

The multiple choice test assesses knowledge and understanding of the unit 201.

There is one assignment per unit. City & Guilds provides an Assignment Guide, which is available to candidates and assessors. 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 to download from [www.cityandguilds.com](http://www.cityandguilds.com).

Assessment components are graded (Pass, Merit, Distinction). The marking criteria are set out in the assignment guide.

### Pass

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

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

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 *Centre Manual* and *Our Quality Assurance Requirements*. Specific competencies required for this qualification are set out below.

Assessors should be occupationally competent, either qualified to Level 3 or above in floristry or have significant 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 3 or have significant and current experience of working in the industry at this level. They have had formal training in assessment, as above and should hold V1 or D34 or have experience of internal verification of City & Guilds qualifications, 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, City & Guilds 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 City & Guilds if advice is required.

Should occasions arise when centres are not satisfied with any aspect of the external verification process, they should contact City & Guilds.

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. The regulators require City & Guilds 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 the access arrangements and reasonable adjustments section of the City & Guilds website.

## Course Design

Tutors/assessors should familiarise themselves with the structure and content of the qualification before designing an appropriate course.

City & Guilds 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. Centres may deliver the units 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 or Functional Skills
- Environmental education, related European issues
- Spiritual, moral, ethical, social and cultural issues.

## 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 Levels 2 and 3 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 Level 3. Candidates without such prior experience / skills should complete the Level 2 programme first.

Candidates must complete the Advanced National Certificate or Level 3 Diploma in Floristry before embarking on the City & Guilds Level 4 Higher Diploma in Floristry, which will also need a higher level of literacy and numeracy skills.

## Centre and qualification approval

Centres wishing to offer City & Guilds qualifications must gain approval.

New centres must apply for centre and qualification approval.

Existing 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 on the City & Guilds website.

City & Guilds reserve the right to suspend an approved centre, or withdraw their approval from an approved centre to conduct a particular 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 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 assessments
- b facilities for practical assessments and examinations to be undertaken at appropriate times under conditions required by City & Guilds.

### 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 Joint Council for Qualifications document *Instructions for conducting examinations*
- 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

The Level 2 Award, Certificate and Diploma in floristry qualifications have been grouped into one programme for registration.

**Tutors and examination officers should ensure that candidates are registered onto 0351-02 and that all the 0351-02 documentation for teaching and administration with City & Guilds is used.**

When candidates' results are submitted to City & Guilds, centres should also submit the award, certificate or diploma component, according to which units the candidate has achieved, so that the appropriate certificate is generated. The overall grade can be calculated using the formula in the assignment guide.

The Award will be a minimum of 2 units and 12 credits, from any units 201-209. This will allow employers and learners to access qualification in particular units/skills.

For the Certificate, candidates must complete unit 201, plus at least 20 credits from units 202-209.

For the Diploma, candidates must complete units 201-209, plus at least 1 of 210-211

Unit 201 is assessed by an assignment and an on-line multiple choice test.

		<b>Assessment components required</b>	
	Multiple choice test	0351-02-200	On-line test covering knowledge requirements of the unit 201
Unit 201	Introduction to art and design for florists	0351-02-201	Assignment
Unit 202	Identify, check and monitor the quality of incoming cut materials.	0351-02-202	Assignment
Unit 203	Identify and maintain the condition of plants and planted designs	0351-02-203	Assignment
Unit 204	Plan, prepare and construct tied floristry designs	0351-02-204	Assignment
Unit 205	Plan, prepare and construct funeral designs	0351-02-205	Assignment
Unit 206	Plan, prepare and construct floral arrangements	0351-02-206	Assignment
Unit 207	Plan, prepare and construct wedding designs with floral materials	0351-02-207	Assignment
Unit 208	Display of floristry goods	0351-02-208	Assignment
Unit	Introduction to working in the	0351-02-209	Assignment

209	floristry industry		
Unit 210	Introduction to function decorating using floral displays	0351-02-210	Assignment
Unit 211	Introduction to balloon artistry	0351-02-211	Assignment
912	Completion of the award	0351-02-912	<b>No assessment. Select only one of 912-918 so the appropriate certificate/grade is issued. Please use the calculation in the assignment guide to determine the grade for the certificate and the diploma</b>
913	Completion of the certificate at pass level	0351-02-913	
914	Completion of the certificate at merit level	0351-02-914	
915	Completion of the certificate at distinction level	0351-02-915	
916	Completion of the diploma at pass level	0351-02-916	
917	Completion of the diploma at merit level	0351-02-917	
918	Completion of the diploma at distinction level	0351-02-918	

- Candidates must be registered at the beginning of their course. **Centres should submit registrations using Walled Garden under scheme/complex number 0351-02.**
- When assignments have been successfully completed, candidate results should be submitted on Walled Garden. One of 912-918 should be submitted to generate the appropriate certificate/grade. Centres should note that results will **NOT** be processed by City & Guilds until verification records are complete.
- 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 will, in addition, be issued a Certificate. Centres must submit a certification/grading component to allow this to happen.
- On-line tests are available on demand following registration. Candidates must be date scheduled for the on-line tests via the Evolve system.

## **On-line assessment requirements**

The 0351-200 assessment is available only on-line through the City & Guilds Evolve system.

Each test will comprise of multiple choice items in accordance with the test specifications provided. The entire test will be conducted via the candidate's computer. All data relating to the assessment will be held by City & Guilds with results and performance feedback being delivered back to the approved centre.

City & Guilds will continue to apply its rigorous quality control procedures to the production, editing, marking, moderating and revision of all questions whilst at the same time applying a robust security system to prevent assessments being accessed or drawn down by unauthorised persons or for purposes beyond those authorised.

## Test Specification

The knowledge requirements for unit 201 will be assessed by an on-line multiple choice test as set out in the Test Specification below. The knowledge requirements of the other units will be assessed within the assignments.

<b>Paper title: Level 2 Award, Certificate and Diploma in Floristry – multiple choice 0351-02-200</b>			
<b>Test duration 45 minutes</b>			
<b>Unit</b>	<b>Unit title</b>	<b>No of questions (1 mark each)</b>	<b>%</b>
	Introduction to art and design for florists	15	100
Totals		15	100

The pass mark for this test 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
201	X			X
202			X	X
203	X		X	
204	X	X	X	
205	X	X	X	
206	X	X	X	
207	X		X	
208	X	X	X	
209			X	X
210	X	X	X	X
211		X	X	X

## Unit 201 Introduction to art and design for florists

### Rationale

This unit enables candidates to recognise and use the elements and principles of design within all aspects of floral design.

### Outcomes

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

1. identify elements and principles of design
2. identify colour relationships
3. produce working drawings.

### 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 multiple-choice question paper based on the test specification.

### Mapping to National Occupational Standards

Unit	Title	Lantra SSC unit and element		Performance criteria	Underpinning knowledge
201	Introduction to art and design for florists	FL3	FL3.2	5	e.f.
		FL4	FL4.2	5	h.i
		FL5	FL5.2	8	g.h
		FL7	FL7.1		b.d
		FL8	FL8.1		b.d
		FL9	FL9.1		b.d
		CU68	CU68.3		a

### Key Skills signposting

Communication	Application of number	Information technology	Working with others	Improving own learning and performance	Problem solving
C1.2					PS1 part



## **Outcome 1      Identify elements and principles of design**

### **Practical activities**

The candidate will be able to

1. demonstrate how the elements of design are used in floral design
  - a) form
  - b) colour
  - c) texture
  - d) space
  - e) line
  
2. demonstrate how the principles of design are used in floral design
  - a) balance
  - b) dominance
  - c) contrast
  - d) proportion and scale
  - e) rhythm
  - f) harmony.

### **Underpinning knowledge**

The candidate will be able to

1. define the elements of design to include
  - a) form
  - b) colour
  - c) texture
  - d) space
  - e) line
  
2. define the principles of design to include
  - a) balance
  - b) dominance
  - c) contrast
  - d) proportion and scale
  - e) rhythm
  - f) harmony
  
3. state how the elements of design are used to evaluate floral designs
  
4. state how the principles of design are used to evaluate floral designs.

## **Outcome 2      Identify colour relationships**

### **Practical activities**

The candidate will be able to

1.    construct and label the colour wheel using a suitable format
2.    identify colour harmonies using the colour wheel
3.    investigate colour modification
4.    investigate the properties of colour.

### **Underpinning knowledge**

The candidate will be able to

1.    list colours to include
  - a)    primary
  - b)    secondary
  - c)    tertiary
2.    define the colour harmonies to include
  - a)    monochromatic
  - b)    complementary
  - c)    contrasting
  - d)    analogous
  - e)    split complementary
  - f)    near complementary
  - g)    polychromatic
  - h)    triadic
  - i)    tetradic
3.    describe how colour modification is used to achieve
  - a)    tints
  - b)    tones
  - c)    shades
  - d)    achromatic
4.    define the properties of colour to include
  - a)    luminosity
  - b)    temperature
  - c)    association (dates, anniversaries, emotion, culture, symbolism)
  - d)    movement (receding, advancing)
5.    state the effects of colour relationships with reference to
  - a)    harmony
  - b)    balance
  - c)    contrast
  - d)    dominance
  - e)    proportion
  - f)    rhythm.

## **Outcome 3      Produce working drawings**

### **Practical activities**

The candidate will be able to

1. use a variety of pens, pencils or other mark making tools to produce
  - a) working drawings of proposed floral designs
  - b) working drawings of completed floral designs
2. add written information to working drawings using
  - a) labels
  - b) a key
3. use estimation skills and scale measurement to produce simple plans for
  - a) in-store display
  - b) decoration of architectural features.

### **Underpinning knowledge**

The candidate will be able to

1. identify the various qualities of mark making tools
  - a) pens
  - b) pencils (Bs, HB, Hs, colour)
  - c) other tools
2. state the advantages of working drawings, diagrams and scale plans
  - b) record and/or modify original ideas
  - c) communicate ideas to others
  - d) produce a record of completed designs / design features
  - e) adapt ideas for alternate use
  - f) estimate/calculate materials required
3. state appropriate methods to be used for adding written information to working drawings
  - a) handwritten labels
  - b) key.

## Unit 202 Identify, check and monitor the quality of incoming cut materials

### Rationale

This unit covers all aspects of flower identification and conditioning. It will enable the candidate to identify and assess the quality of different types of cut- flowers, and foliages. The candidate will explore a range of conditioning methods and prepare materials for various commercial uses. In addition, the candidate will process delivery notes and price goods for sale.

### Range

See Appendix A.

Candidates are required to identify the cut-flowers, foliages and berried materials listed in Appendix A by

- botanical name
- seasonal availability.
- conditioning method.

### Outcomes

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

1. identify cut-flowers and foliage,
2. assess the quality and condition of fresh materials
3. process paperwork and price goods for sale.

### 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

'Identify, check and monitor the quality of incoming cut materials' matches the National Occupational Standards (FL2) as it is a Lantra SSC unit.

### Key skills signposting

Communication	Application of number	Information technology	Working with others	Improving own learning and performance	Problem solving
C1.2 C2.2	N1.2 part N2.2 part	IT1.2 IT1.2			PS1 part

## **Outcome 1 Identify cut-flowers and foliage**

### **Practical activities**

The candidate will be able to

1. identify 30 cut-flowers and 10 foliages ( see Appendix A).

### **Underpinning knowledge**

The candidate will be able to

1. name flowers and foliages by their botanical names: genus, species, variety/cultivar
2. list flowers and foliages by their seasonal availability from the wholesaler
  - a) Spring
  - b) Summer
  - c) Autumn
  - d) Winter
3. list a range of flowers and foliages that are poisonous or irritant to include
  - a) Euphorbia spp.
  - b) Aconitum spp.
  - c) Alstroemeria cvs.
  - d) Tulip, Narcissus and Hyacinth bulbs.

## **Outcome 2      Assess the quality and condition of fresh materials**

### **Practical activities**

The candidate will be able to

1. assess the quality of cut materials
2. inform the appropriate person of any problems with the type, quantity or quality of incoming cut materials, including evidence of pests and disease
3. receive incoming deliveries of cut flowers, and foliage
4. select correct tools and equipment used for conditioning fresh materials
5. prepare work area and containers
6. condition fresh materials to include cutting, watering, feeding and storing
7. work safely and dispose of waste, complying with current legislation, such as HASAW and COSHH
8. monitor and control the quality and rotation of cut materials.

### **Underpinning knowledge**

The candidate will be able to

1. state basic grading standards that apply to cut flowers / foliages sold in the United Kingdom: stem length, number of flower buds, bud size, stage of development
2. identify key exporting countries of plant materials and their product range
3. list tools and equipment for conditioning fresh material
4. describe safe and correct handling and unpacking techniques for
  - a) lifting heavy boxes
  - b) delicate materials
  - c) poisonous and irritant materials
  - d) bunched flowers wrapped in paper and/or plastic film
  - e) boxed flowers with and without water tube
5. state the maintenance procedures for the care of tools and equipment
  - a) knives, scissors, secateurs
  - b) containers
6. explain why it is necessary to maintain tools and equipment: e.g. damage caused to materials, cross contamination, personal safety

7. state the properties of flower food and its use
8. state conditioning techniques for fresh, cut materials to include
  - a) temporary conditioning method for rapid conditioning of workroom or bunch stock (quick/bunch method)
  - b) full conditioning method for optimum conditioning of individual stems (choice materials and stock for retail display)
  - c) conditioning methods for cut materials requiring special treatments: e.g. euphorbia, violets, tropical materials, orchids, etc.
  - d) handling of toxic, irritant or delicate material
9. state conditioning methods for various cut flowers, foliage and pot-plants
10. state reasons for prioritising the conditioning of some fresh, cut materials
11. state reasons for stock rotation
12. list methods of stock rotation: e.g. first in first out, dating containers, etc
13. list the optimum conditions for storage of fresh, cut materials
  - a) temperature
  - b) light
  - c) humidity
  - d) environmental conditions: e.g. effects of ethylene gas
14. state the importance of safe work practice when conditioning fresh materials and responsibilities contained within relevant legislation
15. list methods of minimising and disposing of waste materials and describe best practice.

## Outcome 3      Process paperwork and price goods for sale

### Practical activities

The candidate will be able to

1. accurately check off a delivery of fresh materials against a delivery note
2. use a delivery invoice to calculate retail prices and create a price list
  - a) identify wholesale unit price excluding VAT
  - b) identify wholesale unit price including VAT
  - c) apply pricing mark up using a standard method
  - d) establish retail prices (VAT inclusive)
  - e) calculate the VAT element of a retail price.

### Underpinning knowledge

The candidate will be able to

1. state the procedures for receiving incoming goods to include checking of
  - a) delivery note
  - b) invoice
  - c) quality of goods/grade
  - d) quantity of goods
  - e) price of goods
  - f) match delivery against order (if placed in advance)
2. list the information found on a delivery note/invoice
  - a) product name
  - b) wholesale product price per stem/item
  - c) wholesale product price for quantity purchased
  - d) quantity
  - e) name & address of supplier
  - f) invoice number
  - g) invoice/delivery note number
  - h) name of purchasing business
  - i) date of purchase/delivery
  - j) total value of goods purchased (excluding VAT)
  - k) VAT amount
  - l) total value of goods purchased (including VAT)
3. state the implications of using an incorrect 'mark-up' method.



## Unit 203 Identify and maintain the condition of plants and planted designs

### Rationale

This unit enables the candidate to gain knowledge of the botanical processes affecting growing plants, and to improve their knowledge of plant identification care and compatibility. Candidates will use this knowledge to design and produce a range of planted containers for interior display.

### Range

The candidate must cover all of the range.

Plant groups, including, perennials, bulbs and corms, bromeliads, orchids, cacti & succulents, palms, ferns, grasses, berried, flowering and foliage

Planted designs: specimen plants in decorative containers, planted bowl, planted basket, seasonal designs, pre-planted designs, self planted designs and pot et fleur.

### Outcomes

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

1. describe a range of pot plants, plant groups and botanical processes
2. produce a range of planted containers
3. maintain planted displays.

### 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

'Identify and maintain the condition of plants and planted designs' matches the National Occupational Standards (FL1.1) as it is a Lantra SSC unit.

### Key Skills signposting

Communication	Application of number	Information technology	Working with others	Improving own learning and performance	Problem solving
C1.2 C2.2		IT1.1 IT2.1 IT2.2			PS1 part

## **Outcome 1      Identify a range of plant groups and botanical processes**

### **Practical activities**

The candidate will be able to

1. identify a minimum of 20 pot plants from the range in Appendix A
2. identify a range of plant groups
3. identify the environmental factors needed for healthy plant growth
4. investigate the physiology of plants.

### **Underpinning knowledge**

The candidate will be able to

1. list the characteristics of the major 'indoor-plant' categories
  - a) perennials flowering and foliage
  - b) bulbs and corms
  - c) bromeliads
  - d) orchids
  - e) cacti & succulents
  - f) palms
  - g) ferns
  - h) berried
2. identify the key areas of a plant and state the function of the
  - a) root
  - b) stem
  - c) leaf
  - d) flowers
3. state the environmental factors needed for healthy plant growth
  - a) light
  - b) water
  - c) nutrients
  - d) temperature
4. define plant processes to include
  - a) osmosis
  - b) respiration
  - c) transpiration
  - d) photosynthesis
  - e) evaporation
  - f) etiolation
  - g) tropisms.

## Outcome 2      Produce a range of planted containers

### Practical activities

The candidate will be able to

1. receive an order of pot plants and carry out the following
  - a) check quality / grooming
  - b) watering if required
  - c) removal of packaging (optional)
  - d) optimum storage / display
2. identify the characteristics of planted containers
3. produce a range of planted designs.

### Underpinning knowledge

The candidate will be able to

1. state how to cost a planted container
2. list the characteristics of a range of planted containers to include
  - a) specimen plants in decorative containers
  - b) planted bowl
  - c) planted basket
  - d) seasonal designs
  - e) pre-made designs
  - f) self made designs
  - g) pot et fleur
3. list tools and materials required for producing planted designs and describe their safe use
4. state the importance of good drainage in planted designs
5. list the characteristics of mediums used in planted designs to include
  - a) composts
  - b) bulb fibre
  - c) moss
  - d) expanded mica
  - e) soil-less compost
  - f) orchid bark
  - g) water retaining gel
6. state the advantages and disadvantages of planting methods to include
  - a) direct planting
  - b) plunging
7. state the factors to be considered when selecting containers for planted designs

8. state the characteristics of a range of containers suitable for planted designs e.g. wooden, fibre glass, plastic, metal, etc
9. state how to select and incorporate ancillary items into planted designs
10. state the importance of economical use of materials / minimising wastage
11. state safe work practices when preparing and constructing planted designs
  - a) manual handling
  - b) poisonous plants
  - c) use of tools and equipment
12. state how the florist can comply with the HASAW, Sales of Goods Act and COSHH.

## **Outcome 3      Maintain planted displays**

### **Practical activities**

The candidate will be able to

1. maintain planted displays
  - a) feeding
  - b) watering
  - c) grooming
  - d) cleaning
2. use an appropriate stock rotation plan
3. recognise the signs of pests and diseases
4. work safely and comply with current legislation, the HASAW, Sales of Goods Act and COSHH.

### **Underpinning knowledge**

The candidate will be able to

1. state the aftercare of planted displays to include
  - a) feeding
  - b) watering
  - c) light
  - d) temperature
  - e) humidity
  - f) grooming
  - g) cleaning
2. state the benefits of a stock rotation plan
3. describe the common indicators of pests and disease and the action to be taken if they are discovered.
4. state how the florist can comply with current legislation, the HASAW, Sales of Goods Act and COSHH.

## Unit 204 Plan, prepare and construct tied floristry designs

### Rationale

This unit enables the candidates to demonstrate skill in the construction of a range of hand tied gift and presentation designs. The candidates will also be introduced to different types of gift packaging.

### Range

Designs: hostess bouquet (all one flower type), hostess bouquet (mixed flower type) natural tied posy, grouped tied posy, simple cone wrap shop paper and cellophane, gift bouquet (flat pack), funeral sheaf, boxed flowers, single flower (packaged), tied design (impulse sale), basic form-linear hand-tied, tied bouquet and container, aqua packaging, tied design using a basic collar, tied design using a basic frame, tied design including accessories.

### Outcomes

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

1. identify and produce a range of tied designs
2. package, care for and store tied designs
3. use a range of costing formulae (cost up and down) and evaluate completed 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

'Plan, prepare and construct tied floristry designs' matches the National Occupational Standards (CU68.1, 2) as it is a Lantra SSC unit.

### 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 tied designs**

### **Practical activities**

The candidate will be able to

1. identify and produce a wide range of standard tied designs using fresh materials and appropriate sundries in current commercial use
2. identify and produce one tied design using manufactured and/or dried materials and appropriate sundries in current commercial use
3. incorporate ancillary items into tied designs.

### **Underpinning knowledge**

The candidate will be able to

1. explain the techniques used in the construction of various standard tied designs
  - a) spiral stems method
  - b) parallel stems method
  - c) compact tied posy (grouped / biedermeier)
  - d) tied design with frame or collar
2. list a range of appropriate flowers and foliages for various tied designs
  - a) botanical names
  - b) common names
  - c) seasonal availability
3. list the tools and equipment needed to construct tied designs
  - a) to cut materials
  - b) to secure materials
4. explain the techniques used to assemble designs of loose cut flowers and foliage
  - a) boxed (flat / upright / single flower)
  - b) flat back bouquet (not cone wrap)
  - c) single flower
  - d) simple cone wrap (shop paper and cellophane)
5. list a range of suitable containers, accessories and ancillary items for cut flowers and hand-tied designs.

6. define the characteristics of a range of tied designs to include
  - a) hostess bouquet
  - b) natural/ loose posy
  - c) compact/ grouped posy
  - d) gift bouquet (flat pack)
  - e) funeral sheaf
  - f) boxed flowers (flat)
  - g) basic form-linear hand tied
  - h) tied design in a container
  - i) tied design aqua packed
  - j) tied design using a collar
  
7. state how to incorporate ancillary items and accessories into designs: e.g. pre-made frames and collars, bows, raffia, balloons, picks, gifts, flower food and gift cards
  
8. state the importance of economical use of materials / minimising wastage
  
9. state safe work practices that are required when handling materials, tools and equipment and when preparing and constructing tied designs to comply with current legislation, HSAWA, Sales of Goods Act and COSHH.



## Outcome 2      Package, care for and store tied designs

### Practical activities

The candidate will be able to

1. package tied designs for presentation and transportation using cellophane and trims
2. package cut materials for presentation and transportation using boxes, cellophane and trims
3. incorporate ancillary items into packaged designs
4. care for completed designs
5. store completed designs.

### Underpinning knowledge

The candidate will be able to

1. state how to enhance designs by gift packaging
  - a) method: tied / loose cut materials, boxed
  - b) choice of packaging : decorative cellophane, paper, tissue, etc...
  - c) decorative trims: ribbon, raffia, etc.
  - d) use of ancillary items
2. state how to care for and store completed designs
  - a) care instructions
  - b) environmental conditions / protect designs for transportation
  - c) storage method
  - d) containers for display and delivery
3. list the items and information to be attached to a packaged design prior to collection/delivery
  - a) card message
  - b) delivery address / time or collection details
  - c) flower food
  - d) care card
  - e) business branding / contact details
4. 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)
5. state safe work practices that are required when handling materials, tools and equipment and when preparing and constructing tied designs to comply with current legislation, HSAWA, Sales of Goods Act and COSHH.

## **Outcome 3      Use a range of costing formulae (cost up and down) and evaluate completed tied designs**

### **Practical activities**

The candidate will be able to

1. use formulae to calculate retail costings, including VAT, for a range of designs
  - a) costing up
  - b) costing down
2. evaluate a wide range of designs using the elements and principles of design.
  - a) evaluate at least 5 tied designs

NB See appendices for evaluation and costing templates and examples of costing formulae.

### **Underpinning knowledge**

The candidate will be able to

1. explain how to calculate the potential retail price of a range of designs to include
  - a) materials
  - b) sundries
  - c) skill/labour charge
  - d) delivery
2. explain how to calculate the budget for floral materials from a known retail price:
  - a) delivery
  - b) skill/labour charge
  - c) sundries
  - d) materials
3. state the importance of using a standard costing formula
  - a) profit margin
  - b) standardisation / shop policy / relay company requirements
  - c) future reference (e.g. customer queries / complaints)
4. state why a higher skill/labour charge is required to produce certain types of design
  - a) wedding / funeral / other
  - b) skill level : high / medium / low
  - c) construction time
  - d) overall viability

5. explain how the elements of design are successfully incorporated in a wide range of tied designs
  - a) form
  - b) colour
  - c) texture
  - d) space
  - e) line
  
6. explain how the principles of design are successfully incorporated in a wide range of tied designs
  - a) balance
  - b) dominance
  - c) contrast
  - d) proportion and scale
  - e) rhythm
  - f) harmony
  
7. explain when it may be necessary to vary the design from the specification and what action should be taken.
  - a) customers requirements
  - b) restrictions by venue / situation
  - c) constraints of the products used.

## Unit 205 Plan, prepare and construct funeral designs

### Rationale

This unit enables candidates to demonstrate skill in the design and construction of a range of funeral and sympathy designs. It includes the use of a range of manufactured and assembled frames.

### Range

Designs in a foam base: single ended spray, double ended spray, loose wreath, loose cross, based posy pad, loose posy pad, based wreath, based cross, loose heart, based heart, small textured cushion, lettered design ( minimum of 3 letters).

Designs in a moss or straw base: one foliage based tribute on a wire frame (wreath, chaplet, or cross).

### Outcomes

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

1. identify and produce a range of funeral designs
2. care for and store funeral designs
3. use a range of costing formulae (cost up and down) and evaluate completed funeral 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

'Plan, prepare and construct funeral designs' matches the National Occupational Standards (FL3.1 and 3.2), as it is a Lantra SSC unit.

### 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 funeral designs**

### **Practical activities**

The candidate will be able to

1. identify and produce formal funeral designs
2. identify and produce informal funeral designs
3. incorporate ancillary items into designs.

### **Underpinning knowledge**

The candidate will be able to

1. describe the characteristics of a range of funeral designs using foam mediums to include
  - a) formal designs
  - b) informal designs
2. describe the characteristics of a range of funeral designs constructed using methods other than foam to include
  - a) formal designs: moss / straw base
  - b) informal designs: tied
3. list a range of appropriate flowers, foliage, and mosses for various funeral designs/ techniques including basing
  - a) botanical names
  - b) common names
  - c) seasonal availability
4. list the tools and equipment needed to construct funeral designs
  - a) to cut materials
  - b) to secure materials
5. state environmental issues that need to be considered through use of different mediums
6. state how to prepare different mediums used in producing funeral designs
  - a) correct method of preparation
  - b) correct soaking /watering of foam bases
  - c) benefits of chamfering foam
  - d) preparation of other bases: moss / straw
7. list the uses of a range of wires used in funeral designs to include: 1.25mm, 0.90mm and 0.56mm, etc
  - a) support wires
  - b) mount wires

8. list a range of edging methods and materials for funeral designs to include
  - a) ribbon methods / materials
  - b) foliage methods / materials
9. state the reasons for edging a funeral design
10. state how the choice of design/material is influenced by
  - a) age
  - b) gender
  - c) occupation/hobby/interest
  - d) clients relationship to deceased
11. state the advantages and disadvantages of a range of construction methods / mediums: foam, moss, straw, tied, etc.
12. state how to incorporate ancillary items into personalised funeral designs: e.g. gifts, decorative sundries, personal items, etc.
13. state the importance of economical use of materials / minimising wastage
14. state safe work practices when preparing and constructing funeral designs and how to comply with current legislation, eg HSAWA and COSHH.

## Outcome 2 Care for and store funeral designs

### Practical activities

The candidate will be able to

1. prepare funeral designs where necessary for transportation
2. care for completed funeral designs
3. store completed funeral designs.

### Underpinning knowledge

The candidate will be able to

1. state how to protect funeral designs with packaging
  - a) method for transportation
  - b) choice of packaging
2. state how to care for and store completed funeral designs
  - a) care instructions (medium / tied)
  - b) environmental conditions / protect designs for transportation
  - c) storage method
3. list the items and information to be attached to a funeral design prior to collection/delivery
  - a) name of deceased
  - b) delivery address / delivery time / funeral time
  - c) customer / recipient details if collection / time of collection
  - d) card message
  - e) care card
  - d) discreet business branding / contact details
  - e) accessories if required
4. state the checks that should be made before a funeral item is delivered or collected
  - a) match to order specification: content / colour / order value / size / accessories
  - b) suitability / viability (no visible damage / grooming etc)
  - c) card message clearly visible and secure
  - d) care card / delivery details secure.
5. state safe work practices that are required when handling materials, tools and equipment and when preparing and constructing funeral designs to comply with current legislation, HSAWA, Sales of Goods Act and COSHH.

### **Outcome 3      Use a range of costing formulae (cost up and down) and evaluate completed funeral designs**

#### **Practical activities**

The candidate will be able to

1. use formulae to calculate retail costings for a range of designs
  - a) costing up
  - b) costing down
2. evaluate a wide range of designs using the elements and principles of design.
  - a) evaluate at least 5 funeral designs

NB See appendices for evaluation and costing templates and examples of costing formulae.

#### **Underpinning knowledge**

The candidate will be able to

1. explain how to calculate the potential retail price of a range of designs to include
  - a) materials
  - b) sundries
  - c) skill/labour charge
  - d) delivery
2. explain how to calculate the budget for floral materials from a known retail price:
  - a) delivery
  - b) skill/labour charge
  - c) sundries
  - d) materials
3. state the importance of using a standard costing formula
  - a) profit margin
  - b) standardisation / shop policy / relay company requirements
  - c) future reference (e.g. customer queries / complaints)
4. state why a higher skill/labour charge is required to produce certain types of design
  - a) wedding / funeral / other
  - b) skill level : high / medium / low
  - c) construction time
  - d) overall viability
5. calculate the VAT element of a sales transaction



6. explain how the elements of design are successfully incorporated in a wide range of wired designs and designs in mediums
  - a) form
  - b) colour
  - c) texture
  - d) space
  - e) line
  
7. explain how the principles of design are successfully incorporated in a wide range of wired designs and designs in mediums
  - a) balance
  - b) dominance
  - c) contrast
  - d) proportion and scale
  - e) rhythm
  - f) harmony
  
8. explain when it may be necessary to vary the design from the specification and what action should be taken
  - a) customers requirements
  - b) restrictions by venue / situation
  - c) constraints of the products used.

## Unit 206 Plan, prepare and construct floral arrangements

### Rationale

This unit enables the candidates to demonstrate skill in the construction of a range of floral arrangements. The unit covers designs in various mediums and bases. The candidates will also be introduced to different types of gift packaging.

### Range

The candidate must cover all of the range:

Symmetrical arrangement, asymmetrical arrangement, loose / open posy arrangement, compact / textured posy, basket arrangements (with and without handles), decorative line arrangement, front-facing arrangement, all-round arrangement, parallel arrangement, table arrangement with candle,

Simple form-linear arrangements

- impulse design for peak period,
- vase arrangement, for contract work/venue decoration,
- design to include a gift or accessories,

Simple vegetative arrangement

Mediums & bases: Floral foam (wet), Floral foam (dry), Floral foam (decorative), 2 non-traditional mediums (e.g. aggregate, gel, powder foam, twigs, aluminium wire,)

Materials: fresh, manufactured/dried/preserved, accessories

Containers: pottery, plastic, clear glass, basket ware, metal.

### Outcomes

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

1. identify and produce floral arrangements
2. package, care for and store floral arrangements
3. use a range of costing formulae (cost up and down) and evaluate completed 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

'Plan, prepare and construct floral arrangements' matches the National Occupational Standards (FL5.1 and 5.2), as it is a Lantra SSC unit.

### 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

Unit 206.1

## **Outcome 1 Identify and produce floral arrangements**

### **Practical activities**

The candidate will be able to

1. produce a range of decorative floral arrangements using different mediums to include fresh, manmade, dried and preserved materials
2. produce 3 simple form-linear floral arrangement using a suitable medium
3. produce a simple vegetative floral arrangement using a suitable medium
4. produce designs using a range of containers to include pottery, plastic, clear glass, basket ware and metal.

### **Underpinning knowledge**

The candidate will be able to

1. list a range of suitable containers for floral arrangements to include
  - a) ceramic
  - b) metal
  - c) baskets
  - d) plastic
  - e) wood
  - f) terracotta
  - g) glass
  - h) perspex
  - i) modified foam base (posy pad / primavera vase etc)
2. list the equipment used in floristry and describe its use, to include
  - a) pot tape
  - b) plastic pin (frog)
  - c) fix
  - d) glue gun
3. list the basic characteristics of common design styles to include
  - a) decorative
  - b) form-linear
  - c) vegetative
4. list the characteristics of a range of floral arrangements to include
  - a) symmetrical arrangement
  - b) asymmetrical arrangement
  - c) posy arrangement (loose/open style, compact/textured style)
  - d) basket arrangement (with & without handles / presentation baskets)
  - e) line arrangement
  - f) front-facing arrangement
  - g) all-round arrangement
  - h) parallel arrangement
  - i) table arrangements (with & without candles)
  - j) vase arrangement

5. Identify a range of non-traditional mediums and bases suitable for creating floral arrangements to include
  - a) floral foam (wet /dry/ coloured)
  - b) aggregate
  - c) gel
  - d) powder foam
  - e) twigs
  - f) aluminium wire
6. state the correct method of preparation and use of wet floral foam
  - a) correct soaking /watering
  - b) advantages and disadvantages of chamfering
  - c) allowance for further watering / maintenance
7. state how to incorporate ancillary items and accessories into arrangements: e.g. picks, bows, balloons, gifts, flower food and gift cards
8. state the importance of economical use of materials / minimising wastage
9. state safe working practice that are required when handling materials, tools and equipment and when preparing and constructing floral arrangements to comply with current legislation, HSAWA, Sales of Goods Act and COSHH.

## **Outcome 2      Package, care for and store floral arrangements**

### **Practical activities**

The candidate will be able to

1. package arrangements for presentation and transportation
2. incorporate ancillary items into packaged designs
3. care for completed designs
4. store completed designs.

### **Underpinning knowledge**

The candidate will be able to

1. state how to enhance and/or protect floral arrangements by gift packaging
  - a) methods
  - b) choice of packaging : decorative cellophane, paper, tissue, boxes etc
  - c) decorative trims: ribbon, raffia, etc
  - d) use of ancillary items
2. state how to care for and store completed designs
  - a) care instructions
  - b) environmental conditions / protect designs for transportation
  - c) storage method
3. list the items and information to be attached to a packaged design prior to collection/delivery
  - a) card message
  - b) delivery address / time or collection details
  - c) care card
  - e) business branding / contact details
4. 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 / gifts etc)
5. state safe work practices that are required when handling materials, tools and equipment and when preparing and constructing tied designs to comply with current legislation, HSAWA, Sales of Goods Act and COSHH.

## **Outcome 3      Use a range of costing formulae (cost up and down) and evaluate completed floral arrangements**

### **Practical activities**

The candidate will be able to

1. use formulae to calculate retail costings for a range of designs
    - a) costing up
    - b) costing down
  2. evaluate a wide range of designs using the elements and principles of design.
    - a) evaluate at least 5 designs in a medium
- NB See appendices for evaluation and costing templates and examples of costing formulae.

### **Underpinning knowledge**

The candidate will be able to

1. explain how to calculate the potential retail price of a range of designs to include
  - a) materials
  - b) sundries
  - c) skill/labour charge
  - d) delivery
2. explain how to calculate the budget for floral materials from a known retail price:
  - a) delivery
  - b) skill/labour charge
  - c) sundries
  - d) materials
3. state the importance of using a standard costing formula
  - a) profit margin
  - b) standardisation / shop policy / relay company requirements
  - c) future reference (e.g. customer queries / complaints)
4. state why a higher skill/labour charge is required to produce certain types of design
  - a) wedding / funeral / other
  - b) skill level : high / medium / low
  - c) construction time
  - d) overall viability
5. calculate the VAT element of a sales transaction

6. explain how the elements of design are successfully incorporated in a wide range of designs in mediums
  - a) form
  - b) colour
  - c) texture
  - d) space
  - e) line
  
7. explain how the principles of design are successfully incorporated in a wide range of designs in mediums
  - a) balance
  - b) dominance
  - c) contrast
  - d) proportion and scale
  - e) rhythm
  - f) harmony
  
8. explain when it may be necessary to vary the design from the specification and what action should be taken
  - a) customers requirements
  - b) restrictions by venue / situation
  - c) constraints of the products used.

## Unit 207 Plan prepare and construct wedding designs with floral materials

### Rationale

This unit enables candidates to demonstrate skill in the design and construction of a range of simple wedding designs and accessories. It includes the use of wiring and gluing techniques.

### Range

Wired designs: buttonhole (standard/ non-standard) boutonniere, corsage (standard/ non-standard), corsage style accessory (e.g. handbag spray / hat spray), headdress – circlet and comb, wired loose/open posy, novelties (current trends), body adornments (eg wristlet)

Glued designs: corsage (non traditional), Alice band, wired and glued accessory.

Designs in a medium: bridesmaids loose/open posy for a child, basket for a child.

Tied wedding designs: Natural tied posy for a child bridesmaid, compact tied posy for an adult bridesmaid.

### Outcomes

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

1. identify and produce a range of simple wedding designs and accessories
2. package, care for and store simple wedding designs and accessories
3. use a range of costing formulae (cost up and down) and evaluate completed wedding 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

'Plan prepare and construct wedding designs with floral materials' matches the National Occupational Standards (FL4 and CU69), as it is a Lantra SSC unit.

### 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 simple wedding designs and accessories**

### **Practical activities**

The candidate will be able to

1. identify and produce simple wired wedding designs and accessories
2. identify and produce simple glued wedding designs and accessories
3. identify and produce simple wedding designs in foam
4. identify and produce simple tied wedding designs
5. incorporate ancillary items/decorative sundries into designs.

### **Underpinning knowledge**

The candidate will be able to

1. list the characteristics of a range of wedding designs to include
  - a) buttonhole (standard/ non-standard)
  - b) boutonniere
  - c) corsage (standard/ non-standard)
  - d) corsage style accessories: handbag spray/ hat spray / floral badge
  - e) headdress – circlet, comb, Alice band
  - f) novelties - current trends
  - g) body adornment : e.g. wristlet
  - h) bridesmaid's loose/open posy on foam / wired
2. explain the advantages and disadvantages of different construction methods
  - a) wired
  - b) glued
  - c) foam
  - d) tied
3. list a range of appropriate flowers and foliage for simple wedding designs and accessories
  - a) botanical names
  - b) seasonal availability
4. list the tools and equipment needed to construct simple wedding designs and accessories
  - a) to cut materials
  - b) to secure materials
5. state how choice of design is influenced by
  - a) age
  - b) colouring
  - c) build
  - d) fashion/trends/theme
  - e) type of fabric

- f) fixing method
6. state the construction techniques for simple wedding designs and accessories to include
    - a) formal designs
    - b) informal designs
  7. state the use of a wide range of wires required to prepare wedding designs: e.g. 0.28mm, 0.32mm, 0.38mm, etc
  8. state the advantages and disadvantages of using wire to construct wedding designs and accessories
  9. define support wiring methods: e.g. internal, external, stitching
  10. define mount wiring methods: single leg mount, double leg mount
  11. describe how wired units are constructed to include
    - a) natural
    - b) branching
    - c) ribbed
  12. list the reasons for using stem tape
  13. state the preparation and security of foam in wedding designs to include
    - a) simple bridesmaid posy
    - b) novelty e.g. pomander
  14. list the ancillary items which can be included in wedding designs: eg decorative wires, pearls, braids, beads, feathers, ribbon, tulle etc
  15. state how ancillary items can be incorporated into wedding designs
  16. state the importance of economical use of materials / minimising wastage
  17. state safe work practices when preparing and constructing simple wedding designs and accessories
    - a) hot glue gun
    - b) cold glue
    - c) stub / reel wires
    - d) repetitive tasks
  18. comply with current legislation, HSAWA, Sales of Goods Act and COSHH.

## **Outcome 2      Package, care for and store simple wedding designs and accessories**

### **Practical activities**

The candidate will be able to

1. package wired / glued wedding designs for presentation and transportation
2. package foam wedding designs for presentation and transportation
3. care for completed wedding designs
4. store completed wedding designs.

### **Underpinning knowledge**

The candidate will be able to

1. state how to enhance wedding designs with packaging
  - a) methods
  - b) choice of packaging : decorative cellophane, paper, tissue, etc...
  - c) decorative trims: ribbon, raffia, etc
2. state how to care for and store completed wedding designs
  - a) care instructions (wired / glued / foam)
  - b) environmental conditions / protect designs for transportation
  - c) storage method
3. list the items and information to be attached to a packaged wedding design prior to collection/delivery
  - a) customer / recipient details
  - b) delivery address / time or collection details
  - c) care card
  - d) business branding / contact details
4. state the checks that should be made before an item is delivered or collected
  - a) match to order specification: Content / Colour / Order value / Size
  - b) suitability / viability (no visible damage / appropriate fixing method etc)
  - c) care card / delivery details secure
5. state safe work practices that are required when handling materials, tools and equipment and when preparing and constructing tied designs
6. comply with current legislation, HSAWA, Sales of Goods Act and COSHH.

## **Outcome 3      Use a range of costing formulae (cost up and down) and evaluate completed wedding designs**

### **Practical activities**

The candidate will be able to

1. use formulae to calculate retail costings for a range of designs, including VAT
    - a) costing up
    - b) costing down
  2. evaluate a wide range of designs using the elements and principles of design.
    - a) evaluate at least 5 wired and 2 glued designs
- NB See appendices for evaluation and costing templates and examples of costing formulae

### **Underpinning knowledge**

The candidate will be able to

1. explain how to calculate the potential retail price of a range of designs to include
  - a) materials
  - b) sundries
  - c) skill/labour charge
  - d) delivery
2. explain how to calculate the budget for floral materials from a known retail price
  - a) delivery
  - b) skill/labour charge
  - c) sundries
  - d) materials
3. state the importance of using a standard costing formula
  - a) profit margin
  - b) standardisation / shop policy / relay company requirements
  - c) future reference (e.g. customer queries / complaints)
4. state why a higher skill/labour charge is required to produce certain types of design
  - a) wedding / funeral / other
  - b) skill level : high / medium / low
  - c) construction time
  - d) overall viability

5. explain how the elements of design are successfully incorporated in a wide range of tied, wired, and glued designs, and designs in mediums
  - a) form
  - b) colour
  - c) texture
  - d) space
  - e) line
  
6. explain how the principles of design are successfully incorporated in a wide range of tied, wired, and glued designs, and designs in mediums
  - a) balance
  - b) dominance
  - c) contrast
  - d) proportion and scale
  - e) rhythm
  - f) harmony
  
7. explain when it may be necessary to vary the design from the specification and what action should be taken.
  - a) customers requirements
  - b) restrictions by venue / situation
  - c) constraints of the products used.

## Unit 208 Display of floristry goods

### Rationale

This unit provides candidates with skills and information to plan and construct displays of floristry products and associated goods for sale. Candidates will also learn how to work in a safe manner and construct safe displays. They may also use IT to produce labels for stock to aid sales.

### Outcomes

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

1. plan and construct displays of goods
2. price and label stock for display
3. evaluate and modify completed displays.

### 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
208	Display of floristry goods	CU2	CU2.1	1.5.	a.d
		C2	C2	1.3.4.5.6.7.8.9.10.13.14.16.17	a.c.d.e.f.g.h.i.j.k.l.m.n.o.q

### Key Skills signposting

Communication	Application of number	Information technology	Working with others	Improving own learning and performance	Problem solving
C1.2	N2.2 part	IT2 part		LP2.1 LP2.2 LP2.3	PS1 part

## **Outcome 1      Plan and construct displays of goods**

### **Practical activities**

The candidate will be able to

1. draw a simple scale diagram, (plan view), of an empty display area
2. sketch and plan a minimum of two different displays with and without themes
3. prepare an area for a minimum of two different displays
4. identify, modify, and incorporate props and accessories into a minimum of two different displays
5. set up and dismantle a minimum of two different displays safely.

### **Underpinning knowledge**

The candidate will be able to

1. list the points to consider when preparing displays to include
  - a) labelled sketch of the proposed display
  - b) theme of display to include: seasons, occasions
  - c) selection of stock to be displayed for promotion and/or sale
  - d) preparation of stock as required
  - e) colour choice
  - f) props and accessories, (e.g. fabric, stands, bases, flooring materials, screens, themed items etc)
  - g) focal point of display
  - h) timescale for completion
  - i) duration of intended display
2. state the basic features to be recorded on a scale plan of a display area to include
  - a) floor space
  - b) doors
  - c) windows
  - d) position of lighting
  - e) position of other key features / obstacles
  - f) scale used
3. state the benefits of producing simple scale drawings when planning displays
4. list the order of work to be carried out when producing displays
5. state why it is important to check the plans of displays for potential health and safety hazards

6. list the criteria for safety checking of displays: e.g. safety, stability, security of materials, ease of access, ease of maintenance, etc
7. state safe methods for use of tools and equipment when creating displays
8. explain how to construct or modify simple props to enhance displays eg: mossed chair, painted base, simple screen
9. state why it is important to dismantle, clean and store equipment used in displays safely and carefully and to dispose of damaged items
10. state why it is important to keep displays stocked and well maintained.



## Outcome 2      Price and label stock for display

### Practical activities

The candidate will be able to

1. calculate the retail price of stock for sale
2. use various methods to price and label stock
3. produce eye-catching and accurate price labels
4. produce eye-catching and accurate promotional signage.

### Underpinning knowledge

The candidate will be able to

1. describe a suitable formula to 'mark-up' stock from wholesale to retail prices
  - a) establish wholesale price per item
  - b) typical mark up % to be used
  - c) VAT
  - d) retail price
2. state how the positioning of labels and signage influences the effectiveness of promoting products
3. state the reasons why price labelling and signage should meet legal requirements
4. list the points to consider when labelling goods to include
  - a) legislation/ price marking regulations
  - b) item matches description
  - c) unit is correct: e.g. stem, bunch
  - d) price
  - e) correct information on label
  - f) sale prices – previous price must also be shown
  - g) sale regulations (i.e. must have been available at higher price for at least 28 days within previous six months or current regulation).

## **Outcome 3      Evaluate and modify completed displays**

### **Practical activities**

The candidate will be able to

1. evaluate displays to assess their viability
2. modify displays to maintain or improve their viability.

### **Underpinning knowledge**

The candidate will be able to

1. explain how the elements and principles of design can be used to help evaluate or suggest improvements to displays
2. list a range of criteria that can be used to evaluate displays
  - a) increased sales
  - b) increased customer awareness
  - c) ease of maintenance
  - d) suitability for purpose e.g interpretation of idea / theme
  - e) commercial viability / cost and installation time factors
3. state the features of a well planned and effective display
  - a) range of products
  - b) clear theme
  - c) range of prices
  - d) clear pricing and signage
  - e) well maintained / clean and tidy
  - f) effective lighting
  - g) safe
  - h) effective use of props and accessories
  - i) items displayed at various levels to maximise customer impact.

## Unit 209 Introduction to working in the floristry industry

### Rationale

This unit is intended to equip students with a basic knowledge of the workings of a retail floristry business. It introduces students to customer care, the interpersonal skills required of a florist, basic employment regulations, stock rotation and handling cash and other instruments of payment. It also provides information about health and safety and administrative functions.

### Outcomes

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

1. comply with health and safety requirements in the workplace
2. carry out basic administrative functions for floristry
3. work in the floristry industry
4. identify and process design requirements.

### 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	
209	Introduction to working in the floristry industry	CU2	CU2.1	1.3.5.8	a.b.c.d.e.i.l
			CU2.2	2.3.4.7.8.9.10	a.b.c.d.f.g.h.i
		C8	C8	1.2.3.4.5.7.12	a.c.d.e.g.h.i.n
		Unit 21	21.1	2	
			21.3	1.2	
		21		a.b.c.d	

### Key Skills signposting

Communication	Application of number	Information technology	Working with others	Improving own learning and performance	Problem solving
C2 part	N1 part	IT2		LP2.1 LP2.2 LP2.3	PS1 part

## **Outcome 1      Comply with health and safety requirements in the workplace**

### **Practical activities**

The candidate will be able to

1. demonstrate an awareness of healthy and safe working in a workplace environment
2. demonstrate an awareness of risks
3. demonstrate awareness of employee induction procedures
4. demonstrate safe manual handling techniques
5. identify the current contents of a first aid box and their usage
6. handle tools, equipment and materials in a safe manner
7. comply with workplace requirements for health and safety.

### **Underpinning knowledge**

The candidate will be able to

1. list the responsibilities of employers to comply with the legal requirements of health and safety in the workplace
2. list the responsibilities of employees to comply with their legal obligations and co-operate with the employer on matters of health and safety
3. list common tools/equipment/processes used or carried out in floristry businesses and identify the hazards which they may present, e.g.
  - a) tools and equipment – knives, scissors, glue guns, glue, cold storage, ladders etc
  - b) processes – shop and window display and maintenance, conditioning of materials including potential irritants and poisonous materials, design construction, delivery and collection, cleaning, manual handling, waste disposal
4. state the importance of undertaking an employee induction interview
5. list the key topics to be covered during an induction interview
6. describe the safe handling and usage of commonly used tools, equipment and materials as above
7. state the difference between a hazard and a risk
8. list the minimum correct contents of a first aid box and their uses

9. identify the correct procedure for complying with health and safety requirements in the workplace
  - a) the reporting procedure for accidents and hazards
  - b) actions to be taken in case of an emergency
  - c) the adoption of a health and safety culture at work
  - d) maintaining personal and workplace hygiene at all times, e.g. complying with requirements for wearing protective clothing, reporting illness
10. describe the role of good housekeeping in a floristry environment in minimising the risk of slips, trips and falls, and other accidents.

## **Outcome 2      Carry out basic administrative functions for floristry**

### **Practical activities**

The candidate will be able to

1. complete a range of basic administrative functions to include
  - a) simple letter writing (e.g job application letter), and CV production
  - b) design and use simple tables (e.g to organise simple sales data, complete order forms)
  - c) design simple price labels, posters and display materials including images
  - d) use an email system purposefully (format, send, receive and respond to email messages with consideration to their impact and value to the recipient).

Note: It is expected that candidates will complete all practical activities using suitable ICT packages, unless candidates require reasonable adjustments to be made.

### **Underpinning knowledge**

The candidate will be able to

1. state the benefits of using tables to record sales data
2. identify the advantages and disadvantages of email messages
3. state the benefits of ICT packages to a floristry business.

## Outcome 3      Work in the floristry industry

### Practical activities

The candidate will be able to

1. complete a **minimum** of 5 days of supervised work in a floristry business (at least 40 hours)
2. carry out a range of everyday work-related functions under supervision to include
  - a) identify and comply with accepted rules of conduct in the workplace
  - b) carry out and complete tasks and activities according to the requirements of the workplace
  - c) meet workplace expectations of reliability, attendance, punctuality and co-operation with others
  - d) greet and communicate with customers in an appropriate way
  - e) process simple customer transactions
3. record the duties that are carried out and the hierarchy of staff and decision-making while on work placement
4. record the procedures that are followed in the workplace
  - a) for order taking (i.e. checking for stock availability, order prioritisation, feasibility etc)
  - b) how an order will pass through the shop procedures from inception to completion
  - c) for handling cash, cheques and credit/debit card
5. obtain a satisfactory employer report based on the work experience undertaken
6. evaluate his/her own performance as an employee and team member, to include a simple skills audit before and after the work experience.

(Note: 40 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. describe how to be effective at an interview
2. list sources of job vacancies and the procedure to be followed when applying
3. state the importance of respecting and maintaining the confidentiality of the workplace
4. explain why attention to detail is important within a work place
5. describe the content and purpose of a personal development plan
6. list a range of performance criteria that may reasonably be expected of an employee in a floristry business to include following instructions, inter-personal skills, appearance and stamina

7. list the procedures to be followed by a trainee florist if dealing with customers when authorisation is declined for credit and debt card purchases
8. describe the procedure to be followed by staff if dealing with a customer that appears angry or confused.



## **Outcome 4 Identify and process design requirements**

### **Practical activities**

The candidate will be able to

1. record customer requirements using order forms, checking and exploring the customer's requirements at all stages
2. process instruments of payment in connection with order taking and sales
3. interpret design specifications to identify requirements.

### **Underpinning knowledge**

The candidate will be able to

1. list the procedures involved in order taking
  - a) remotely (e.g. over the telephone)
  - b) in person
2. list the general information needed when taking customer orders
  - a) customer details
  - b) delivery / recipient details
  - c) order requirements / value
  - d) additional charges (e.g. delivery / relay charges)
  - e) card message
  - f) payment method
3. list a range of additional information that may be needed for specific customer orders
  - a) funeral orders e.g. time of delivery, name of deceased, name of funeral director, time of funeral
  - b) gift orders e.g. occasion, lasting qualities vs. impact
  - c) wedding orders e.g. measurements for body adornments / accessories, details of fabric / outfit, method of attachment, age of recipient
4. list the traditional peak periods in the floristry industry and identify suitable designs e.g. Christmas, Valentine's Day, Mother's day, Easter, etc
5. describe how to greet and communicate with customers to ensure that they have appropriate information when making decisions on purchases
6. list appropriate 'add-on sales' and how they may be suggested to customers
7. list the advantages of 'selling-up' / 'add-on sales' to a business.

## Unit 210 Introduction to function decorating using floral displays

### Rationale

This unit enables candidates to demonstrate skill in the design and construction of a range of designs suitable to decorate venues for special occasions and events.

### Range

The candidate must cover all of the range:

Designs: table garland, garland for column/ staircase, cake decoration, tied pew end, pew end in medium, topiary tree design, buffet design in raised container, guest table arrangements (themed), feature arrangement for reception area.

These designs are suitable for functions within hotels, marquees, places of worship, corporate buildings, and other venues.

### Outcomes

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

1. identify design requirements
2. identify and produce a range of designs
3. evaluate, care for, store and site 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
210	Introduction to function decorating using floral displays	CU2	CU2.1	1.5.	a.b.c.d
		CU5	CU5.2	1.2.3.4.5	d.f.g
		FL6	FL6.1	2.5.6.8	a.b.d..f.g.h
			FL6.2		a.b.c

### Key Skills signposting

Communication	Application of number	Information technology	Working with others	Improving own learning and performance	Problem solving
C2.1a	N2.2 part	IT2.1	WO2	LP2.1 LP2.2 LP2.3	PS1 part

## **Outcome 1 Identify design requirements**

### **Practical activities**

The candidate will be able to

1. work as part of a team and carry out verbal and written instructions accurately
2. prioritise tasks and manage their time effectively
3. identify and allocate materials for various floral designs.

### **Underpinning knowledge**

The candidate will be able to

1. list the key criteria when interpreting verbal or written instructions
  - a) tasks to be completed by team
  - b) tasks to be completed by individuals, including self
  - c) deadlines set
  - d) design styles to be adhered to
  - e) allocation of materials
  - f) budget
2. state the importance of following a supervisor's instructions accurately
  - a) consistency within team
  - b) specification met
  - c) wastage avoided
3. list practical tasks in order of priority
4. list the benefits of using a table or simple spreadsheet to allocate floral materials and sundries.

## Outcome 2 Identify and produce a range of designs

### Practical activities

The candidate will be able to

1. work individually to identify and produce a range of designs suitable for special occasions and events
2. work as part of a team to produce designs to decorate a venue
3. identify venues where special occasions and events take place.

### Underpinning knowledge

The candidate will be able to

1. list the characteristics of a range of function designs to include
  - a) table garland
  - b) column/ staircase garland
  - c) cake decoration
  - d) tied pew end
  - e) pew end in medium
  - f) topiary table design
  - g) buffet design in raised container
  - h) guest table arrangements (themed)
  - i) feature arrangement for reception area
2. list a range of containers, mediums and mechanics suitable for basic function decorating to include
  - a) Mini Deco
  - b) shovel
  - c) bowls
  - d) vases
  - e) Le Clip
  - f) caged Raquette
  - g) pots
  - h) string
  - i) rope
  - j) wet/dry spheres
  - k) wet/dry cones
3. state how to incorporate ancillary items and accessories into function designs: e.g. bows, balloons, candles, feathers etc
4. list occasions where special designs/colours may be requested to include: weddings, parties, marriage ceremonies, anniversaries, conferences, receptions, dinners, christenings

5. list venues where special events and functions can take place, e.g. hotels, banqueting halls, places of worship, conference centres, marquees, clubs, castles
6. state precautions required when handling materials, tools and equipment
7. state the benefits of working as a team to undertake function work
8. state the health and safety legislation which applies in the workplace to include
  - a) Health and Safety at Work Act 1974
  - b) Control of Substances Hazardous to Health 1999
  - c) The Work at Height Regulations 2005.

## **Outcome 3 Evaluate, care for, store and site designs**

### **Practical activities**

The candidate will be able to

1. evaluate completed designs
2. care for completed designs
3. store completed designs
4. site designs securely.

### **Underpinning knowledge**

The candidate will be able to

1. list a range of criteria that can be used to evaluate function designs
2. state methods of care and storage for completed designs to include
  - a) packaging and transportation of designs made off site
  - b) environmental conditions
  - c) storage of designs offsite/onsite
3. state the checks that should be made before delivery
4. state the checks and preparations that should be made before and after positioning designs within a venue
5. state the importance of correct manual handling
6. state the importance of security and stability of completed designs in situ
7. state the methods of attachment for a
  - a) pew end
  - b) table garland
  - c) garland for column or staircase
8. state the health and safety legislation which applies when working off site to include
  - a) Health and Safety at Work Act 1974
  - b) Control of Substances Hazardous to Health 1999
  - c) The Work at Height Regulations 2005.

## Unit 211 Introduction to balloon artistry

### Rationale

This unit enables the candidate to demonstrate skill in the design and construction of a range of balloon designs using both latex and foil balloons. It incorporates a range of designs and techniques.

### Range

Candidates must cover all of the range.

Designs: balloon in a box for delivery, staggered balloon bouquet, tied layered bouquet, simple bouquet weights, spiral staircase, pearl arch, 4 balloon spiral, 5 balloon spiral, topiary puff ball, cloud nine design, fantasy flower spray and balloon centrepiece design. Items for inflation: round balloons, heart shaped balloons, foil balloons, geo-blossoms, geo-donuts, double bubble, duplets and branching unit.

### Outcomes

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

1. identify design requirements for balloon decor
2. produce and evaluate a range of balloon 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
211	Introduction to balloon artistry	CU2	CU2.1	1.5.	a.b.c.d
		FL6	FL6.1	2.5.6.8	a.b.d.f.g.h
			FL6.2		a.b.c

### 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 design requirements for balloon décor**

### **Practical activities**

The candidate will be able to

1. record customer requirements for balloon décor using an order form
2. interpret a design specification for balloon décor to identify requirements
3. calculate retail costings for a range of balloon designs
  - a) costing up
  - b) costing down.

NB See appendices for evaluation and costing templates and examples of costing formulae.

### **Underpinning knowledge**

The candidate will be able to

1. list the specific information needed when taking a customer order for a balloon decoration
  - a) customer details/ details of recipient
  - b) delivery details/ address / delivery time
  - c) order requirements / value
  - d) special instructions (duration of display)
  - e) payment method
2. list the key criteria when interpreting a customer order
  - a) order value / viability / construction time / installation
  - b) customer preference: colour / style of decoration
  - c) Intended purpose / lasting qualities
3. explain how to calculate the potential retail price of various balloon decorations (e.g. balloon in a box for delivery / cloud nine design / air inflated / helium inflated) to include:
  - a) materials
  - b) sundries
  - c) skill/labour charge (for balloon designs)
  - d) delivery



4. explain how to calculate the budget for sundries and materials from a known retail price
  - a) delivery
  - b) skill/labour charge (for balloon designs)
  - c) sundries
  - d) materials
5. state the importance of using a standard costing formula
  - a) profit margin
  - b) standardisation / shop policy
  - c) future reference (e.g. customer queries / complaints)
6. state why the skill/labour charge used may vary for different balloon decorations
7. calculate the VAT element of a sales transaction.

## **Outcome 2      Produce and evaluate a range of balloon designs**

### **Practical activities**

The candidate will be able to

1. identify and produce a range of balloon designs
2. incorporate a range of ancillary items and finishes in balloon designs
3. evaluate a range of balloon designs.

### **Underpinning knowledge**

The candidate will be able to

1. list the characteristics of the range of designs to include
  - a) balloon in a box for delivery
  - b) staggered balloon bouquet
  - c) tied layered bouquet
  - d) simple bouquet weights
  - e) spiral staircase
  - f) pearl arch
  - g) 4 balloon spiral
  - h) 5 balloon spiral
  - i) topiary puff ball
  - j) cloud nine design
  - k) fantasy flower spray
  - l) balloon centrepiece design
2. explain how the choice of design is influenced by
  - a) fashion/trends/theme
  - b) delivery
  - c) float time
3. list and describe the use of equipment required for balloon artistry: e.g. electric air inflators, hand pumps, sizers, balloon gas regulators etc
4. list and describe the use of materials used for balloon artistry: e.g. monofilament line, dacron, gaffer tape, curling ribbon, stub wires, binding wire, floral tape, hi float, balloon shine, etc
5. state the construction techniques for a range of balloon designs
6. state the selection and construction of a range of basic balloon weights for balloon bouquets

7. describe how to inflate
  - a) round balloons
  - b) heart shaped balloons
  - c) foil balloons
  - d) geo blossoms
  - e) geo donuts
  - f) double bubble
  - g) duplets
  - h) branching unit
8. list the float times for the range of balloon shapes and sizes
9. list the balloon gas requirements for correct inflation of a range of balloon shapes and sizes
10. state how the float time for balloon gas filled balloons can be extended.
11. list a range ancillary items and finishes which can be incorporated into balloon designs and state how they can be used: e.g. ribbons, tulle, feathers, glitter
12. state the procedure to follow when checking and evaluating completed balloon designs
13. state the relevant health and safety legislation which applies to the balloon decoration industry to include
  - a) Health and Safety at Work Act 1974
  - b) Control of Substances Hazardous to Health 1999
  - c) The Work at Height Regulations 2005.

## Appendix A

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 identification tests of a total of 60 items taken at random from the list below, (30 flowers, 10 foliages/berried material, 20 plants).

Where the species name is not given below because more than 1 species is in common use, candidates should be made aware of, and tested on the actual species being used in the centre, eg *Allium giganteum*, *Dianthus caryophyllus*.

Where the species is not defined, eg *Rosa*, candidates should insert 'sp.' or the cultivar name if known, eg *Rosa* 'Aqua'. A blank space on the identification sheet should be given Zero marks.

Cut Flowers	Cut Foliages	Pot Plants
<i>Aconitum napellus</i>	<i>Arachnoides adiantiformis</i>	<i>Adiantum raddianum</i>
<i>Agapanthus praecox</i>	<i>Asparagus setaceus</i>	<i>Aechmea fasciata</i>
<i>Allium hybrids</i>	<i>plumosus</i>	<i>Ananus comosus</i>
<i>Alstromeria hybrids</i>	<i>Asparagus umbellatus</i>	<i>Asparagus sprengerii</i>
<i>Anemone coronaria</i>	<i>Aspidistra elatior</i>	<i>Aspidistra elatior</i>
<i>Anigozanthus flavidus</i>	<i>Buxus sempervirens</i>	<i>Asplenium nidus</i>
<i>Anthurium andreaeanum</i>	<i>Eucalyptus cinerea</i>	<i>Begonia elatior</i>
<i>Aster novi-belgii</i>	<i>Eucalyptus parvifolia</i>	<i>Calceolaria</i>
<i>Bouvardia longiflora</i>	<i>Fatsia japonica</i>	<i>Chamaedorea elegans</i>
<i>Bupleurum griffithi</i>	<i>Galax</i>	<i>Chrysanthemum indicum</i>
<i>Campanula pyramidalis</i>	<i>Gaultheria shallon</i>	<i>Chlorophytum comosum</i>
<i>Carthamus tinctorius</i>	<i>Hedera</i>	<i>Cissus rhombifolia</i>
<i>Celosia argentea cristata</i>	<i>Hosta</i>	<i>Codiaeum variegatum sp.</i>
<i>Chamaelaucium uncinatum</i>	<i>Hypericum</i>	<i>Cyclamen persicum</i>
<i>Chrysanthemum indicum</i>	<i>Ilex</i>	<i>Cymbidium</i>
<i>Cymbidium Orchid</i>	<i>Myrtus communis</i>	<i>Dieffenbachia seguine</i>
<i>Dahlia</i>	<i>Philodendron 'Xanadu'</i>	<i>Euphorbia pulcherrima</i>
<i>Delphinium ajacis</i>	<i>Pittosporum tobira</i>	<i>Fatsia japonica</i>
<i>Dendrobium</i>	<i>Pittosporum tenuifolium</i>	<i>Ficus benjamina</i>
<i>Dianthus caryophyllus</i>	<i>Prunus</i>	<i>Ficus elastica</i>
<i>Eremurus stenophyllus</i>	<i>Ruscus hypophyllum</i>	<i>Ficus pumila</i>
<i>Eryngium planum</i>	<i>Salix babylonica 'Tortuosa'</i>	<i>Fuchsia</i>
<i>Euphorbia fulgens</i>	<i>Viburnum tinus</i>	<i>Hedera helix</i>
<i>Eustoma russellianum</i>	<i>Xerophyllum tenax</i>	<i>Hydrangea macrophylla</i>
<i>Freesia</i>		<i>Hypoestes sanguinolenta</i>
<i>Gerbera jamesonii</i>		<i>Impatiens</i>
<i>Gladiolus</i>		<i>Kalanchoe blossfeldiana</i>
<i>Gypsophila paniculata</i>		<i>Maranta leuconeura</i>
<i>Helianthus annuus</i>		<i>Monstera deliciosa</i>
<i>Hippeastrum</i>		<i>Nephrolepis exaltata</i>
<i>Heliconia caribaea</i>		<i>Pelargonium</i>
<i>Hyacinthus orientalis</i>		<i>Philodendron scandens</i>
<i>Iris hollandica</i>		<i>Rhododendron simsii</i>
<i>Lathyrus odoratus</i>		<i>Saintpaulia ionatha</i>
<i>Liatris spicata</i>		<i>Sansevieria trifasciata</i>
<i>Lilium (Asiatic hybrids)</i>		<i>Sinningia</i>
<i>Lilium longiflorum</i>		<i>Senecio cruentus</i>
<i>Lilium (Oriental hybrids)</i>		<i>Solanum capsicastrum</i>

Limonium sinuatum Mathiola incana Molucella laevis Narcissus Nerine bowdenii Ornithogalum thyrsoides Phlox paniculata Ranunculus asiaticus Rosa hybrids Scabiosa caucasica Scilla Sedum spectabile Solidago hybrids Syringa vulgaris Trachelium caeruleum Triteleia corrina Tulipa hybrids Veronica longifolia Zantedeschia aethiopica		Spathiphyllum Stephanotis floribunda Tradescantia fluminensis Yucca elephantipes
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## 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)				
			<b>Sundries</b> Sub total	
Labour Charge * (Skill / Make-up)				
Other Costs (state)				
Delivery				
			Sub total	
Retail Price	<b>Total (inc Vat)</b>			
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:
<b>Retail Price</b>	A Total (inc Vat)			£
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: Candidate's Level 2 evaluation sheets

(Copy as required)

Student Name	Design:	Completion date:
<ol style="list-style-type: none"> <li>1. Are the mechanics secure?</li> <li>2. Are the mechanics well hidden?</li> <li>3. Are the materials groomed?</li> <li>4. Are the materials well conditioned?</li> <li>5. Are the individual materials in <b>SCALE</b> with each other?</li> <li>6. Have appropriate colours been chosen?</li> <li>7. Does the design have a clear outline shape and profile?</li> <li>8. Are all materials in harmony with each other?</li> <li>9. Is there appropriate use of <b>SPACE</b> within the design?</li> <li>10. Have materials been used to create <b>RHYTHM</b>?</li> <li>11. Does the design have appropriate visual &amp; actual <b>BALANCE</b>?</li> <li>12. Does the design have appropriate dominance / focal impact?</li> <li>13. Does your design make use of recession? If not why?</li> <li>14. Are there appropriate contrasts in <b>FORM</b> and <b>TEXTURE</b>?</li> <li>15. Can anything be removed and not missed? (Economy)</li> <li>16. How could the design be improved?</li> <li>17. Is the design suitable for the intended purpose?</li> <li>18. Is the design produced to a commercial/ saleable standard?</li> </ol>		
Assessor's Signature	Evaluation completed (Y / N)	



## Useful contacts

### UK Centres

Registrations, Exam entries (Dated/On-Demand/E-volve Scheduling), invoices, Missing or late exam materials, Results entries, Certification. Publication enquiries: logbooks, centre documents, forms, free literature.

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

### Quality support (new centres)

For Sales advice and support  
For quality assurance

E: [directsales@cityandguilds.com](mailto:directsales@cityandguilds.com)  
E: [csdirect@cityandguilds.com](mailto:csdirect@cityandguilds.com)

### TechBac enquiries

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

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### International centres

Quality assurance, sales advice, results, entries, enrolments, invoices, missing or late exam materials

Please contact your local office:  
[www.cityandguilds.com/aboutus/international](http://www.cityandguilds.com/aboutus/international)

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### UK centres

General e-assessment (e-volve) support  
Enquiries

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

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### UK learners

General qualification information

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

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### International learners

General qualification information

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

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### Employer

Employer solutions including, Employer Recognition: Endorsement, Accreditation and Quality Mark, Consultancy, Mapping and Specialist Training Delivery

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

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