Level 3 Award, Certificate and Diploma in Floristry (0351-03)

Qualification handbook

Version 3

August 2015
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City & Guilds Group
The City & Guilds Group includes City & Guilds, ILM (the Institute of Leadership & Management, which provides management qualifications, learning materials and membership services), City & Guilds Land Based Services (which offers land-based qualifications and membership services), City & Guilds HAB (the Hospitality Awarding Body), and City & Guilds Centre for Skills Development. City & Guilds also manages the Engineering Council Examinations on behalf of the Engineering Council.

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www.cityandguilds.com
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## Handbook version amendments

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<td>V2 Dec 2009</td>
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<td>All references to NPTC and Society of Floristry updated</td>
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<td>All references to the unit 300 written examination removed.</td>
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<td>Appendix A amended to complete botanical names for all plants listed</td>
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Level 3 Award, Certificate, Diploma in Floristry (0351-03)

Introduction

This qualification is 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 2 qualifications
- are looking for progression towards higher education.

The qualification is suitable 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
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.

Qualification Accreditation Numbers – (QAN) and Final Dates

<table>
<thead>
<tr>
<th>Title</th>
<th>QAN</th>
<th>Last Registration</th>
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<td>Certificate</td>
<td>500/6505/1</td>
<td>31/8/2010</td>
<td>31/8/2013</td>
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<tr>
<td>Diploma</td>
<td>500/6503/8</td>
<td>31/8/2010</td>
<td>31/8/2013</td>
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</table>

Please note that the Last Registration and Last Certification dates for the Award are different from those for the Certificate and Diploma.

Structure

This Level 3 qualification is made up of units expressed in a standard format. Each unit is preceded by details of
- the rationale for the unit
- the range covered in the unit, where applicable
- the outcomes
- the assessment methods
- the relationship of the unit to the appropriate National Occupational Standards
- signposting of opportunities to generate evidence for key skills
Level 3 Award, Certificate and Diploma in Floristry

This QCF qualification replaces the 0344-30 Advanced National Certificate in Floristry, although the course content is broadly the same.

There are 10 units in total. The scheme is designed to be flexible. The award, certificate and diploma are all at Level 3. The award and certificate are building blocks towards the diploma, which covers all the floristry tasks expected of an intermediate florist.

<table>
<thead>
<tr>
<th>Level 3 Award in Floristry</th>
</tr>
</thead>
<tbody>
<tr>
<td>QAN ref: 500/6504/X</td>
</tr>
<tr>
<td>Rules for achievement of qualification</td>
</tr>
</tbody>
</table>

| Level 3 Certificate in Floristry – Pass Grade |
| QAN ref: 500/6505/1 |
| Rules for achievement of qualification | A total of 27 credits must be achieved. Unit 301, plus 20 credits from (302-308) plus 919 for certification. |

| Level 3 Certificate in Floristry – Merit Grade |
| QAN ref: 500/6505/1 |
| Rules for achievement of qualification | A total of 27 credits must be achieved. Unit 301, plus 20 credits from (302-308) plus 920 for certification. |

| Level 3 Certificate in Floristry – Distinction Grade |
| QAN ref: 500/6505/1 |
| Rules for achievement of qualification | A total of 27 credits must be achieved. Unit 301, plus 20 credits from (302-308) plus 921 for certification. |

| Level 3 Diploma in Floristry – Pass Grade |
| QAN ref: 500/6503/8 |
| Rules for achievement of qualification | A total of 87 credits must be achieved. 80 credits from (301 - 308) plus 7 credits from 1 of (309, 310) plus 922 for certification. |

| Level 3 Diploma in Floristry – Merit Grade |
| QAN ref: 500/6503/8 |
| Rules for achievement of qualification | A total of 87 credits must be achieved. 80 credits from (301 - 308) plus 7 credits from 1 of (309, 310) plus 923 for certification. |

| Level 3 Diploma in Floristry – Distinction Grade |
| QAN ref: 500/6503/8 |
| Rules for achievement of qualification | A total of 87 credits must be achieved. |
80 credits from (301 - 308)
plus 7 credits from 1 of (309, 310)
plus 924 for certification.

Unit 301  The creative design process for florists (7 credits)
Unit 302  Diverse flower and plant care (7 credits)
Unit 303  Plan, assemble and evaluate diverse tied floristry designs (12 credits)
Unit 304  Plan, assemble and evaluate diverse floral designs for weddings (12 credits)
Unit 305  Plan, assemble and evaluate diverse floral designs (12 credits)
Unit 306  Plan, assemble and evaluate diverse funeral designs (12 credits)
Unit 307  Working in the floristry industry (13 credits)
Unit 308  Negotiate and agree terms and conditions for the sale of floristry products and services (5 credits)
Unit 309  Function and event decoration using floral displays (7 credits)
Unit 310  Function and event decoration using balloons (7 credits)
Assessment and quality assurance

National standards and rigorous quality assurance are maintained by the use of
- City & Guilds set and marked written test(s)
- 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
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.

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

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

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

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

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

The roles of assessors and internal verifiers/qualification co-ordinators are specified in 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 4 or above in floristry or have sufficient and current experience of working in the industry at this level. They should have had formal training in assessment, which may be A1, D32/33 or other training that allows the assessor to demonstrate competence in the practice of assessment. This training may be carried out in-house or with an external agency. It would be envisaged that the training would encompass, but not be limited to

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

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

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

Appeals and equal opportunities

Centres must have their own auditable appeals procedure. If a candidate is not satisfied with the examination conditions or a candidate feels that the opportunity for examination is being denied, the Centre Manager should, in the first instance, address the problem. If, however, the problem cannot be resolved, 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; in particular they are advised to consider the knowledge and understanding requirements of the relevant N/SVQ.

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. Units are broadly the same size and centres may deliver them in any order they wish. Centres may wish to introduce other topics as part of the programme which will not be assessed through the qualifications, e.g. to meet local needs.

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

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

Entry requirements

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

Centres will need to make an initial assessment of each candidate and decide on the most appropriate level of qualification. For example, candidates with suitable floristry experience / skills may go directly onto Level 3. Candidates without such prior experience / skills should complete the Level 2 programme first.

Candidates must have completed the Advanced National Certificate or this Level 3 Diploma in Floristry before embarking on the Higher Diploma in Floristry, which will also need a higher level of literacy and numeracy skills.
Centre and qualification approval

Centres wishing to offer 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 assessment

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 3 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 0351-03 and that all the 0351-03 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 grading module, according to which units the candidate has achieved, so that the appropriate certificate is generated.

<table>
<thead>
<tr>
<th>Level 3 Award in Floristry</th>
<th>QAN ref: 500/6504/X</th>
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<tbody>
<tr>
<td>Rules for achievement of qualification</td>
<td>Minimum of 12 credits from (301-308) which must be spread over a minimum of 2 units plus 910 for award certification. This will allow employers and learners to access qualification in particular units/skills.</td>
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<tr>
<td>Rules for achievement of qualification</td>
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<td>Rules for achievement of qualification</td>
<td>A total of 27 credits must be achieved. Unit 301, plus 20 credits from (302-308) plus 920 for certification.</td>
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<th>QAN ref: 500/6505/1</th>
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<tbody>
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<td>Rules for achievement of qualification</td>
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<td>Rules for achievement of qualification</td>
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<td>Rules for achievement of qualification</td>
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<th>Level 3 Diploma in Floristry – Distinction Grade</th>
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### Rules for achievement of qualification

A total of 87 credits must be achieved. 80 credits from (301 - 308) plus 7 credits from 1 of (309, 310) plus 924 for certification.

<table>
<thead>
<tr>
<th>Core units</th>
<th>Assessment components required</th>
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<tbody>
<tr>
<td>Unit 301 The creative design process for florists</td>
<td>0351-03-301 Assignment</td>
</tr>
<tr>
<td>Unit 302 Diverse flower and plant care</td>
<td>0351-03-302 Assignment</td>
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<tr>
<td>Unit 303 Plan, assemble and evaluate diverse tied floristry designs</td>
<td>0351-03-303 Assignment</td>
</tr>
<tr>
<td>Unit 304 Plan, assemble and evaluate diverse floral designs for weddings</td>
<td>0351-03-304 Assignment</td>
</tr>
<tr>
<td>Unit 305 Plan, assemble and evaluate diverse floral designs</td>
<td>0351-03-305 Assignment</td>
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<tr>
<td>Unit 306 Plan, assemble and evaluate diverse funeral designs</td>
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<td>Unit 307 Working in the floristry industry</td>
<td>0351-03-307 Assignment</td>
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<td>Unit</td>
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<tr>
<td>308</td>
<td>Negotiate and agree terms and conditions for the sale of floristry products and services</td>
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<td>309</td>
<td>Function and event decoration using floral displays</td>
</tr>
<tr>
<td>310</td>
<td>Function and event decoration using balloons</td>
</tr>
</tbody>
</table>

**Certification Modules**

- 910 Completion of the award
- 919 Completion of the certificate at pass grade
- 920 Completion of the certificate at merit grade
- 921 Completion of the certificate at distinction grade
- 922 Completion of the diploma at pass grade
- 923 Completion of the diploma at merit grade
- 924 Completion of the diploma at distinction grade

- Candidates must be registered at the beginning of their course. **Centres should submit registrations using Walled Garden or Form S (Registration), under scheme/complex number 0351-03.**
- When assignments have been successfully completed, candidate results should be submitted on Walled Garden. One of 910, 919-924 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 for the Certificate will, in addition, be issued a Certificate. **Centres must submit a grading module to allow this to happen.**

No assessment. Select only one of 910, 919-924 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.
Health and safety, spiritual etc, environmental and European issues

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

<table>
<thead>
<tr>
<th>Units</th>
<th>Spiritual, Moral, Ethical, Social and Cultural</th>
<th>Environmental</th>
<th>Health and Safety</th>
<th>European Development</th>
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</table>
Unit 301 The creative design process for florists

Rationale

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

Range

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

Outcomes

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

1. investigate sources of design inspiration
2. use a range of methods to explore and support the creative design process.

Assessment

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

<table>
<thead>
<tr>
<th>Unit</th>
<th>Title</th>
<th>SSC unit and element</th>
<th>Performance criteria</th>
<th>Underpinning knowledge</th>
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<tbody>
<tr>
<td>301</td>
<td>The creative design process for florists</td>
<td>FL7 FL7.1 FL7.3</td>
<td>1.4 2.3.6</td>
<td>a.b.d a.e</td>
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<td>1.2.7 2.6</td>
<td>a.b.d a.e</td>
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<td></td>
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<td>1.2.6 2.3.6</td>
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Key Skills Signposting

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<th>Application of number</th>
<th>Information technology</th>
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<td>PS1 part</td>
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</table>
Outcome 1  Investigate sources of design inspiration

Practical activities

The candidate will be able to

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

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

Underpinning knowledge

The candidate will be able to

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

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

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

4. explain the design possibilities that can be created using various patterns / placements
   a) even distribution
   b) grouped
      i. symmetrical
      ii. asymmetrical
   c) rows and lines (simple, sequencing (ascending and descending), rhythmic).
Outcome 2 Use a range of methods to explore and support the creative design process

Practical activities

The candidate will be able to

1. utilise a range of drawing and mixed media techniques to explore the creative design process and communicate design ideas, eg construction of a story board with paints, pastels, chalk, fabric samples

2. utilise a range of craft techniques to explore the creative design process and communicate design ideas, eg weaving, stitching, paper mache, guilding

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

Underpinning knowledge

The candidate will be able to

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

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

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

4. describe how ICT software packages can support the creative design process.
Unit 302  Diverse flower and plant care

Rationale

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

Range

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

Outcomes

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

1. identify cut materials and potted plants
2. identify plant groups and botanical processes
3. produce a diverse range of planted containers
4. identify plant problems.

Assessment

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

<table>
<thead>
<tr>
<th>Unit</th>
<th>Title</th>
<th>SSC unit and element</th>
<th>Performance criteria</th>
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<td>302</td>
<td>Diverse flower &amp; plant care</td>
<td>FL1, FL2, FL8</td>
<td>1.2.3.4.5.6.7, 1.2.3.4.7.8, 1.2.3.4.5.6</td>
<td>a.b.c.d.e.f.h.i, a.b.c.d.e.f.g, a.c.d.f, g</td>
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Outcome 1 Identify cut materials and potted plants

Practical activities

The candidate will be able to

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

NB See appendix A

Underpinning knowledge

The candidate will be able to

1. state the seasonal availability of flowers, foliages, and pot plants in the range in Appendix A
   a) Spring
   b) Summer
   c) Autumn
   d) Winter
2. state the conditioning methods of cut-flowers, foliage, and pot-plants in the range in Appendix A.
Unit 302.2

**Outcome 2**  Identify plant groups and botanical processes

**Practical activities**

The candidate will be able to

1. identify plant groups commonly encountered by florists
2. site plants, taking plant processes into account.

**Underpinning knowledge**

The candidate will be able to

1. describe the characteristics of the major plant categories
   a) monocotyledon,
   b) dicotyledon, (annuals, biennials, perennials, bulbs and corms, bromeliads, orchids, cacti and succulents, palms, ferns, grasses).
2. outline each of the following and explain the significance of each to florists
   a) osmosis
   b) respiration
   c) transpiration
   d) photosynthesis
   e) evaporation
   f) etiolation
   g) tropisms.
Outcome 3  Produce a diverse range of planted containers

Practical activities

The candidate will be able to

1. identify the characteristics of diverse planted containers
2. produce the planted designs in the range.

Underpinning knowledge

The candidate will be able to

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

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

4. describe the difference between commercial viability and the botanical compatibility of mixed planted displays.
Outcome 4  Identify plant problems

Practical activities

The candidate will be able to

1.  identify plant problems

2.  control plant problems.

Underpinning knowledge

The candidate will be able to

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

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

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

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

5.  describe the precautions that can be taken to stop plants being infected by disease / pests to include
   a)   environmental conditions
   b)   buying / selection
   c)   conditioning
   d)   storing/display.
Unit 303 Plan, assemble and evaluate diverse tied floristry designs

Rationale

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

Range

Materials used must include fresh, manufactured / dried / preserved and accessories. Packaging to include cellophane, paper and trims. Techniques to include: grouping, binding, veiling, banding, caging, framing, shadowing, sheltering.

Design styles

Form-linear: limited flower design (seasonal gift / impulse item), limited flower design (contract/vase), tied design with parallel stems, bridal design.

Decorative: themed hostess hand-tied with accessories (gift wrapped / time restricted), informal presentation bouquet, grouped / textured hand tied posy with a self made collar, tied design incorporating a pre-made framework or structure, waterfall, bridal design with accessories.

Vegetative: waterfall, tied incorporating a self-made framework or structure,

Outcomes

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

1. identify and produce a diverse range of tied designs
2. package, care for and store diverse tied designs
3. identify, cost, and evaluate diverse 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

‘Plan, assemble and evaluate diverse tied floral designs’ matches the National Occupational Standards (FL8, CU68) as it is a Lantra SSC unit.

Key Skills Signposting

<table>
<thead>
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Outcome 1 Identify and produce a diverse range of tied designs

Practical activities

The candidate will be able to

1. identify and produce a diverse range of hand tied designs
2. include structures / frameworks into tied designs
3. include collars into tied designs
4. include a minimum of 8 traditional and non-traditional techniques effectively within tied designs
5. maintain appropriate records that are accurate, legible and store correctly
6. work safely and comply with current legislation, eg. HSAWA, Sales of Goods Act and COSHH.

Underpinning knowledge

The candidate will be able to

1. describe the characteristics and construction techniques of a diverse range of hand tied designs to include: limited flower tied, presentation bouquet, modern sheaf, and grouped / textured tied
2. describe the characteristics of design styles: decorative, form-linear, vegetative
3. describe different types of collars and how they can be used to enhance tied designs
   a) pre-made sundries
   b) self-made / bespoke
4. describe different structures / frameworks that can be used and how they enhance the design
   a) pre-made sundries
   b) self-made / bespoke
5. explain how sundry and ancillary items can be incorporated into tied designs to enhance their appearance
6. list suitable material to complete diverse tied designs, using botanical names
   a) genus
   b) species
   c) cultivar / variety
7. describe different methods of securing tied designs
8. describe a range of floristry techniques used to manipulate and / or enhance the appearance of materials in tied designs to include: binding, banding, caging, plaiting, sheltering
9. describe how the use of containers can aid innovation when creating tied designs

10. describe what records need to be kept when constructing a floral design.

11. explain why you need to
   a) maintain appropriate records
   b) ensure records are accurate
   c) legible
   d) stored correctly.
Outcome 2  Package, care for and store diverse tied designs

Practical activities

The candidate will be able to

1. package complex tied designs for presentation and transportation
2. care for completed designs
3. store completed designs.

Underpinning knowledge

The candidate will be able to

1. describe methods of packaging complex tied designs for presentation and/or transportation
   a) form-linear design: limited flower tied and vase
   b) decorative design with framework/structure
   c) vegetative design: waterfall
2. describe how to care for and store a range of complex tied designs
   a) care instructions
   b) state the effect of temperature, light, ventilation and preservatives on the development of materials inserted into floral mediums and the physiological reasons for these effects
   c) the effects of the environmental conditions when storing designs
   d) storage method
   e) environmental conditions/protect designs for transportation
   f) containers for display and delivery
3. state the checks that should be made before an item is delivered or collected
   a) match to order specification: content/colour/order value
   b) suitability/viability/grooming (no visible damage etc)
   c) card/delivery details secure
   d) ancillary items are identified (balloons/chocolates etc).
Outcome 3 Identify, cost and evaluate diverse design requirements

Practical activities

The candidate will be able to

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

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

3. produce and complete evaluation checklists

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

5. evaluate designs using the design schema

6. evaluate different techniques used within the designs.

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

Underpinning knowledge

The candidate will be able to

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

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

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

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

5. suggest modifications to proposed designs to improve commercial viability and maximise potential profit
6. explain the benefits of evaluating completed designs

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

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

9. explain how the different techniques used have enhanced and added value to the design

10. explain the significance of
    a) self evaluation
    b) peer evaluation
    c) tutor evaluation.
Unit 304  Plan, assemble and evaluate diverse floral designs for weddings

Rationale

This unit enables the candidate to construct a diverse range of floral designs for weddings and formal occasions. Designs will be assembled using floral foam, wire, a glue techniques, foam holders and structures / frameworks. All designs should be constructed to a strong commercial standard as expected of an intermediate florist. The unit includes both traditional and contemporary styles and techniques. Materials used must include fresh, manufactured/dried/preserved and accessories.

Range

Designs to be carried / held in the hand by an adult or a child.

Decorative styles to include: Posy loose / open on foam, grouped/textured posy on foam, shower bouquet on foam, wired shower bouquet, novelty design on a self made framework, waterfall bouquet on foam.

Form-linear to include: Wired bouquet, foam holder bouquet, non traditional corsage.

Vegetative to include: design to be carried by a bride, design to be carried by child, design to be worn.
4x designs to be worn on the body to include: glued wristlet, wired wristlet, wired comb headdress, body adornment on a self made frame
5x designs to be fixed to clothing or accessories to include: wired groom’s buttonhole, wired designer corsage (traditional assembly, designer corsage (non-traditional assembly), glued accessory for a hat, wired accessory for a handbag.

Outcomes

There are three outcomes to this unit. The candidate will be able to
1. identify and produce a range of diverse designs for weddings and formal occasions
2. package, care for and store diverse designs for weddings and formal occasions
3. identify, cost and evaluate diverse 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

‘Plan, assemble and evaluate diverse floral designs for weddings’ matches the National Occupational Standards (FL9,) as it is a Lantra SSC unit.
### Key Skills Signposting

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**Unit 304.1**

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

**Practical activities**

The candidate will be able to

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

2. select and utilise wiring and taping techniques effectively within floral designs for weddings and formal functions, to include single and double leg mounts, support wiring, loop stitch, branched, natural and ribbed units, feathering and binding

3. use gluing techniques to create designs

4. use non-traditional techniques to create designs

5. use a minimum of 6 manipulating techniques effectively with designs

6. maintain appropriate records that are accurate, legible and store correctly

7. work safely and comply with current legislation, eg HSAWA, Sales of Goods Act and COSHH.

**Underpinning knowledge**

The candidate will be able to

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

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

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

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

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

6. describe what records need to be kept when constructing a floral design
7. explain the following relating to records
   a) maintain appropriate records
   b) ensure records are accurate
   c) legible
   d) stored correctly.
Outcome 2  Package, care for and store diverse designs for weddings and formal occasions

Practical activities

The candidate will be able to

1. package designs appropriately for presentation and transportation
2. care for completed designs
3. store completed designs

Underpinning knowledge

The candidate will be able to

1. describe appropriate methods of packaging diverse designs for presentation and / or transportation to include
   a) designs to be carried / presented
   b) designs to be worn
2. describe how to care for and store a range of diverse designs for weddings and formal occasions
   a) care instructions: wired / foam / glued
   b) use / benefits of anti-transpirant products
   c) state the effect of temperature, light, ventilation and preservatives on the development of materials inserted into floral mediums and the physiological reasons for these effects
   d) the effects of the environmental conditions when storing designs
   e) storage method
   f) environmental conditions / protect designs for transportation
   g) storage method
3. state the checks that should be made before an item is delivered or collected
   a) match to order specification: Content / Colour / Order value
   b) suitability / viability / grooming (no visible damage etc)
   c) delivery details secure
   d) items for return to client are identified (hat / handbag etc)
Outcome 3  Identify, cost and evaluate diverse design requirements

Practical activities

The candidate will be able to

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

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

3. produce and complete evaluation checklists

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

5. evaluate designs using the design schema

6. evaluate different techniques used within the designs.

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

Underpinning knowledge

The candidate will be able to

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

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

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

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

5. suggest modifications to proposed designs to improve commercial viability and maximise potential profit
6. explain the benefits of evaluating completed designs

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

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

9. explain the significance of
   a) self evaluation
   b) peer evaluation
   c) tutor evaluation.
Unit 305  Plan, assemble and evaluate diverse floral designs

Rationale

This unit enables the candidate to assemble a range of floral arrangements using diverse mediums and mechanics. All designs should be constructed to a strong commercial standard as expected of an intermediate florist. The unit includes both traditional and contemporary styles and techniques. Materials must include: fresh, manufactured / dried / preserved, accessories. Mediums: wet foam, dry foam, coloured foam, compost.

Range

**Floral arrangements in any design style to include:** gift arrangement in a decorative container, horizontal arrangement, non-traditional arrangement, design in water with simple framework, design in non-traditional medium,

**Floral arrangements constructed in a specific design style to include:**

- **Decorative:** Waterfall top table arrangements (cascade), textured / grouped all-round arrangement for guest table, modern pedestal arrangement, seasonal arrangements (e.g. Christmas) for a contract, planted arrangement,
- **Form-linear:** seasonal arrangement (impulse sale), budget arrangement for corporate contract, parallel arrangement
- **Vegetative:** mantle-shelf or window sill design, wall decoration (preserved / manufactured), low arrangement for coffee table, innovative planted arrangement

Outcomes

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

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

‘Plan, assemble and evaluate diverse floral designs’ matches the National Occupational Standards (FL7,) as it is a Lantra SSC unit.

Key Skills Signposting

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|                | LP2.2                 | LP2.3                  |
|----------------|-----------------------|------------------------|                     | LP2.1                                 | PS1 part        |

|                | LP2.3                 |                        |                     | LP2.1                                 | PS1 part        |

|                |                       |                        |                     | LP2.1                                 | PS1 part        |
Outcome 1  Identify and produce a diverse range of floral arrangements

Practical activities

The candidate will be able to

1. identify and produce a range of diverse floral arrangements
2. select and prepare a diverse range of complex bases and containers
3. use traditional and non-traditional techniques to create designs
4. include a minimum of 8 traditional and non-traditional techniques effectively within floral designs
5. maintain appropriate records that are accurate, legible and store correctly
6. work safely and comply with current legislation, eg HSAWA, Sales of Goods Act and COSHH.

Underpinning knowledge

The candidate will be able to

1. describe the characteristics and construction techniques of diverse floral arrangements as stated in the range
2. explain how sundry and ancillary items can be incorporated into designs to interpret a theme or enhance their appearance
3. list suitable material to complete diverse floral arrangements, using botanical names
   a)  genus
   b)  species
   c)  cultivar / variety
4. describe a range of floristry techniques used to manipulate and / or enhance the appearance of materials in floral arrangements to include: basing, cupping, framing, grouping, layering, shadowing, terracing, weaving, veiling, caging, sheltering, zoning
5. describe how the use of non-traditional methods can aid innovation when creating floral arrangements
6. describe techniques involved in constructing large, heavy, customised designs
   a)  security
   b)  stability
7. describe the safe manual handling and transportation of large floral designs
8. describe what records need to be kept when constructing a floral design
9. explain the following relating to records
   a) maintain appropriate records
   b) ensure records are accurate
   c) legible
   d) stored correctly.
Unit 305.2

Outcome 2  Package, care for and store diverse floral arrangements

Practical activities

The candidate will be able to

1. package designs appropriately for presentation and/or transportation
2. care for completed designs
3. store completed designs.

Underpinning knowledge

The candidate will be able to

1. describe appropriate methods of packaging diverse designs for presentation and/or protection during transportation
2. describe how to care for and store a range of diverse floral arrangements
   a)  care instructions
   b)  state the effect of temperature, light, ventilation and preservatives on the development of materials inserted into floral mediums and the physiological reasons for these effects
   c)  environmental conditions / protect designs for transportation
   d)  the effects of the environmental conditions when storing designs
   e)  storage method
   f)  storage method
3. state the checks that should be made before an item is delivered or collected
   a)  match to order specification: content / colour / order value
   b)  suitability / viability / grooming (no visible damage etc)
   c)  delivery details / card message secure.
Outcome 3  Identify, cost and evaluate diverse design requirements

Practical activities

The candidate will be able to

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

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

3. produce and complete evaluation checklists

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

5. evaluate designs using the design schema

6. evaluate different techniques used within the designs.

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

Underpinning knowledge

The candidate will be able to

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

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

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

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

5. suggest modifications to proposed designs to improve commercial viability and maximise potential profit
6. explain the benefits of evaluating completed designs

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

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

9. explain the significance of
   a) self evaluation
   b) peer evaluation
   c) tutor evaluation.
Unit 306 Plan, assemble and evaluate diverse funeral designs

Rationale

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

Range

Materials used must include fresh materials, sundries and accessories. Mediums wet foam and moss / straw.

Funeral and Sympathy tributes constructed in a specific design style to include:
  Decorative: small casket spray, 2D tribute for a child (e.g. bear, rabbit, or angel etc), emblem design using a self made template, textured cross, open style personalised tribute with accessories international tribute (preformed base, e.g. Hindu), based heart, preformed 3D tribute, modern tied sheaf.
  Form-linear: foliage based tribute with form-linear top spray.
  Vegetative: bio-degradable tribute using a self-made base, 12” wreath non-traditional.

Outcomes

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

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

‘Plan, assemble and evaluate diverse funeral designs’ matches the National Occupational Standards (FL3) and links to FL7 & FL8 as it is a Lantra SSC unit.

Key Skills Signposting

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<tr>
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</table>
Outcome 1 Identify and produce a range of diverse sympathy designs

Practical activities

The candidate will be able to

1. identify and produce a range of diverse sympathy designs
2. select and prepare a diverse range of complex bases and containers
3. use traditional and non-traditional techniques to create designs
4. include a minimum of 8 traditional and non-traditional techniques effectively within floral designs
5. maintain appropriate records that are accurate, legible and store correctly
6. work safely and comply with current legislation, eg HSAWA, Sales of Goods Act and COSHH.

Underpinning knowledge

The candidate will be able to

1. describe the characteristics and construction techniques of sympathy designs as stated in the range
2. explain how sundry and ancillary items can be incorporated into designs to interpret a theme of enhance their appearance
3. list suitable material to complete diverse sympathy designs, using botanical names
   a) genus
   b) species
   c) cultivar/variety
4. describe a range of floristry techniques used to manipulate and/or enhance the appearance of materials in sympathy designs to include: basing, clustering, cupping, grouping, layering, pave, veiling, terracing, weaving, pleating, pillowing, pinning, stapling
5. describe how the use of non-traditional methods can aid innovation when creating sympathy designs
6. describe techniques involved in constructing large, heavy, customised designs
   a) security
   b) stability
7. describe the safe manual handling and transportation of large sympathy designs
8. describe what records need to be kept when constructing a floral design
9. explain why you need to
   a) maintain appropriate records
   b) ensure records are accurate
   c) legible
   d) stored correctly.
**Outcome 2** Package, care for and store diverse sympathy designs

**Practical activities**

The candidate will be able to

1. package designs appropriately for transportation
2. care for completed designs
3. store completed designs.

**Underpinning knowledge**

The candidate will be able to

1. describe appropriate methods of packaging designs for protection during transportation
2. describe how to care for and store a range of diverse sympathy designs
   a) care instructions
   b) environmental conditions / protect designs for transportation
   c) state the effect of temperature, light, ventilation and preservatives on the development of materials inserted into floral mediums and the physiological reasons for these effects
   d) the effects of the environmental conditions when storing designs
   e) storage method
   f) storage method
3. state the checks that should be made before an item is delivered or collected
   a) match to order specification: content / colour / order value
   b) suitability / viability / grooming (no visible damage etc)
   c) delivery details / card message secure.
Outcome 3  Identify, cost and process diverse design requirements

Practical activities

The candidate will be able to

1. interpret a diverse design specification to identify requirements and propose viable design options
2. calculate retail costings for a diverse range of floral designs to include tied designs, arrangements, sympathy tributes and wedding designs
   a) costing up
   b) costing down
3. produce and complete evaluation checklists
4. evaluate designs using the elements and principles of design and suggest areas for improvement and/or modification
5. evaluate designs using the design schema.

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

Underpinning knowledge

The candidate will be able to

1. explain the basic principles of a design schema and its benefits in planning floral designs
   a) order categories
   b) styles of design
2. explain how to calculate the retail price of a complex design to include
   a) materials
   b) sundries
   c) skill / labour charge
   d) profit
   e) delivery
3. calculate and add VAT / itemise the VAT element of a sales transaction
4. list material and production costs which need to be taken into account when costing the overall floral decoration
5. suggest modifications to proposed designs to improve commercial viability and maximise potential profit
6. explain the benefits of evaluating completed designs

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

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

9. explain the significance of
   a) self evaluation
   b) peer evaluation
   c) tutor evaluation.
Unit 307  Working in the floristry industry

Rationale

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

Outcomes

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

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

Assessment

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

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

Mapping to National Occupational Standards

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<thead>
<tr>
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Key Skills Signposting

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0351-03 Level 3 Award, Certificate and Diploma in Floristry – Handbook V3
Outcome 1  Analyse the roles and responsibilities of an experienced intermediate florist/ supervisor

Practical activities

The candidate will be able to

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

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

3. carry out a risk assessment.

Underpinning knowledge

The candidate will be able to

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

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

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

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

5. describe a range of effective sales techniques

6. prioritise complex floristry tasks

7. describe reasons and methods for controlling stock in a floristry business.
Outcome 2  Identify and evaluate a range of administrative software of benefit to a floristry business

Practical activities

The candidate will be able to

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

Underpinning Knowledge

The candidate will be able to

1. describe the advantages and disadvantages of a range of ICT functions to include: word processing, database, spreadsheet, ecommerce, email
2. describe the basic functions of an electronic database
3. describe the basic functions of spreadsheet software
4. describe the basic functions of ecommerce software
5. state how to format a letter of quotation.
Outcome 3  Work in the floristry industry

Practical activities

The candidate will be able to

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

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

3. evaluate the work experience and the personal development achieved

4. identify and action plan future professional development

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

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

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

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

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

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

Underpinning knowledge

The candidate will be able to

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

2. describe progress made in personal development by means of a before-and-after skills audit and action plan and discuss with an appropriate person, e.g. employer, connections service or tutor.
**Unit 308  Negotiate and agree terms and conditions for the sale of floristry products and services**

**Rationale**

This unit enables candidates to demonstrate skill in establishing and interpreting diverse design requirements from the customer when negotiating the sale of floristry products and services. In addition, candidates will apply costing formulae to diverse designs.

**Range**

Customer requirements will include: single items and small groups, single arrangements and displays, and multiple products and services covering;

- Funeral tributes
- Arrangements
- Tied designs
- Wedding designs

**Outcomes**

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

1. identify, cost, and process diverse design requirements
2. understand business policies and procedures.

**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**

‘Negotiate and agree terms and conditions for the sale of floristry products and services’ matches the National Occupational Standards (FL6) as it is a Lantra SSC unit.

**Key Skills Signposting**

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</table>
Outcome 1  Identify, cost, and process diverse design requirements

Practical activities

The candidate will be able to

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

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

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

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

Underpinning knowledge

The candidate will be able to

1. describe how the florist can assist the customer to reach a decision to purchase
   a) importance of careful questioning
   b) ascertain customers budget
   c) suggest appropriate design options and alternatives
   d) use selection guides and other examples
   e) use sketches to communicate bespoke ideas
   f) understand cultural differences
   g) understand seasonal availability and the influence to the customer
   h) additional services available to the customer

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

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

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

6. explain the differences between a quotation and an estimate

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

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

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

10. suggest modifications to proposed designs to improve commercial viability and maximise potential profit.
Outcome 2  Understand business policies and procedures

Practical activities
The candidate will be able to

1. follow and implement business policies and procedures
2. identify relevant legislation and codes of practice
3. carry out risk assessments
4. comply with the current Sales of Goods Act.

Underpinning knowledge
The candidate will be able to

1. explain the business procedures regarding customer care
2. describe business policy on terms and conditions of sale
   a) methods of payment
   b) deposits
   c) advance payments
   d) credit arrangements
3. explain the procedure that should be followed when managing a client problem or complaint.
Unit 309  Function and event decoration using floral displays

Rationale

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

Range

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

Outcomes

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

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

Assessment

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

Mapping to National Occupational Standards

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<thead>
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Outcome 1  Analyse, plan, and present ideas for special events

Practical activities

The candidate will be able to

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

Underpinning knowledge

The candidate will be able to

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

Practical activities

The candidate will be able to

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

Underpinning knowledge

The candidate will be able to

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

Practical activities

The candidate will be able to

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

Underpinning knowledge

The candidate will be able to

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

Practical activities

The candidate will be able to

1. prepare a quotation for a client
2. cost a complete design project effectively.

Underpinning knowledge

1. state information that should appear on a quotation
2. list overheads and material costs which need to be taken into account to give a breakdown of the overall costing of floral decorations for a project
   a) flowers
   b) foliage
   c) sundries
   d) frameworks / constructions (non-hire)
   e) consultation fee
   f) staffing levels and cost
   g) transport
   h) insurance
   i) hire charges: e.g. tools, equipment, vehicles, frameworks, constructions, props, etc.
   j) breakdown/ clearance
   k) VAT
   l) profit
3. explain variable costs and give examples
4. explain strategies for minimising costs and maximising potential profit margins.
Unit 310  Function and event decoration using balloons

Rationale

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

Range

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

Outcomes

There are four outcomes to this unit. The candidate will be able to
1. analyse, plan and present ideas for special events
2. build props, frameworks and constructions for special events
3. identify and produce a range of balloon designs for special events
4. produce costings and quotations.

Assessment

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

Mapping to National Occupational Standards

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<td>d.e</td>
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<td>FL6</td>
<td>FL6.1</td>
<td>4.5.6.7.8</td>
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<tr>
<td>FL6.2</td>
<td>4.5.6</td>
<td>a.b.c.d.e.g.h</td>
</tr>
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</table>

Key Skills Signposting

<table>
<thead>
<tr>
<th>Communication</th>
<th>Application of number</th>
<th>Information technology</th>
<th>Working with others</th>
<th>Improving own learning and performance</th>
<th>Problem solving</th>
</tr>
</thead>
<tbody>
<tr>
<td>C2.1</td>
<td>N2.2 part</td>
<td>IT2.1</td>
<td></td>
<td>LP2.1 LP2.2 LP2.3</td>
<td>PS1 part</td>
</tr>
</tbody>
</table>
Outcome 1  Analyse, plan and present ideas for special events

Practical activities
The candidate will be able to

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

Underpinning knowledge
The candidate will be able to

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

Practical activities

The candidate will be able to

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

Underpinning knowledge

The candidate will be able to

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

Practical activities

The candidate will be able to

1. identify and produce a range of themed centrepiece designs
2. identify and produce a range of themed buffet design
3. identify and produce a range of themed room décor designs
4. identify and produce a range of themed balloon delivery designs.

Underpinning knowledge

The candidate will be able to

1. list the characteristics of designs to include
   a) centre piece and table décor
   b) buffet designs
   c) room décor
   d) balloon bouquet deliveries
2. state how occasion / customer preference / availability / float time / colour can influence the final choice of materials for design
3. state how sundry and ancillary items can be incorporated into designs to enhance their appearance or develop a theme
4. describe the construction techniques for the following balloon designs
   a) balloon canopy
   b) spiral heart
   c) Christmas tree
   d) spider
   e) dummy
   f) balloon wall
5. list suitable materials for the designs listed in 4. above
6. list tools and equipment required to construct the designs listed in 4. above.
Outcome 4 Produce costings and quotations

Practical activities

The candidate will be able to

1. prepare a quotation for a client
2. cost a complete design project effectively.

Underpinning knowledge

The candidate will be able to

1. state information that should appear on a quotation
2. list overheads and material costs which need to be taken into account to give a breakdown of the overall costing of balloon designs
   a) balloons
   b) balloon gas / air
   c) sundries
   d) frameworks / constructions (non-hire)
   e) consultation fee
   f) staffing levels and cost
   g) transport
   h) insurance
   i) hire charges: e.g. tools, equipment, vehicles, frameworks, constructions, props, etc
   j) breakdown/ clearance
   k) VAT
   l) profit
3. explain variable costs and give examples
4. explain strategies for minimising costs and maximising potential profit margins.
Appendix A: Identification list of cut materials and potted plants (Level 3)

Candidates are required to identify the floral materials listed by:
- Botanical name: genus, species, cultivar or variety.
- Normal Seasonal Availability
- Conditioning method

Candidates will be tested via a random identification test of 30 items taken from the Level 3 list below, (10 flowers, 10 foliage, 10 plants).

Candidates will be also be tested on 20 items taken at random from the full list specified at Level 2. (refer to appendix A, Scheme document for level 2)

<table>
<thead>
<tr>
<th>Number of items tested</th>
<th>Total</th>
<th>Cut flower</th>
<th>foliage</th>
<th>Pot plant</th>
</tr>
</thead>
<tbody>
<tr>
<td>from the Level 3 list</td>
<td>30 items</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>from the Level 2 list</td>
<td>20 items</td>
<td>10</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Total number of items tested</td>
<td>50</td>
<td>20</td>
<td>15</td>
<td>15</td>
</tr>
</tbody>
</table>

Where the species name is not given below, this is 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.

**Level 2**

<table>
<thead>
<tr>
<th>Cut Flowers</th>
<th>Cut Foliages</th>
<th>Pot Plants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aconitum napellus</td>
<td>Arachnoides adiantiformis</td>
<td>Adiantum raddianum</td>
</tr>
<tr>
<td>Agapanthus praecox</td>
<td>Asparagus setaceus</td>
<td>Aechmea fasciata</td>
</tr>
<tr>
<td>Allium hybrids</td>
<td>plumosus</td>
<td>Ananas comosus</td>
</tr>
<tr>
<td>Alstromeria hybrids</td>
<td>Asparagus umbrellatus</td>
<td>Asparagus sprengeri</td>
</tr>
<tr>
<td>Anemone coronaria</td>
<td>Aspidistra eliator</td>
<td>Aspidistra eliator</td>
</tr>
<tr>
<td>Anigozanthus flavidus</td>
<td>Buxus sempervirens</td>
<td>Asplenium nidus</td>
</tr>
<tr>
<td>Anthurium andraeanum</td>
<td>Eucalyptus cinerea</td>
<td>Begonia eliator</td>
</tr>
<tr>
<td>Aster novi-belgii</td>
<td>Eucalyptus parvifolia</td>
<td>Calceolaria</td>
</tr>
<tr>
<td>Bouvardia longiflora</td>
<td>Fatsia japonica</td>
<td>Chamaedorea elegans</td>
</tr>
<tr>
<td>Bupleurum griffithi</td>
<td>Galax</td>
<td>Chrysanthemum indicum</td>
</tr>
<tr>
<td>Campanula pyramidalis</td>
<td>Gaultheria shallon</td>
<td>Chlorophytum comosum</td>
</tr>
<tr>
<td>Carthamus tinctorius</td>
<td>Hedera</td>
<td>Cissus rhombifolia</td>
</tr>
<tr>
<td>Celosia argentea cristata</td>
<td>Hosta</td>
<td>Codiaeum variegatum sp.</td>
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<tr>
<td>Chamelaucium uncinatum</td>
<td>Hypericum</td>
<td>Cyclamen persicinum</td>
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<td>Chrysanthemum indicum</td>
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<td>Cymbidium</td>
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<tr>
<td>Cymbidium Orchid</td>
<td>Myrtus communis</td>
<td>Dieffenbachia seguine</td>
</tr>
<tr>
<td>Dahlia</td>
<td>Philodendron ‘Xanadu’</td>
<td>Euphorbia pulcherrima</td>
</tr>
<tr>
<td>Delphinium ajacis</td>
<td>Pittosporum tobira</td>
<td>Fatsia japonica</td>
</tr>
<tr>
<td>Dendrobium</td>
<td>Pittosporum tenuifolium</td>
<td>Ficus benjamina</td>
</tr>
<tr>
<td>Dianthus caryophyllus</td>
<td>Prunus</td>
<td>Ficus elastica</td>
</tr>
<tr>
<td>Eremurus stenophyllus</td>
<td>Ruscus hypophyllum</td>
<td>Ficus pumila</td>
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<tr>
<td>----------------------</td>
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<td>-------------</td>
</tr>
<tr>
<td>Eryngium planum</td>
<td>Salix babylonica ‘Tortuosa’</td>
<td>Fuchsia</td>
</tr>
<tr>
<td>Euphorbia fulgens</td>
<td>Viburnum tinus</td>
<td>Hedera helix</td>
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<tr>
<td>Eustoma russellianum</td>
<td>Xerophyllum tenax</td>
<td>Hydrangea macrophylla</td>
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<tr>
<td>Freesia</td>
<td></td>
<td>Hypoestes sanguinolenta</td>
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<tr>
<td>Gerbera jamesonii</td>
<td></td>
<td>Impatiens</td>
</tr>
<tr>
<td>Gladiolus</td>
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<td>Kalanchoe blossfeldiana</td>
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<td>Gypsophila paniculata</td>
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<td>Maranta leuconeura</td>
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<td>Helianthus annuus</td>
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<td>Monstera deliciosa</td>
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<td>Pelargonium</td>
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<td>Hyacinthus orientalis</td>
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<td>Philodendron scandens</td>
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<td>Iris hollandica</td>
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<td>Rhodosodium simsii</td>
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<td>Lathyrus odoratus</td>
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<td>Saintpaulia ionatha</td>
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<td>Liatris spicata</td>
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<tr>
<td>Lilium (Asiatic hybrids)</td>
<td></td>
<td>Sinningia</td>
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<tr>
<td>Lilium longiflorum</td>
<td></td>
<td>Senecio cruentus</td>
</tr>
<tr>
<td>Lilium (Oriental hybrids)</td>
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<td>Solanum capsicastrum</td>
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<td>Limonium sinuatum</td>
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<td>Spathiphyllum</td>
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<td>Mathiola incana</td>
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<td>Stephanotis floribunda</td>
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<td>Molucella laevis</td>
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<td>Tradescantia fluminensis</td>
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<td>Narcissus</td>
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<td>Yucca elephantipes</td>
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<tr>
<td>Nerine bowdenii</td>
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<td>Ornithogalum thyrsoides</td>
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<td>Phlox paniculata</td>
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<td>Ranunculus asiaticus</td>
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<td>Rosa hybrids</td>
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<td>Scabiosa caucasica</td>
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<td>Tulipa hybrids</td>
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<td>Zantedeschia aethiopica</td>
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### Level 3

<table>
<thead>
<tr>
<th>Cut Flowers</th>
<th>Cut Foliages / Berries / Fruits</th>
<th>Pot Plants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achillea filipendulina</td>
<td>Ananas comosus</td>
<td>Abutilon hybrids</td>
</tr>
<tr>
<td>Acacia dealbata</td>
<td>Anthurium andreanum</td>
<td>Acorus gramineus</td>
</tr>
<tr>
<td>Ageratum houstonianum</td>
<td>Asparagus asparagoides</td>
<td>Aglaonema commutatum</td>
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<tr>
<td>Alchemilla mollis</td>
<td>Asparagus densiflorus</td>
<td>Aloe variegata</td>
</tr>
<tr>
<td>Allium sphaerocephalon</td>
<td>Asparagus virgatus</td>
<td>Anthurium andreanum</td>
</tr>
<tr>
<td>Alstroemeria (8x Cultivars)</td>
<td>Brassica oleracea</td>
<td>Asplenium nidus</td>
</tr>
<tr>
<td>Amaranthus caudatus</td>
<td>Brunia albiflora</td>
<td>Begonia boweri</td>
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<td>Ammi majus</td>
<td>Callicarpa</td>
<td>Begonia rex</td>
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<td>Asclepias tuberosa</td>
<td>Camellia japonica</td>
<td>Bougainvillea glabra</td>
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<td>Astilbe japonica</td>
<td>Capsicum annuum</td>
<td>Calathea sp.</td>
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<td>Chamaeacyparis</td>
<td>Calceolaria hybrids</td>
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<td>Banksia hookeriana</td>
<td>Chamaedorea</td>
<td>Cissus rhombifolia</td>
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<td>Calendula officinalis</td>
<td>Chamaemops</td>
<td>Clivia miniata</td>
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<td>Callistephus chinensis</td>
<td>Cornus alba</td>
<td>Cocos nucifera</td>
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<td>Campanula glomerata</td>
<td>Corylus avellana</td>
<td>Coleus blumei hybrids</td>
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<td>Cattleya Orchid</td>
<td>Cotinus coggyria</td>
<td>Cordyline fruticosa hybrids</td>
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<tr>
<td>Celosia argentea pluma</td>
<td>Cyperus glaber</td>
<td>Crassula hybrids</td>
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<tr>
<td>Centaurea cyanus</td>
<td>Cyperus papyrus</td>
<td>Crocus</td>
</tr>
<tr>
<td>Chrysanthemum indicum (x10 Cultivars)</td>
<td>Dracaena sanderiana</td>
<td>Cryptanthus</td>
</tr>
<tr>
<td>Convallaria majalis</td>
<td>Equisetum hyemale</td>
<td>Ctenanthe sp.</td>
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<tr>
<td>Craspedis globosa</td>
<td>Gossypium</td>
<td>Dracaena fragrans</td>
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<tr>
<td>Crocosmia hybrids</td>
<td>Hibiscus trionum</td>
<td>Dracaena marginata</td>
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<tr>
<td>Curcuma alismatifolia</td>
<td>Laurus nobilis</td>
<td>Echiveria sp.</td>
</tr>
<tr>
<td>Delphinium hybrids</td>
<td>Ligustrum</td>
<td>Epidendrum sp.</td>
</tr>
<tr>
<td>Dianthus barbatus</td>
<td>Liriope muscari</td>
<td>Erica sp.</td>
</tr>
<tr>
<td>Dianthus caryophyllus (8x Cultivars)</td>
<td>Mahonia</td>
<td>Euonymous japonica</td>
</tr>
<tr>
<td>Digitalis</td>
<td>Malus</td>
<td>Exacum affine</td>
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<tr>
<td>Eustoma russelium (6x Cultivars)</td>
<td>Panicum grass</td>
<td>Fuchsia verschaffeltii</td>
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<td>Forsythia intermedia</td>
<td>Pennisetum</td>
<td>Galanthus nivalis</td>
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<td>Freesia (8x Cultivars)</td>
<td>Phormium tenax</td>
<td>Gardenia jasminoides</td>
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<tr>
<td>Fritillaria meleagris</td>
<td>Photinia fraseri</td>
<td>Guzmania hybrids</td>
</tr>
<tr>
<td>Genista fragrans</td>
<td>Pinus strobes</td>
<td>Hibiscus rosa-sinensis</td>
</tr>
<tr>
<td>Gerbera (8x Cultivars)</td>
<td>Pistacia</td>
<td>Hoya carnosa</td>
</tr>
<tr>
<td>Gladiolus colvillei syn G. nanus</td>
<td>Prunus laurocerasus</td>
<td>Hypoestes phyllostachya</td>
</tr>
<tr>
<td>Gloriosa rothschildiana</td>
<td>Quercus</td>
<td>Impatiens hybrids</td>
</tr>
<tr>
<td>Godetia grandiflora</td>
<td>Rhododendron</td>
<td>Jasminum polyanthum</td>
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<tr>
<td>Gomphrena globosa</td>
<td>Rosmarinus officinalis</td>
<td>Lithops</td>
</tr>
<tr>
<td>Helenium cultivars</td>
<td>Ruscus hypoglossum</td>
<td>Maranta leuconeura</td>
</tr>
<tr>
<td>Helichrysum bracteatum</td>
<td>Setaria grass</td>
<td>Medinilla magnifica</td>
</tr>
<tr>
<td>Heliconia pendula</td>
<td>Skimmia japonica</td>
<td>Musa hybrids</td>
</tr>
<tr>
<td>Helleborus niger</td>
<td>Sphagnum</td>
<td>Nertera granadensis</td>
</tr>
<tr>
<td>Hydrangea macrophylla</td>
<td>Strelitzia reginae</td>
<td>Passiflora caerulea</td>
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<tr>
<td>Ilex verticillata</td>
<td>Symphoricarpos</td>
<td>Pelargonium hybrids</td>
</tr>
<tr>
<td>Ixia hybrids</td>
<td>Tillandsia usneoides</td>
<td>Peltaea rotundifolia</td>
</tr>
<tr>
<td>Kniphofia hybrids</td>
<td>Triticum grass</td>
<td>Peperomia caperata</td>
</tr>
<tr>
<td>Lavandula angustifolia</td>
<td>Tsuga heterophylla</td>
<td>Phalaenopsis sp.</td>
</tr>
<tr>
<td>Leucadendron</td>
<td>Typha latifolia</td>
<td>Pilea cadierei</td>
</tr>
<tr>
<td>Leucospermum cordifolium</td>
<td>Weigela florida</td>
<td>Platycerium bifurcatum</td>
</tr>
</tbody>
</table>

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0351-03 Level 3 Award, Certificate and Diploma in Floristry – Handbook V3
<table>
<thead>
<tr>
<th>Lilium (5xAsiatic hybrids)</th>
<th>Saintpaulia hybrids</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lilium (5xOriental hybrids)</td>
<td></td>
</tr>
<tr>
<td>Limonium hybrids</td>
<td></td>
</tr>
<tr>
<td>Lunaria annua</td>
<td></td>
</tr>
<tr>
<td>Lysimachia clethroides</td>
<td></td>
</tr>
<tr>
<td>Mentha spicata</td>
<td></td>
</tr>
<tr>
<td>Monarda didyma</td>
<td></td>
</tr>
<tr>
<td>Muscari armeniacum</td>
<td></td>
</tr>
<tr>
<td>Narcissus hybrids</td>
<td></td>
</tr>
<tr>
<td>Nigella damascene</td>
<td></td>
</tr>
<tr>
<td>Oenthera</td>
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<tr>
<td>Oncidium Orchid</td>
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<tr>
<td>Origanum vulgare</td>
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<tr>
<td>Ornithogalum arabicum</td>
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<td>Paeonia lactiflora</td>
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<tr>
<td>Papaver somniferum</td>
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<td>Papaver nudicaule</td>
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<td>Paphiopedilum</td>
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<td>Physalis alkekengi</td>
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<td>Physostegia virginiana</td>
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<td>Polianthes tuberosa</td>
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<td>Protea neriifolia</td>
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<tr>
<td>Ranunculus asiaticus</td>
<td></td>
</tr>
<tr>
<td>Rosa (15x Cultivars)</td>
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</tr>
<tr>
<td>Rudbeckia nitida</td>
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</tr>
<tr>
<td>Sandersonia aurantiaca</td>
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</tr>
<tr>
<td>Saponaria officinalis</td>
<td></td>
</tr>
<tr>
<td>Scabiosa caucasica</td>
<td></td>
</tr>
<tr>
<td>Scilla sp</td>
<td></td>
</tr>
<tr>
<td>Sedum spectabile</td>
<td></td>
</tr>
<tr>
<td>Solidaster luteus</td>
<td></td>
</tr>
<tr>
<td>Spirea nipponica</td>
<td></td>
</tr>
<tr>
<td>Stephanotis floribunda</td>
<td></td>
</tr>
<tr>
<td>Stillingia sp.</td>
<td></td>
</tr>
<tr>
<td>Strelitzia reginae</td>
<td></td>
</tr>
<tr>
<td>Tagetes patula</td>
<td></td>
</tr>
<tr>
<td>Tanacetum parthenium</td>
<td></td>
</tr>
<tr>
<td>Trollius hybrid</td>
<td></td>
</tr>
<tr>
<td>Tulipa (10x Cultivars)</td>
<td></td>
</tr>
<tr>
<td>Vanda Orchid</td>
<td></td>
</tr>
<tr>
<td>Viburnum opulus</td>
<td></td>
</tr>
<tr>
<td>Zantedeschia (5x Cultivars)</td>
<td></td>
</tr>
<tr>
<td>Zinnia elegans</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Zamioculas zamiifolia</td>
<td></td>
</tr>
</tbody>
</table>
## Appendix B: Costing proforma 1  Candidate Name:
(For use when costing up designs to calculate the retail price)  (Copy as required)

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

* 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)

<table>
<thead>
<tr>
<th>Design:</th>
<th>Date:</th>
<th>Ref:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Retail Price</strong></th>
<th>A</th>
<th>Total (incVat)</th>
<th>£</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Delivery</th>
<th>£</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Labour Charge *</th>
<th>£</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Skill / Make-up)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sundries (inc VAT)</th>
<th>£</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Other Costs (state)</th>
<th>£</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>B</strong></th>
<th>Sub total</th>
<th>£</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Budget for Materials (inc VAT)</th>
<th>C</th>
<th>Order Value (A) minus B</th>
<th>£</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Materials used</th>
<th>Quantity x</th>
<th>Cost per item</th>
<th>Sub total</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>D</strong></th>
<th>Materials Sub total (must equal C)</th>
<th>£</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Assessor Signature:</th>
<th>Date:</th>
<th>Calculation correct (Y/N)</th>
</tr>
</thead>
</table>

* Note: Labour Charge (Skill / Make-up): Candidates can calculate a labour charge based on either:
  3. An hourly rate appropriate to the task
  4. A suitable percentage of materials and sundries costs
### Appendix C: Candidates Level 3 Evaluation sheets

<table>
<thead>
<tr>
<th>Order category</th>
<th>Design schema</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Are the mechanics secure?</td>
<td></td>
</tr>
<tr>
<td>2. Are the mechanics well hidden?</td>
<td></td>
</tr>
<tr>
<td>3. Are the materials groomed?</td>
<td></td>
</tr>
<tr>
<td>4. Are the materials well conditioned?</td>
<td></td>
</tr>
<tr>
<td>5. Are the individual materials in <strong>SCALE</strong> with each other?</td>
<td></td>
</tr>
<tr>
<td>6. Have appropriate colours been chosen?</td>
<td></td>
</tr>
<tr>
<td>7. Does the design have a clear outline shape and profile?</td>
<td></td>
</tr>
<tr>
<td>8. Are all materials in harmony with each other?</td>
<td></td>
</tr>
<tr>
<td>9. Is there appropriate use of <strong>SPACE</strong> within the design?</td>
<td></td>
</tr>
<tr>
<td>10. Have materials been used to create <strong>RHYTHM</strong>?</td>
<td></td>
</tr>
<tr>
<td>11. Does the design have appropriate visual &amp; actual <strong>BALANCE</strong>?</td>
<td></td>
</tr>
<tr>
<td>12. Does the design have appropriate dominance / focal impact?</td>
<td></td>
</tr>
<tr>
<td>13. Does your design make use of recession? If not why ... ?</td>
<td></td>
</tr>
<tr>
<td>14. Are there appropriate contrasts in <strong>FORM</strong> and <strong>TEXTURE</strong>?</td>
<td></td>
</tr>
<tr>
<td>15. Can anything be removed and not missed? (Economy)</td>
<td></td>
</tr>
<tr>
<td>16. What techniques have been used</td>
<td></td>
</tr>
<tr>
<td>17. What design style have you chosen</td>
<td></td>
</tr>
<tr>
<td>18. How could the design be improved?</td>
<td></td>
</tr>
<tr>
<td>19. Is the design suitable for the intended purpose?</td>
<td></td>
</tr>
<tr>
<td>20. Is the design produced to a commercial / saleable standard?</td>
<td></td>
</tr>
</tbody>
</table>

**Assessor 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.

**Quality support (new centres)**
For Sales advice and support
For quality assurance

**TechBac enquiries**

**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

**UK centres**

General e-assessment (e-volve) support Enquiries

**UK learners**

General qualification information

**International learners**

General qualification information

**Employer**

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

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E: business@cityandguilds.com