



Pearson BTEC Level 2 Technical Diploma in Floristry

Specification

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Issue 2

Edexcel, BTEC and LCCI qualifications

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This specification is Issue 2. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: qualifications.pearson.com

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Welcome

With a track record built over 30 years of learner success, BTEC qualifications are widely recognised and respected. They provide progression to the workplace, either directly or via study at higher levels. Proof comes from YouGov research, which shows that 62% of large companies have recruited employees with BTEC qualifications.

Why are BTECs so successful?

BTECs embody a fundamentally learner-centred approach to the curriculum, with a flexible, unit-based structure. In these new BTEC Level 2 Technicals, the focus is on the development of technical, practical and transferable work-related skills, and sector-specific knowledge. The development of these skills is key for learners to progress to work or to an Apprenticeship. When creating the BTEC Level 2 Technicals, we worked with employers to ensure that the qualifications meet their needs. Employers are looking for recruits with the appropriate technical knowledge, and technical and transferable skills essential for employment.

The BTEC Level 2 Technicals meet these requirements through:

- a range of occupationally-related qualifications, each with a clear purpose, so that there is a qualification to suit each learner's plan for career progression
- up-to-date content that is closely aligned with employers' needs for a skilled future workforce
- assessments chosen to help learners progress to the next stage. This means that some assessments are set by the centre to meet local needs, while others are set and marked by Pearson. This ensures that there is a core of skills and understanding common to all learners. For example, an externally-set test can be used to check that learners are confident in using technical knowledge to carry out a certain job.

We provide a wealth of support, both resources and people, to ensure that learners and their tutors have the best possible experience during their course. See *Section 11 Resources and support* for details of the support we offer.

A word to learners...

BTEC Level 2 Technicals will demand a lot of practical work from you. You will need to:

- complete a range of units
- be organised
- take some assessments that Pearson will set and mark
- take other assessments that will demonstrate your technical and practical skills
- keep a portfolio of your assignments.

But you can feel proud to achieve a BTEC because, whatever your plans in life – whether you decide to go on to work or to an Apprenticeship – success in your BTEC Level 2 Technical qualification will help you to progress to the next stage in your life.

Good luck, and we hope you enjoy your course.

Collaborative development

Learners completing their BTEC Level 2 Technicals will be aiming to go on to employment or to an Apprenticeship. It was essential, therefore, that we developed these qualifications in close collaboration with experts from professional bodies and businesses, and with the providers who will be delivering the qualifications. We are grateful to all the further education lecturers, tutors, employers, professional body representatives and other individuals who have generously shared their time and expertise to help us develop these new qualifications.

Employers, professional bodies and further education providers that have worked with us include the *British Florist Association*.

In addition, professional bodies and businesses have provided letters of support confirming that these qualifications meet their recruitment requirements. These letters can be viewed on our website.

Contents

Pearson BTEC Level 2 Technicals	1
Introduction	1
1 Pearson BTEC Level 2 Technical Diploma in Floristry	2
Purpose	2
Who is the qualification for?	2
What does the qualification cover?	2
What could this qualification lead to?	2
About the floristry sector	2
2 Structure	3
Total Qualification Time (TQT)	3
Qualification structure	3
Qualification and unit content	4
Assessment	4
Language of assessment	5
Grading of the qualification	5
Employer involvement	6
3 Units	7
Understanding your units	7
4 Planning your programme	103
Is there a learner entry requirement?	103
What is involved in becoming an approved centre?	103
What level of sector knowledge is needed to deliver this qualification?	103
What resources are required to deliver this qualification?	103
What makes good vocational teaching?	103
What are the requirements for meaningful employer involvement?	104
What support is available for delivery and assessment?	104
How will my learners become more employable through this qualification?	104
5 Assessment structure	105
6 Internal assessment	106
Principles of internal assessment	106
Operating internal assessment	106
Setting assignments	107
Making valid assessment decisions	109
7 External assessment	112
Sample assessment materials	113
Conducting external assessments	113

8	Administrative arrangements	114
	Introduction	114
	Learner registration and entry	114
	Access to assessment	114
	Administrative arrangements for internal assessment	115
	Administrative arrangements for external assessment	116
	Dealing with malpractice in assessment	117
	Certification and results	119
	Additional documents to support centre administration	119
9	Quality assurance	120
	Centre and qualification approval	120
	Continuing quality assurance and standards verification	120
10	Understanding the qualification grade	122
	Awarding and reporting for the qualification	122
	Eligibility for an award	122
	Examples of grade calculations based on table applicable to registrations from September 2018	125
11	Resources and support	127
	Support for setting up your course and preparing to teach	127
	Support for teaching and learning	127
	Support for assessment	127
	Training and support from Pearson	128

Pearson BTEC Level 2 Technicals

Introduction

BTEC Level 2 Technicals are intermediate qualifications for post-16 learners who want to specialise in a specific occupation, occupational area or technical role. They prepare learners for work or an Apprenticeship by giving them the opportunity to develop sector-specific knowledge, technical and practical skills, and to apply these skills in work-related environments. The qualifications also provide progression to Level 3 Tech Level qualifications.

Developed in close conjunction with leading employers, BTEC Level 2 Technicals develop transferable workplace skills, such as good communication and the ability to work in a team, which employers have identified as essential for gaining employment in the sector and for progression once the learner is working.

At the core of these qualifications is the concept of preparing young people for the working world. Through practical activities and occupationally-fit-for-purpose assessments, learners will gain the skills and behaviours needed for sustainable employment.

BTEC Level 2 Technicals are designed to be used flexibly, depending on their size and scope:

- as part of a full-time 16–19 study programme, alongside mathematics and English GCSEs and/or Functional Skills, work placement and enrichment activities
- as the technical qualification within an Apprenticeship or off-the-job training for those already in work
- as a roll-on, roll-off programme for those entering an Apprenticeship or employment.

Pearson has developed the BTEC Level 2 Technicals suite to meet the Department for Education (DfE) requirements for qualifications to be offered as Technical Certificates for 16–19-year-olds.

This specification contains the information you need to deliver the Pearson BTEC Level 2 Technical Diploma in Floristry (QN 603/2656/6). The specification signposts you to additional handbooks and policies. It includes all the units for this qualification.

1 Pearson BTEC Level 2 Technical Diploma in Floristry

Purpose

Who is the qualification for?

This qualification is for you if you want to start a career in floristry. It is designed for post-16 students and can be taken as part of a wider study programme. It is an ideal qualification if you are intending to progress directly to employment in floristry or to a floristry Apprenticeship.

What does the qualification cover?

This qualification has been developed in consultation with employers in the floristry sector. This means that it will enable you to learn the skills and behaviours that give you the best opportunity to be successful in applying for work.

All the content in this qualification is mandatory and relates directly to the skills, knowledge and behaviours expected by employers in the floristry sector. The areas you will cover include:

- identification and care of cut flowers, foliage and plants
- health and safety working practices within the floristry industry
- work experience in the floristry industry
- construction of hand-tied floristry designs
- construction of wired and glued designs
- construction of designs in a medium
- responding to a floristry brief.

You will also cover broader skills in literacy and numeracy, which will help you to progress. You will develop other transferable technical and practical skills in communication (working with colleagues, customers and clients), and research and project work, giving you with the opportunity to show your reflective practice by suggesting alternative approaches to solving a problem.

What could this qualification lead to?

Achieving this qualification will give you an advantage when applying for a job in floristry. The type of role you will be ready for is junior florist.

This qualification gives you a sound basis to progress further within the floristry sector to a Level 3 qualification such as the Pearson BTEC Level 3 National Diploma in Floristry.

About the floristry sector

Floristry is about designing, creating, retailing and delivering imaginative floral displays. Floristry is also about the wholesale buying of flowers, sundries and associated products. The industry is generally made up of small businesses (although many of these are linked) as well as some larger organisations. There are multiple roles in the floristry industry, which could involve working in a florist shop, as a supplier or as an event organiser. There are 8400 floristry businesses within the UK that contribute £1.5 million to the UK economy.

2 Structure

Total Qualification Time (TQT)

For all regulated qualifications, Pearson specifies a total number of hours that it is estimated learners will require to complete and show achievement for the qualification: this is the Total Qualification Time (TQT). Within TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve tutors and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions.

In addition to guided learning, other required learning directed by tutors or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

The Pearson BTEC Level 2 Technical Diploma in Floristry is a qualification that has:

- Total Qualification Time: 480 hours
- Guided Learning: 360 hours.

Centres should take note of these hours in planning their programme but should also use their professional judgement to determine the provision of guided learning and study time across the units.

Qualification structure

Learners are required to complete and achieve all mandatory units in the qualification.

Pearson BTEC Level 2 Technical Diploma in Floristry				
Unit number	Unit title	GLH	Type	How assessed
1	Identification and Care of Cut Flowers, Foliage and Plants	60	Mandatory	Internal
2	Health and Safety Working Practices within the Floristry Industry	30	Mandatory	Internal
3	Floristry Work Placement	60	Mandatory	Internal
4	Construct Hand-tied Floristry Designs	30	Mandatory	Internal
5	Construct Wired and Glued Designs	30	Mandatory	Internal
6	Construct Designs in a Medium	60	Mandatory	Internal
7	Responding to a Floristry Brief	90	Mandatory	External Synoptic

This qualification has 100% mandatory content and 25% external assessment.

Qualification and unit content

Pearson has developed the content of this qualification in collaboration with employers and representatives from relevant professional bodies and further education providers. In this way, we have ensured that content is up to date and that it includes the knowledge, technical and practical skills and behaviours required to work in the sector and occupational area.

All units in this qualification are mandatory, which provides a balance of breadth and depth, ensuring that all learners develop the technical and practical skills required in the occupational area. Learners are then given the opportunity to develop a range of transferable skills and attributes expected by employers. It is expected that learners will apply their learning to relevant employment and sector contexts during delivery, and that they will have opportunities to engage meaningfully with employers.

BTECs have always required applied learning that brings together knowledge and understanding (the cognitive domain) with practical and technical skills (the psychomotor domain). This is achieved through learners performing practical, work-related tasks that encourage the development of appropriate work-related behaviours (the affective domain) and transferable skills. Transferable skills are those such as communication, teamwork, planning and completing tasks to a high standard, all of which are valued in the workplace.

Our approach provides rigour and balance and promotes the ability to apply learning immediately in new contexts.

Some of the units in this specification may contain references to legislation, policies, regulations and organisations, which may not be applicable in the country you deliver this qualification in (if teaching outside of England), or which may have gone out of date during the lifespan of the specification. In these instances, it is possible to substitute such references with ones that are current and applicable in the country in which you deliver this qualification, subject to confirmation by your Standards Verifier.

Assessment

Assessment is designed to fit the purpose and objective of the qualification. It includes a range of assessment types and styles suited to skills and occupationally-based qualifications at this level.

Synoptic external assessment

There is one externally-assessed unit that provides the main synoptic assessment for this qualification, which contributes 25% of the total qualification GLH. This synoptic assessment is designed to take place towards the end of the programme and draws on the learning throughout. The design of this assessment ensures that there is sufficient stretch and challenge, enabling the assessment of sector-related knowledge and technical and practical skills at the end of the learning period.

The synoptic external assessment for this qualification takes the form of a set task that allows learners to apply their skills and knowledge in context to a realistic work-based activity.

The synoptic assessment for this qualification takes the form of a vocational activity in which learners have to respond to a floristry brief. They will review customers' floristry orders, make recommendations to improve the business needs of the floristry shop as well as plan and create a floral design to meet customer needs. In completing this synoptic activity, learners will select and use the knowledge and skills developed in other units to complete the specified synoptic assessment activity.

The external assessment is linked to *Unit 7: Responding to a Floristry Brief*, as indicated in the qualification structure on the previous page.

This method has been used to externally assess the unit because it is best suited to draw out the evidence to exemplify the expectations of the units and to provide sufficient evidence of achievement of the purpose of the unit.

The external assessment is taken under specified conditions, then marked by Pearson and a grade awarded. Learners must achieve the externally-assessed unit at Pass grade or above to achieve the qualification. Learners are permitted to resit the external assessment once during their programme by taking a new assessment.

For further information on external assessment see *Section 7 External assessment*.

Internal assessment

Units 1, 2, 3, 4, 5 and 6 are assessed through internal assessment. Internal assessment allows learners to apply technical knowledge and demonstrate mastery of practical and technical skills through realistic tasks and activities. This style of assessment promotes deep learning through ensuring the connection between knowledge and practice.

Internal assessment is through assignments that are subject to external standards verification. We provide suggestions in each unit for setting assignments. This means that you can adapt materials to your local contexts and assess assignments that provide the valid and rigorous final assessment for each unit.

You will make grading decisions based on the requirements and supporting guidance given in the units. Learners must achieve all the internally-assessed units at Pass grade or above to achieve the qualification. For further information on internal assessment, including resubmissions, see *Section 6 Internal assessment*.

Language of assessment

Assessment of the internally- and externally-assessed units for this qualification will be available in English. All learner work must be in English. A learner taking the qualifications may be assessed in British Sign Language where it is permitted for the purpose of reasonable adjustment. For information on reasonable adjustments see *Section 8 Administrative arrangements*.

Grading of the qualification

Achievement in the qualification requires a demonstration of depth of study in each unit, assured acquisition of the practical skills required for employment in the specific sector and successful development of transferable skills.

Units are assessed using a grading scale of Distinction, Merit, Pass and Unclassified. All units in the qualification contribute proportionately to the overall qualification grade.

The qualification is graded using a scale of PP to DD. Please see *Section 10 Understanding the qualification grade* for more details.

The relationship between qualification grading scales and unit grades will be subject to regular review as part of Pearson's standards monitoring processes on the basis of learner performance and in consultation with key users of the qualification.

Employer involvement

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

You need to ensure that all learners have the opportunity to undertake meaningful activity involving employers during their course.

Examples of 'meaningful activity' include:

- structured work experience or work placements that develop skills and knowledge relevant to the qualification/industry
- project(s), exercise(s) and/or assessment(s)/examination(s) set with input from industry practitioner(s)
- units delivered or co-delivered by an industry practitioner(s); this could take the form of masterclasses or guest lectures
- industry practitioners operating as 'expert witnesses' who contribute to the assessment of a learner's work of practice, operating within a specified assessment framework; this may be a specific project(s), exercise(s) or all assessments for a qualification.

Meaningful employer involvement, as defined above, must be with employers from the floristry sector and should contribute significantly to at least one mandatory unit.

For this qualification, the following unit has specified mandatory requirements for employer involvement in delivery and/or assessment:

- *Unit 3: Floristry Work Placement* – the assessment of this unit must take place in a real work environment. Learners must have a work placement to facilitate this assessment. Please see the unit for information on the requirements for work placement.

In *Unit 2: Health and Safety Working Practices within the Floristry Industry*, we have also provided suggestions on how employers could become involved in delivery and/or assessment of this qualification.

These are suggestions only and there will be other possibilities at local level. Centres may choose to use other approaches but must ensure that they meet the requirement for meaningful employer involvement as defined above. Centres must have an employer involvement plan in place at the start of the programme. It must detail their approach to employer involvement and how it will add value to the delivery and assessment of the qualification.

Each centre's approach to employer involvement will be monitored in two ways. It will be monitored at centre level as part of the annual quality-management review process and captured as part of the standards verification process that addresses centre strategy for delivery, assessment and quality assurance, when we will ask you to show evidence of how employer involvement is provided for all learners. You will need to show evidence in order to gain reporting clearance for certification. It will also be monitored at programme level as part of the standards verification process to confirm that plans for employer involvement meet the requirements of the specification. These approaches are designed to ensure that additional activities can be scheduled where necessary so that learners are not disadvantaged, see *Section 9 Quality assurance*.

3 Units

Understanding your units

The units in this specification set out our expectations of assessment in a way that helps you to prepare your learners for assessment. The units help you to undertake assessment and quality assurance effectively.

Each unit in the specification is set out in a similar way. There are two types of unit format:

- internally-assessed units
- externally-assessed units.

This section explains how the units work. It is important that all tutors, assessors, internal verifiers and other staff responsible for the programme read and are familiar with the information given in this section.

Internally-assessed units

Section	Explanation
Unit number	The number is in a sequence for the qualification.
Unit title	This is the formal title of the unit and appears on certificates.
Level	All units are at Level 2 on the national framework.
Unit type	This says if the unit is mandatory or optional for the qualification. See <i>Section 2 Qualification structure</i> for details.
Assessment type	This says how the unit is assessed – i.e. whether it is external, internal or synoptic external. See <i>Section 2 Qualification structure</i> for details.
GLH	Units have a GLH value of 30 or 60. This indicates the numbers of hours of teaching, directed activity and assessment expected. It also shows the weighting of the unit in the final qualification grade.
Unit in brief	A brief formal statement on the content of the unit that is helpful in understanding its role in the qualification. You can use this in summary documents, brochures etc.
Unit introduction	This is designed with learners in mind. It indicates why the unit is important, how learning is structured and how learning might be applied when progressing to employment or higher education.
Learning aims	These help to define the scope, style and depth of learning of the unit. You can see where learners should be developing and demonstrating their skills or where they should be actively researching or reviewing.
Unit summary	This section helps tutors to see at a glance the main content areas against the learning aims and the structure of the assessment. The forms of evidence given are suitable to fulfil the requirements.
Content	This section sets out the required teaching content of the unit. Content is compulsory except when shown as 'e.g.'. Learners should be asked to complete summative assessment only after the teaching content for the unit or learning aim(s) has been covered.

Section	Explanation
Assessment criteria	Each learning aim has assessment criteria to explain the achievement required to obtain Pass, Merit and Distinction grades.
Essential information for assessment decisions	This information gives guidance for each learning aim or assignment of the expectations for Pass, Merit and Distinction standard. This section contains examples and essential clarification. It is important that this is used carefully alongside the assessment criteria.
Assessment activity	This section provides information, suggested scenarios and tasks for summative assessment activities.
Further information for tutors and assessors	This section gives you information to support the delivery and assessment of the unit.
Delivery guidance	This section offers suggestions of ways of delivering the unit. It offers ideas on practical activities in a sector context that can be used to help develop relevant skills and to encourage progress.
Essential resources	Any specific resources that you need to be able to teach and assess are listed in this section. For information on support resources see <i>Section 11 Resources and support</i> .
Links to other units	This section shows you the main relationships of units to other units. This can help you to structure your programme and make the best use of available materials and resources.
Employer involvement	This section gives you information on the units that can be used to involve learners with employers. This information will help you to identify the kind of involvement that is likely to be successful.

Externally-assessed units

Section	Explanation
Unit number	The number is in a sequence for the qualification.
Unit title	This is the formal title of the unit and appears on certificates.
Level	All units are at Level 2 on the national framework.
Unit type	This says if the unit is mandatory or optional for the qualification. See <i>Section 2 Qualification structure</i> for details.
Assessment type	This says how the unit is assessed – i.e. whether it is external, internal or synoptic external. See <i>Section 2 Qualification structure</i> for details.
GLH	The unit has a GLH value of 90. This indicates the numbers of hours of teaching, directed activity and assessment expected. It also shows the weighting of the unit in the final qualification grade.
Unit in brief	A brief formal statement on the content of the unit.
Unit introduction	This is designed with learners in mind. It indicates why the unit is important, how learning is structured and how learning might be applied when progressing to employment or higher education.
Summary of assessment	This sets out the type of external assessment used and the way in which it is used to assess achievement.
Assessment outcomes	These show the hierarchy of knowledge, understanding, skills and behaviours assessed. For tested units, they include information on how this hierarchy relates to command terms in sample assessment materials (SAMs).
Essential content	For externally-assessed units all the content is obligatory, the depth of content is indicated in the assessment outcomes and sample assessment materials (SAMs). The content will be sampled through the external assessment over time, using the variety of questions or tasks shown.
Grade descriptors	We use grade descriptors when making judgements on grade boundaries. You can use them to understand what we expect to see from learners at particular grades.
Key terms typically used in assessment	These definitions will help you to analyse requirements and to prepare learners for assessment.
Links to other units	This section shows the main relationships of units to other units. This section can help you to structure your programme and make the best use of available materials and resources.
Employer involvement	This section gives you information on the units that can be used to involve learners with employers. It will help you to identify the kind of involvement that is likely to be successful.

Units

This section contains all the units developed for this qualification.

Unit 1: Identification and Care of Cut Flowers, Foliage and Plants	13
Unit 2: Health and Safety Working Practices within the Floristry Industry	29
Unit 3: Floristry Work Placement	41
Unit 4: Construct Hand-tied Floristry Designs	53
Unit 5: Construct Wired and Glued Designs	67
Unit 6: Construct Designs in a Medium	81
Unit 7: Responding to a Floristry Brief	95

Unit 1: Identification and Care of Cut Flowers, Foliage and Plants

Level: **2**

Unit type: **Mandatory**

Assessment type: **Internal**

Guided learning hours: **60**

Unit in brief

Learners will develop the skills and knowledge needed to be able to identify and care for cut flowers, foliage and plants that are commonly used in the floristry industry.

Unit introduction

The growth and use of cut flowers are on the increase in the UK. Florists and flower sellers need to be able to identify a variety of fresh plant materials and handle them correctly to ensure maximum lifespan. A good knowledge of a wide range of materials used in the floristry industry is vital, and the ability to pass on good advice to customers will ensure repeat custom and increase business.

This unit will give you the skills needed for identifying the floral components of flowers, foliage and plants, stem types, plant anatomy and plant materials. You will look at ways to handle and condition materials correctly, dependent on variety, and how the optimum environmental conditions affect varieties of plant materials. Specialist conditioning and storage methods will be investigated for exotic and more unusual materials. You will look at ways to control and identify pests and diseases. You will also learn how to identify problems with cut flowers and foliage that occur during transport.

This unit is designed to support your knowledge of cut flowers, foliage and plants while you learn about and carry out health and safety practices. The unit will give you the fundamental knowledge and skills you need to work in the floristry industry as a junior florist.

Learning aims

In this unit you will:

- A** Explore cut flowers, foliage and plants used in commercial floristry
- B** Demonstrate receiving, checking and conditioning of cut flowers, foliage and plants
- C** Demonstrate care and storage routines for cut flowers, foliage and plants.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Explore cut flowers, foliage and plants used in commercial floristry	A1 Cut flowers and foliage used in commercial floristry A2 Common plants used in commercial floristry	A written, illustrated portfolio that identifies a range of flowers, foliage and plants used in the commercial floristry industry. A presentation or photographic evidence to show the function of floral components and plant structure.
B Demonstrate receiving, checking and conditioning of cut flowers, foliage and plants	B1 Receiving and checking flowers, foliage and plants B2 Conditioning process	A report on receipting goods and appropriate linked paperwork. Report to include visual discrepancies and the quality and quantity of goods received, with reference to placed orders. Photographic, video or written evidence of the conditioning process. Observation and witness statement.
C Demonstrate care and storage routines for cut flowers, foliage and plants	C1 Care and storage processes C2 Pests and disease – prevention and treatment	A report to include the care and storage of specific, named flowers, foliage and plants. Observation and witness statement while carrying out care and storage of specific goods.

Key teaching areas in this unit include:

Sector skills	Knowledge	Transferable skills/behaviours
<ul style="list-style-type: none"> Professional attitudes Communication skills Planning Time management Risk assessment Waste management Safe working 	<ul style="list-style-type: none"> Supply chain Aftercare advice for customers Identification and classification of plant materials Floral culture knowledge 	<ul style="list-style-type: none"> Working with others Communication Managing information Thinking skills

Unit content

Knowledge and sector skills

Learning aim A: Explore cut flowers, foliage and plants used in commercial floristry

A1 Cut flowers and foliage used in commercial floristry

Learners need to identify common commercial cut flowers and foliage, including their classification.

- Classification of cut flowers and foliage:
 - genus
 - typical cultivar
 - common names
 - varieties
 - stem types, e.g. soft, semi-woody, woody, latex, hollow
 - seasonal availability, e.g. all year round, specific periods.
- Identification list of materials:
 - soft stem, e.g. *Agapanthus praecox*, *Alstromeria*, *Anemone*, *Anthurium andraeanum*, *Bouvardia longiflora*, *Celosia argentea cristata*, *Freesia*, *Hyacinthus orientalis*, *Iris hollandica*, *Lathyrus odoratus*, *Scabiosa caucasica*, *Triteleia corrina*, *Tulipa* hybrids, *Zantedeschia aethiopica*
 - soft stem foliage, e.g. *Hosta*, *Philodendron 'Xanadu'*, *Xerophyllum*
 - semi-woody stem, e.g. *Aconitum napellus*, *Allium* hybrids, *Aster novi-belgii*, *Bouvardia longiflora*, *Campanula pyramidalis*, *Cymbidium* orchid, *Dahlia*, *Dendrobium*, *Dianthus caryophyllus*, *Eremurus stenophyllus*, *Eryngium planum*, *Eustoma russellianum*, *Gladiolus*, *Gypsophila paniculata*, *Helianthus annuus*, *Heliconia caribaea*, *Liatris spicata*, *Lilium* (Asiatic hybrids), *Lilium longiflorum*, *Lilium* (oriental hybrids), *Limonium sinuatum*, *Mathiloa incana*, *Nerine bowdenill*, *Ornithogalum thyrsoides*, *Phlox paniculata*, *Rosa* hybrids, *Sedumspectabile*, *Solidago* hybrids, *Trachelium caeruleum*, *Veronica longifolia*
 - woody stem, e.g. *Chamaelucium uncinatum*, *Chrysanthemum indicum*, *Syringa vulgaris*
 - woody foliage, e.g. *Arachnoides adiantiformis*, *Asparagus setaceus plumosus*, *Asparagus umbellatus*, *Aspidistra elatior*, *Eucalyptus parvifolia*, *Eucalyptus cinerea*, *Fastia japonica*, *Galax*, *Gaultheria shallon*, *Hedra*, *Hypericum*, *Ilex*, *Myrtus communis*, *Pittosporum tobira*, *Pittosporum tenuifolium*, *Prunus*, *Ruscus hypophyllum*, *Salix babylonica 'Tortuosa'*, *Viburnum tinus*
 - latex stem, e.g. *Bupleurum griffithii*, *Euphorbia fulgens*, *Narcissus*, *Scilla*
 - hollow stem, e.g. *Anigozanthos flavidus*, *Carthamus tinctorius*, *Delphinium ajacis*, *Gerbera jamesonii*, *Hippeastrum*, *Molucella laevis*, *Ranunculus asiaticus*.
- Floral components and their purpose:
 - petal – to attract pollinators to the flower, they protect the reproductive parts of a flower
 - sepal – small leaves under the flower that protect the petals when in bud and fully formed
 - stem – peduncle supports the plant and helps the plant to grow
 - anther – contains pollen, the male reproductive cell
 - filament – holds the anther
 - stamen – collective of filament and anther
 - ovary – female reproductive organ
 - ovule – reproductive cell that will become the seed when fertilised by pollen.

A2 Common houseplants used in commercial floristry

Learners need to identify common commercial houseplants, including their classification.

- Classification of plants:
 - genus
 - typical cultivar
 - common names
 - varieties.
- Identification list of materials:
 - flowering, e.g. *Aechmea fasciata*, *Ananas comosus*, *Begonia elatior*, *Calceolaria*, *Chrysanthemum indicum*, *Cyclamen persicum*, *Euphorbia pulcherrima*, *Fuchsia*, *Hydrangea macrophylla*, *Impatiens*, *Kalanchoe blosfeldiana*, *Pelargonium*, *Rhododendron simsii*, *Saintpaulia ionantha*, *Sinningia*, *Spathiphyllum*, *Stephanotis floribunda*
 - foliage, e.g. *Asparagus sprengeri*, *Adiantum raddianum*, *Aspidistra elatior*, *Asplenium nidus*, *Chamaedorea elegans*, *Chlorophytum comosum*, *Cissus rhombifolia*, *Codiaeum variegatum sp*, *Dieffenbachia seguine*, *Fatsia japonica*, *Ficus benjamina*, *Ficus pumila*, *Hedera helix*, *Hypoestes sanguinolenta*, *Maranta leuconeura*, *Monstera deliciosa*, *Nephrolepis exaltata*, *Philodendron scandens*, *Sansevieria trifasciata*, *Senecio cruentus*, *Tradescantia fluminensis*, *Yucca elephantipes*
 - berries, e.g. *Solanum capsicastrum*
 - succulents, e.g. *Echeveria*, *Sedum*, *Aloe vera*
 - cacti
 - bulbs/corns
 - orchids, e.g. *Cymbidium*.
- Functions of botanical plant structures and their purposes:
 - photosynthesis – the manufacture of food in green plants; the process involves carbon dioxide intake from the air and water taken from the roots of the plant to produce sugar with the aid of light – normally from sunlight
 - osmosis – the uptake of water through the plant system
 - respiration – the process that occurs after photosynthesis has taken place; using the sugars produced, combined with oxygen from the air, plants produce energy needed for growth
 - transpiration – the loss of water from the plant's leaves, this is the cooling process of plants
 - tropism – the effects of the growth of a plant due to influences such as gravity and light, water and touch.

Learning aim B: Demonstrate receiving, checking and conditioning of cut flowers, foliage and plants

B1 Receiving and checking flowers, foliage and plants

Learners develop the skills needed to check incoming flowers, foliage and plants to confirm that they are the correct type and quantity and of acceptable quality.

- Receipt of goods from wholesaler or grower.
- Checking incoming plant materials – correct type and quantity.
- Confirming acceptable quality, e.g. matching invoice/delivery note, free from pest and diseases, good saleable quality.
- Observe correct handling of materials to maintain and prolong the saleable value.
- Implications of related UK health and safety regulations, e.g. Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013 and Control of Substances Hazardous to Health (COSHH) Regulations 2002, e.g. awareness of the risk of importing foreign/exotic insects.
- Prioritise material for the conditioning process based on the strength of the flower without a water source and how urgently the flower is required for an order/customer.

B2 Conditioning process

Learners develop the skills needed to condition and prepare incoming cut flowers to maintain their saleable value and care requirements. Learners will select and prepare the tools, equipment and personal protective equipment (PPE) needed to condition flowers and plants safely.

- Why correct/appropriate PPE needs to be used, e.g. to protect the florist.
- PPE, e.g. apron, correct footwear, latex gloves.
- Floristry conditioning equipment:
 - scissors
 - knives
 - secateurs
 - flower food.
- Selection and preparation of the correct bucket or vase for materials, e.g. tall and short buckets and vases to suit stem length.
- Conditioning of cut flowers and foliage correct for stem type and variety:
 - use of knives/scissors on a 45-degree angle
 - avoid stem blockage
 - wiring of weaker flowers, e.g. Gerbera
 - keeping some flowers in transportation wrapping for conditioning support, e.g. tulips
 - sealing latex stems, e.g. Euphorbia fulgens.
- Quick conditioning process – in peak trading periods.
- Safe working practices during the conditioning process, e.g. using PPE, floor surface kept clean, mindful of customers in the shop environment.

Learning aim C: Demonstrate care and storage routines for cut flowers, foliage and plants

C1 Care and storage processes

Learners need to identify the specific needs of different types of flowers, foliage and plants, and they need to be able to carry out the correct care and storage processes for them. Learners need to understand that the proper care and storage of cut flowers, foliage and plants increases profit and reduces waste products.

- Presentation and merchandising of cut flowers, foliage and plants:
 - pricing and labelling products for sale with reference to the Consumer Rights Act 2015
 - attractive layout of products, e.g. height order, colour palettes.
- Stock rotation process:
 - the process of using older stock first
 - profit and waste of stock rotation process
 - the benefit of using older stock in commercial designs
 - re-cutting stems, e.g. to avoid bent neck
 - care of flower to promote blooming
 - disposal of unused/unsaleable cut materials
 - changing water in buckets and removal of decaying flowers and leaves from stems.
- Correct storage of cut flowers and foliage according to varieties, e.g. exotic, tropical or hardy:
 - ethylene gas preventing storage of flowers near decaying fruit or vegetables
 - room temperature, e.g. Chrysanthemum, Cymbidium
 - fridge, e.g. Rosa
 - bagged/misted, e.g. Galax, Arachnoides adiantiformis
 - specialist aftercare, e.g. reviving orchids in lukewarm water
 - renewing water vessels for flowers and foliage.
- Correct storage of plants according to varieties, e.g. exotic, tropical or hardy:
 - storage processes, including appropriate temperature, sunlight requirement
 - water and feeding levels
 - grooming – removal of decaying materials
 - plant maintenance – pest and disease prevention and control.

C2 Pests and disease – prevention and treatment

Learners will need to identify the different pests and diseases that infest flowers, foliage and plants, and be able to prevent and treat them.

- Identification of pests and disease:
 - aphids
 - red spider mite
 - vine weevil
 - scale
 - rust
 - detritus.
- Procedures to prevent and treat pests, diseases and disorders:
 - wiping
 - spraying
 - use of insecticides/pesticides in compliance with Control of Substances Hazardous to Health (COSHH) Regulations 2002
 - storage of flowers in correct environmental conditions, e.g. tropical/room temperature, cold and misted.

Transferable skills/behaviours

Working with others

- Ensuring that the flowers, foliage and plants in the shop are cared for and stored appropriately.

Communication

- Communicating with colleagues and suppliers when receiving and checking flowers, foliage and plants, ensuring they are the correct type, quality and quantity.

Managing information

- Being able to identify common commercial cut flowers, foliage and plants, and their different classifications.

Thinking skills

- Being able to correctly identify the needs of all plant materials and how to condition correctly to ensure maximum lifespan, storage of the product and aftercare.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Explore cut flowers, foliage and plants used in commercial floristry		
A.P1 Identify common commercial cut flowers, foliage and plants stating common name, genus, typical cultivar and varieties.	A.M1 Describe in detail the purpose of floral components and functions of plant structure for commercial cut flowers, foliage and plants.	A.D1 Analyse the purpose of floral components and functions of plant structure for commercial cut flowers, foliage and plants.
A.P2 Describe the correct purpose of floral components and the function of plant structure.		
Learning aim B: Demonstrate receiving, checking and conditioning of cut flowers, foliage and plants		
B.P3 Receive and check flowers, foliage and plants safely and without damage, using correct PPE and tools.	B.M2 Competently and safely receive, check, condition and prepare a variety of cut flowers, foliage and plants.	B.D2 Confidently and safely receive, check, condition and prepare a variety of cut flowers, foliage and plants, justifying the processes and techniques used.
B.P4 Carry out the appropriate conditioning process, using correct PPE and tools, observing safe working practice.		
Learning aim C: Demonstrate care and storage routines for cut flowers, foliage and plants		
C.P5 Identify common pests and diseases that affect plants and their prevention and treatment.	C.M3 Competently carry out care and storage of cut flowers, foliage and plants following appropriate stock rotation processes, preventing and treating pests and disease.	C.D3 Confidently carry out care and storage of cut flowers, foliage and plants following effective stock rotation processes and the prevention and treatment of pests and disease, justifying the processes and techniques used to increase profit and reduce waste products.
C.P6 Carry out basic care and storage of cut flowers, foliage and plants.		

Essential information for assessment decisions

Assessment evidence must be produced independently and should include written reports together with photographic or video evidence. The evidence given must show that learners have confidence in working in the floristry industry, an ability to work in a team, and that they understand and can demonstrate working effectively and productively to achieve the tasks given.

Health and safety standards must be met. They are paramount to the welfare of staff, customers and learners.

Learning aim A

For distinction standard, learners will:

- identify 40 cut flowers, 20 foliage and 25 plants
- produce an illustrated portfolio to demonstrate their knowledge of genus, cultivar, common name and stem type for flowers and foliage, and the availability of product for each of the flowers, foliage and plants they have identified
- produce a report to show their knowledge and understanding of the function of plant and flower components; they will
 - dissect a flower and be able to identify all seven floral components of flowers and the purpose of each component
 - identify the typical structure of a plant with a detailed explanation of the purpose of all five processes in a plant life cycle
- produce a report to a high standard that includes annotated diagrams
- use correct terminology throughout.

For merit standard, learners will:

- identify 30 cut flowers, 15 foliage and 20 plants
- produce an illustrated portfolio to demonstrate their knowledge of genus, cultivar, common name and stem type for flowers and foliage, and the availability of product for each of the flowers, foliage and plants they have identified
- produce a report to show their knowledge and understanding of the function of plant and flower components; they will
 - dissect a flower and be able to identify at least four of the floral components of flowers and their purpose
 - identify the typical structure of a plant with a summary of the purpose of at least four processes in a plant life cycle
- produce a report to a satisfactory standard that includes annotated diagrams
- use mostly correct terminology.

For pass standard, learners will:

- identify 15 cut flowers, 10 foliage and 15 plants
- produce an illustrated portfolio to demonstrate their knowledge of genus, cultivar, common name and stem type for flowers and foliage for each of the flowers, foliage and plants they have identified
- produce a report to show their knowledge and understanding of the function of plant and flower components; they will:
 - dissect a flower and be able to identify at least three floral components and their purpose
 - identify the typical structure of a plant, listing the purpose of at least two processes in a plant life cycle
- produce a report to a suitable standard that includes annotated diagrams
- use the correct terminology appropriately.

Learning aim B

For distinction standard, learners will:

- confidently carry out the process of receiving and checking flowers, foliage and plants for quality and quantity against invoice/delivery notes
- ensure that the goods are free from pests and disease and be aware of appropriate legislation that affects exotic/foreign insects
- be able to identify vulnerable flowers and prioritise for the conditioning process, based on the life expectancy of each cut flower and foliage
- independently and confidently carry out the conditioning process, showing how to condition and handle all stem types to ensure they prolong the cut-flower and foliage life, e.g. wiring of weaker flowers, ensuring latex stems are sealed
- select and use correct and appropriate PPE and conditioning equipment safely
- work to a commercial, viable timescale in relation to the quantity of product received
- produce an evaluative report of their performance that shows their awareness of the legislation that affects exotic/foreign insects, the conditioning of goods in relation to customer requirements, and safe working practice during the conditioning process
- include a witness statement and visual evidence to support their evaluative report.

For merit standard, learners will:

- competently carry out the process of receiving and checking flowers, foliage and plants for quality and quantity against invoice/delivery notes, ensuring that the goods are free from pests and disease
- be able to identify vulnerable flowers and prioritise for the conditioning process based on the life expectancy of each cut flower and foliage
- competently carry out the conditioning process, showing how to condition and handle all stem types to ensure they prolong the cut flower and foliage life, e.g. wiring of weaker flowers, ensuring latex stems are sealed
- select and use correct and appropriate PPE and conditioning equipment safely
- work to within an hour of the commercial, viable timescale in relation to the quantity of product received
- produce a report summarising their performance that shows their awareness of the conditioning of goods in relation to customer requirements and safe working practice during the conditioning process
- include a witness statement and visual evidence to support their report.

For pass standard, learners will:

- carry out the process of receiving and checking flowers, foliage and plants for quantity against invoice/delivery notes
- be able to identify the quality of flowers with some prompting (questions from tutor), e.g. pests and disease
- carry out the conditioning process, showing how to condition and handle all stem types to ensure they prolong the cut-flower and foliage life, e.g. wiring of weaker flowers, ensuring latex stems are sealed
- use correct and appropriate PPE and conditioning equipment safely
- work to within a maximum of two hours of the commercial viable timescale in relation to the quantity of product received
- produce a report that identifies the key elements of their performance and which shows some awareness of customer requirements, e.g. during peak trading occasions such as Valentine's Day
- identify safe working practice during the conditioning process
- include a witness statement and visual evidence to support their report.

Learning aim C

For distinction standard, learners will:

- confidently demonstrate how to store fresh materials according to environmental and humidity requirements
- show how to present fresh products in a pleasing and customer-friendly manner, using the correct pricing and labelling techniques
- demonstrate the stock rotation process within a commercial, viable timescale in relation to the quantity of product received
- produce an evaluative report of their performance that explains the decisions (justifications) made regarding stock rotation and pest and disease prevention, e.g. the effects of profit, customer satisfaction and waste on the business
- show their knowledge and understanding of the correct storage and care of cut flowers and foliage according to varieties, e.g. exotic, tropical or hardy
- identify the six common pests and diseases associated with plants, with clear details on how to prevent and control them
- include an explanation of the use of insecticides and pesticides in compliance with the Control of Substances Hazardous to Health (COSHH) Regulations 2002.

For merit standard, learners will:

- competently demonstrate how to store fresh materials according to environmental and humidity requirements
- show with support how to present fresh products in a pleasing and customer-friendly manner, using the correct pricing and labelling techniques
- demonstrate the stock rotation process within one hour of a commercial, viable timescale in relation to the quantity of product received
- produce a report summarising their performance that outlines the decisions made regarding stock rotation, e.g. the effects of profit and waste on the business
- show their knowledge and understanding of the correct storage and care of cut flowers and foliage according to varieties, e.g. exotic, tropical or hardy
- identify four common pests and diseases associated with plants and how to prevent and control them.

UNIT 1: IDENTIFICATION AND CARE OF CUT FLOWERS, FOLIAGE AND PLANTS

For pass standard, learners will:

- demonstrate how to store fresh materials according to environmental and humidity requirements
- demonstrate the stock rotation process within two hours of a commercial, viable timescale in relation to the quantity of product received
- produce a report that identifies the key elements of stock rotation, e.g. effects on profits and waste
- state in a customer-friendly manner why fresh products should be present
- state why storage and care of cut flowers and foliage is necessary according to varieties, e.g. exotic, tropical or hardy
- identify at least three common pests and diseases associated with plants.

Assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity. *Section 6* gives information on setting assignments and there is further information on our website.

A suggested structure for summative assessment is shown in the *Unit summary* section, along with suitable forms of evidence. This is for illustrative purposes only and can therefore be adapted to meet local needs or to assess across units where suitable opportunities exist. The information in the *Links to other units* section will be helpful in identifying opportunities for assessment across units.

The following scenario could be used to produce the required evidence for this unit. Centres are free to use comparable scenarios or other forms of evidence provided that they meet the assessment requirements of the unit.

Suggested scenario

A large flower and plant wholesaler has asked you to create a presentation on how to care for cut flowers, foliage and plants. The presentation will be given at the next wholesaler open day. Attendees will include local floristry businesses, college students and event specialists.

You will need to create a portfolio of cut flowers, foliage and plants, showing information on each. You should include the common name, the botanical name, stem type (where applicable), availability, conditioning process and information on storage to ensure the best conditions for the fresh materials.

You should also include identification of pests and diseases, and evidence of conditioning and care for cut flowers, plants and foliage through images or videos, showing good conditioning and maintenance practices.

This could take the form of a PowerPoint® presentation, a test on identification, a video or a portfolio guidebook.

If a retake is necessary, an alternative example must be used. The following is an example of a retake assessment activity.

You have been asked by your tutor to prepare a handbook that shows how to care for cut flowers, foliage and plants, to be used in the floristry shop.

The handbook will identify cut flowers, foliage and plants (can include images and photographs) and show information on the different cut flowers, foliage and plants, including common names, botanical names, stem type and availability. The handbook will also include the common pests and diseases and the steps to follow when receiving goods, and how to condition and care for the flowers, foliage and plants.

Further information for tutors and assessors

Delivery guidance

The following are examples of practical activities and workshops that tutors could use when developing sector and transferable skills in the delivery of this unit. Wherever possible, practical activities should be used to help learners develop both personal and sector skills in preparation for the final assessment. These suggestions are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Tutor-led discussion on the reasons we use botanical names in the floristry industry.

Learners could study a video tour of Dutch flower markets or tutors could invite a guest speaker from a wholesale company to discuss varieties, stem lengths, availability and quality control.

Suggested time: about 3 hours.

Activity: Identify cut flowers and foliage

Tutor-led discussions showing the range of cut flowers and foliage, including full classification of each of the flowers and foliage – genus, cultivar, common names, varieties, stem types and seasonal availability.

Tutor-led demonstration and group discussion on dissecting a flower and identifying the floral components, and a discussion about the purpose of each component.

May include flash cards, practice tests, PowerPoint® presentation, mood boards, IT quizzes such as Kahoot or matching activities.

Suggested time: about 8 hours.

Activity: Identify houseplants

Tutor-led discussions showing the range of plants, including full classification of different plants – genus, cultivar, common names and varieties.

Tutor-led demonstration and group discussion on identifying the structure of a plant and discussion about the functions and purpose of plant structures.

May include flash cards, practice tests, PowerPoint® presentation, mood boards, IT quizzes such as Kahoot or matching activities.

Suggested time: about 6 hours.

Activity: Receiving and checking products

Discussion to follow how learners would carry out the process of receiving and checking products, why it needs to take place, and the range of linked paperwork, such as delivery notes and orders, that aids the process.

Learners would be able to use their weekly practical activities for evidence of the above tasks such as receiving and checking the flowers for the group. They would also generate visual and practical evidence if recorded by photos or video.

Suggested time: about 3 hours.

Activity: The conditioning process of cut flowers and foliage

Workshop on how to identify each material (linked to the identification section of this unit), and how to correctly condition each material according to its specific requirements to ensure maximum lifespan.

Evidence for this activity could include witness statements and photographs to show learners carrying out the process.

Suggested time: about 4 hours.

Activity: Care, storage and presentation of product

Discussion topics can be linked to work-placement activities. Topics may cover the ways to care for different types of flower, foliage and plants, depending on their needs such as temperature and environmental conditions.

Suggestions on how to display product in an appealing manner and how to inform customers on trends and colour combinations, and which types of material work best together. Discussion about colour harmonies, scent and flower sizes.

Suggested time: about 5 hours.

Activity: Identify pests and diseases in houseplants

Tutor-led discussion including discussion of examples of pests and diseases, using real-life examples where possible. Revision may take the form of a PowerPoint® presentation, matching activities or flash cards.

Suggested time: about 6 hours.

UNIT 1: IDENTIFICATION AND CARE OF CUT FLOWERS, FOLIAGE AND PLANTS

Essential resources

For this unit, learners will need access to textbooks that cover the identification, selection and caring of flowers and plants.

Links to other units

This unit draws on the knowledge and skills taught in:

- Unit 2: Health and Safety Working Practices within the Floristry Industry
- Unit 3: Floristry Work Placement
- Unit 4: Construct Hand-tied Floristry Designs
- Unit 5: Construct Wired and Glued Designs
- Unit 6: Construct Designs in a Medium
- Unit 7: Responding to a Floristry Brief.

Employer involvement

This unit would benefit from employer involvement in the form of:

- designs or ideas for the unit assignment, case study and project materials
- work experience
- guest speakers from the floristry industry, for example florists, wholesalers, growers.

Unit 2: Health and Safety Working Practices within the Floristry Industry

Level: **2**

Unit type: **Mandatory**

Assessment type: **Internal**

Guided learning hours: **30**

Unit in brief

Learners will develop the knowledge and understanding of health and safety practices required for safe working in the floristry industry.

Unit introduction

To ensure that commercial premises, workshops and flower shops work effectively and safely to prevent litigation, loss of work, business or injuries, safe working for both staff and customers is vital.

When working in the floristry industry, you will need to be aware of health and safety requirements, and ensure that health and safety standards are complied with. In this unit, you will explore the roles and responsibilities, with regard to health and safety, of employers and employees in the floristry industry. You will be able to identify risks and associated hazards, and the safety measures put in place to limit and eliminate them. You will gain knowledge of relevant laws and legislation that apply to the floristry industry and develop an awareness of the health and safety requirements needed for all who work in the industry. You will produce appropriate risk assessments for common practical floristry tasks.

This unit is particularly important in all areas of floor shop- and workshop-based practical work for the floristry industry.

Learning aims

In this unit you will:

- A** Understand the roles and responsibilities for safe working in the floristry workplace
- B** Explore health and safety requirements within the floristry industry
- C** Demonstrate safe working practices in the workplace.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Understand the roles and responsibilities for safe working in the floristry workplace	A1 Roles and responsibilities A2 Health and safety legislation and regulations A3 Sustainability and waste managements	Photographic/video evidence of learners engaging in health and safety roles, and recycling opportunities – supported by observation records – linked with work experience unit. A report on legislation and the supply chain. Carry out a risk assessment.
B Explore health and safety requirements within the floristry industry	B1 Identify hazards and risk in the floristry industry B2 Identify safety control measures	
C Demonstrate safe working practices in the workplace	C1 Carry out risk assessment C2 Working safely in work areas	
Key teaching areas in this unit include:		
Sector skills	Knowledge	Transferable skills/behaviours
<ul style="list-style-type: none"> Professional attitudes Safe working 	<ul style="list-style-type: none"> Health and safety standards Working within codes of practice 	<ul style="list-style-type: none"> Self-management and development Thinking skills/adaptability Working with others

Unit content

Knowledge and sector skills

Learning aim A: Understand the roles and responsibilities for safe working in the floristry workplace

A1 Roles and responsibilities

Learners will develop an understanding of the different roles and responsibilities relating to health and safety within the floristry industry and make connections between the roles.

- Employers, such as a senior florist shop owner:
 - ensure that training is undertaken on health and safety practices and procedures in the flower shop
 - oversee any tasks to ensure working safely
 - are responsible for off-site working for all staff members and that correct risk assessments are completed, e.g. working at height, lone working, safety of customers.
- Employees, such as a junior florist:
 - understand the training provided
 - implement training provided
 - prevent accidents and minimise risks in the workplace
 - apply good housekeeping standards, e.g. sweeping floors, mopping up water, carrying loads safely.

A2 Health and safety legislation and regulations

Learners will develop an understanding of relevant UK legislation and regulations that cover the responsibilities of those working in the floristry industry, and of how they govern health and safety practices.

- Relevant legislation and regulations:
 - Control of Substances Hazardous to Health (COSHH) Regulations 2002
 - Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013
 - Health and Safety at Work etc. Act 1974
 - Working Time Directive 2003
 - Employment Act 2008
 - National Minimum Wage
 - Equality Act 2010
 - public liability insurance
 - Consumer Rights Act 2015 – including product labelling.

A3 Sustainability and waste management

- Sustainability:
 - awareness of ethically sourced fresh materials, flower and foliage
 - floral culture supply chain – from field to shop, carbon footprint, international and ethical trading regulations and import of goods
 - UK-grown flowers and foliage – sourced and seasonal availability
 - current UK legislation on crop spraying and protection – health and safety implications.

UNIT 2: HEALTH AND SAFETY WORKING PRACTICES WITHIN THE FLORISTRY INDUSTRY

- Waste management:
 - water management, e.g. commercial growers and wholesalers recycling water in growing and commercial processes, unused water used to water plants
 - disposing and managing of commercial waste, e.g. separating waste into cardboard and plant materials
 - recycling waste material, e.g. cardboard, cellophane, plant materials and general commercial waste
 - composting opportunities for waste plant materials
 - implications of health and safety, and disposing of materials incorrectly
 - manual handling
 - employers' responsibilities to staff welfare and customers.

Learning aim B: Explore health and safety requirements within the floristry industry

Learners will be able to recognise the hazards and risks that occur in the floristry industry and the control measures required to ensure safe working.

B1 Identify hazards and risks in the floristry industry

- Poisonous and hazardous materials:
 - identification and handling of poisonous and irritant plant material, e.g. bulb flowers (Tulipa, Narcissi, Hyacinthus), foliage (Eucalyptus, Grevillea), Pinaceae family, Aconitum (monkshood), Chrysanthemum.
- Use of hazardous chemicals in the floristry industry, e.g. flower food – powder, liquid and pump dispenser, bleach/bucket cleaner, leaf shine, cold glue.
- Floristry shop floor and workshop, e.g. clothing, behaviour, slips, trips, floors, use of tools, equipment.

B2 Identify safety control measures

- Training and supervision, e.g. induction.
- PPE, e.g. aprons, correct footwear, gloves – latex and heavy duty.
- Tools and equipment – safe use, cleaning maintenance and storage.
- Electricity, e.g. portable appliance testing (PAT).
- First aid – location and upkeep.
- Manual handling, e.g. safe working loads, correct lifting.
- Notices and labelling, e.g. hazardous materials and mandatory protection (masks when working with chemicals).
- Working at heights, e.g. ladders.

Learning aim C: Demonstrate safe working practices in the workplace

C1 Carry out risk assessment

Learners will identify hazards and risks, and carry out an appropriate risk assessment to support safe working floristry practices.

- Identify hazards, risks and controls for floristry processes and equipment.
- Risk assessments: method of measuring the effectiveness of control measures for hazards and risks, and minimising the risk.

C2 Working safely in work areas

Learners will apply safe working practices when carrying out practical activities, such as conditioning cut flower and foliage, and preparing and constructing floral orders.

- Working safely:
 - risk assessments – use completed risk assessments to inform daily activities/tasks completed in a flower shop and off-site working
 - use of appropriate PPE
 - use of appropriate safe-working practices when completing, receiving and conditioning flower, foliage and plants, when completing daily customer orders and requirements, when working in a retail flower shop, housekeeping and working off site
 - safe use, maintenance and storage of floristry tools and materials
 - following emergency procedures where appropriate, e.g. demonstrate awareness of fire drill, theft or first-aid emergency
 - appropriate behaviours, e.g. take part in work induction and training; demonstrate awareness of personal safety and the safety of others, effective and appropriate communication with work colleagues, other professionals and the public.

Transferable skills/behaviours

Self-management and development

- Taking responsibility for own actions and understanding the outcomes, being responsible and able to develop awareness and support the team with health and safety issues.

Thinking skills/adaptability

- Understanding the importance of safe working for learners and others (both staff and customers), recognising when dangerous situations arise and how to deal with them and respond correctly to ensure that all parties are safe. This may heighten during peak trading periods and more care and attention may be required owing to workload and customer demand.

Working with others

- Ensuring that health, safety and good working practices are observed and maintained on the premises/in flower shop.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Understand the roles and responsibilities for safe working in the floristry workplace		
A.P1 Identify employer and employee roles and responsibilities, with reference to health and safety requirements.	A.M1 Describe employer and employee roles and responsibilities, with reference to current health and safety legislation and regulations.	A.D1 Analyse employer and employee roles and responsibilities, with reference to health and safety legislation and regulation, justifying outcomes and consequences.
A.P2 Identify relevant health and safety legislation and regulations related to the floristry industry.		
Learning aim B: Explore health and safety requirements within the floristry industry		
B.P3 Identify the hazards and associated risks that can occur when carrying out floristry working practices.	B.M2 Describe the effectiveness of safety measures put in place to control risks and hazards in the floristry industry.	B.D2 Analyse the effectiveness of safety measures put in place to control risks and hazards, justifying how they are needed to ensure safe working in the floristry industry.
B.P4 Identify the safety measures that are needed to control risks and hazards in the floristry industry.		
Learning aim C: Demonstrate safe working practices in the workplace		
C.P5 Produce a basic risk assessment for a practical activity, to ensure safe floristry working practices.	C.M3 Produce a detailed risk assessment when carrying out practical activities, to ensure safe floristry working practices.	C.D3 Produce a comprehensive risk assessment when carrying out practical activities, ensuring safe and effective floristry working practices.
C.P6 Carry out safe-working practices with reference to a specific practical activity.		

Essential information for assessment decisions

Learners' assessment evidence is to be produced independently by each learner. Learners to produce written reports as evidence, together with authenticated photographic or video evidence. The evidence gained must show that in working in the floristry industry they have the ability to work in a team, understand and demonstrate how to deal with customer needs, and that they work effectively and productively in order to achieve customer orders in appropriate timescales. Health and safety standards are always maintained and are paramount to the welfare of staff, customers and learners.

Learning aim A

For distinction standard, learners will:

- present comprehensive information on the employer and employee roles and responsibilities, with reference to health and safety legislation and regulations
- provide justification as to why legislation and regulations must be adhered to at all times within the floristry industry
- describe in detail the responsibilities of employers and employees and how they must ensure that health and safety is observed and adhered to in the workplace, for example the responsibilities of a senior florist in ensuring that health and safety training and awareness, such as general housekeeping, incident reporting and safe use of tools and equipment and hazardous materials, is provided
- produce a report to a high standard, using correct terminology.

Witness statements may be used as additional evidence from the workplace.

For merit standard, learners will:

- present information on the employer and employee roles and responsibilities, with reference to health and safety legislation and regulations
- describe why legislation and regulations need to be adhered to at all times in the floristry industry
- provide details on how to ensure employers and employees maintain safe working practices in the floristry industry, for example use of PPE and incident reporting
- produce a report to a satisfactory standard using correct terminology.

Witness statements may be used as additional evidence from the workplace.

For pass standard, learners will:

- provide a brief description of the employer and employee roles and responsibilities, with reference to health and safety legislation and regulations
- outline why health and safety legislation and regulations need to be adhered to in the floristry industry, with reference to examples
- provide examples of how employers and employees maintain safe working practices, for example induction and use of PPE
- produce a report with appropriate use of the correct terminology.

Witness statements may be used as additional evidence from the workplace.

Learning aim B

For distinction standard, learners will:

- present comprehensive information describing the risks and hazards that can occur in the floristry industry and the associated safety measures that need to be put in place to avoid accidents and injuries
- compare and contrast the different types of safety measures put in place to control risk and hazards, such as training and supervision, manual handling, safe use of tools and equipment and how and why they have been used in the floristry industry
- present work to a high standard using correct terminology and well-selected examples.

For merit standard, learners will:

- describe in detail the risks and hazards that can occur in the floristry industry and the safety measures that need to be put in place to control and avoid them
- describe the effectiveness of selected safety measures, with use of examples
- present work to a satisfactory standard using relevant examples.

For pass standard, learners will:

- describe hazards and associated risks, with reference to examples
- describe appropriate safety measures used for limiting and eliminating the risk and the associated hazards that can occur in the floristry industry
- present work, with reference to examples.

Learning aim C

For distinction standard, learners will:

- produce a risk assessment(s) for specific practical activities from a minimum of two of the following types:
 - receiving and conditioning of flowers, foliage and plants
 - planning and constructing floral arrangements
 - working in a flower shop, daily housekeeping
- provide a detailed description of the risk and associated hazards for the selected practical activities, the control measures put in place and the effectiveness of the control measures, justifying choice
- produce a risk assessment completed to the relevant industry standard, using correct terminology throughout.

For merit standard, learners will:

- produce a risk assessment(s) for specific practical activities such as receiving and conditioning of flowers, foliage and plants, planning and constructing floral arrangements, working in a flower shop, daily housekeeping
- describe risk and associated hazard for the selected practical activity/activities
- produce a risk assessment completed to appropriate standard, using correct terminology.

For pass standard, learners will:

- produce a risk assessment for a specific practical activity, for example receiving and conditioning of flowers, foliage and plants, working in a flower shop, daily housekeeping tasks
- be observed on a minimum of three separate occasions applying safe working practices, for example safe use and storage of tools and equipment, good daily housekeeping
- produce a risk assessment, using correct terminology.

Assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity. *Section 6* gives information on setting assignments and there is further information on our website.

A suggested structure for summative assessment is shown in the *Unit summary* section, along with suitable forms of evidence. This is for illustrative purposes only and can therefore be adapted to meet local needs or to assess across units where suitable opportunities exist. The information in the *Links to other units* section will be helpful in identifying opportunities for assessment across units.

The following scenario could be used to produce the required evidence for this unit. Centres are free to use comparable scenarios or other forms of evidence provided that they meet the assessment requirements of the unit.

Suggested scenario

You are working as a senior florist in a local flower shop and have been given the opportunity to update the staff training programme on safe working practices. This training is given as part of an induction to members of staff who join the team.

The training programme will include:

- a factsheet on the responsibilities of each team member working in the flower shop, to ensure that health and safety is applied and followed
- a presentation for the staff, informing them of the following legislation and regulations relating to floristry:
 - current UK legislation applicable to the floristry industry
 - a risk assessment of routine tasks and risks in a flower shop
 - personal protective equipment used in the flower shop.

The presentation can include images and videos to support the assessment, a number of factsheets or a report. Any images used should show learners carrying out a task. Witness statements, linked to the work placement, may also be used as evidence.

If a retake is necessary, an alternative example must be used. The following is an example of a retake assessment activity.

A local college has asked been approached by the Health and Safety Executive (HSE) to create a short video on safe working practices in a flower shop. The video should include details of the roles and responsibilities of employers and employees in ensuring that health and safety is adhered to, and how each team member is responsible for safe working practices.

The presentation should include details on personal protective equipment and current laws, and include risk assessments for practical activities carried out in the floristry industry.

The evidence may take the form of a presentation to include images and videos to support the assessment, a number of factsheets or a report. Any images used should show learners carrying out a task. Witness statements, linked to the work placement, may also be used as evidence.

Further information for tutors and assessors

Delivery guidance

The following are examples of practical activities and workshops that tutors could use when developing sector and transferable skills in the delivery of this unit. Wherever possible, practical activities should be used to help learners develop both personal and sector skills in preparation for the final assessment. These suggestions are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Tutor-led discussion on the floristry industry.

Health and safety in floristry.

The roles and responsibilities of employers and employees in ensuring health and safety working practices are observed, and the legislation and regulations are adhered to.

Guest speaker – either a visit from a florist or a trip to a local floral wholesaler.

Suggested time: about 3 hours.

Activity: Legislation and regulations

Learners to research several pieces of legislation and regulations that relate to the floristry industry – report back to group.

Tutor-led discussion on why the legislation and regulations should be adhered to, and the consequences of not adhering to them.

Suggested time: about 8 hours.

Activity: PPE and floristry tools

Learner-led activity on naming tools and equipment and uses.

Discussion on PPE and what should be worn in a flower shop and why.

Suggested time: about 4 hours.

Activity: Poisonous and hazardous materials

Tutor-led discussion on the dangers of hazardous materials.

Identification of poisonous or irritant plant materials.

Identification of the safety control measures and requirements.

If available, a guest speaker, tutor or specialist from a horticultural centre to talk about the safety measures put in place to ensure safe working.

Suggested time: about 8 hours.

Activity: Safe working practices

How to complete a risk assessment.

Learners to carry out risk assessments during a practical session.

How to document best practice of working safely in a flower shop, for example staff procedures.

Suggested time: about 7 hours.

Essential resources

For this unit, learners will need access to:

- health and safety PPE
- floristry floor shop and work areas.

Links to other units

This unit draws on the knowledge and skills taught in:

- Unit 1: Identification and Care of Cut Flowers, Foliage and Plants
- Unit 3: Floristry Work Placement
- Unit 4: Construct Hand-Tied Floristry Designs
- Unit 5: Construct Wired and Glued Designs
- Unit 6: Construct Designs in a Medium
- Unit 7: Responding to a Floristry Brief.

Health and safety working practicals are allied to all units in the course structure.

To demonstrate the underpinning knowledge learned and demonstrated, this unit should be taught alongside each practical unit.

Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers from the floristry industry, for example florists, wholesalers, growers
- work experience in the industry
- support from local business staff as mentors.

Unit 3: Floristry Work Placement

Level: **2**

Unit type: **Mandatory**

Assessment type: **Internal**

Guided learning hours: **60**

Unit in brief

Learners will develop the skills and behaviours needed to work successfully in the floristry industry.

Unit introduction

Do you think you can work well in the floristry industry? In this unit, you will learn new skills and gain hands-on industry skills. Work placement gives a unique insight into working life and can help you to work out what you might want to do in the floristry industry. Completing the unit also means that you will be able to add new skills, such as communication and teamwork, to your CV.

In this unit, you will develop and apply the skills needed to perform confidently and to a high standard in a working environment. You will look for and take part in a work placement that appeals to you. Talking to, listening to and watching people who work in the industry is the best way of learning about the work involved and what is required of an employee.

This unit will give you the fundamental work skills you need to apply for and gain employment as a florist. The unit includes 75 hours of real-life work experience.

Learning aims

In this unit you will:

- A** Investigate and apply for a floristry work placement
- B** Demonstrate work skills and practices in the floristry industry
- C** Review own floristry work placement.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Investigate and apply for a floristry work placement	A1 Investigating a work placement A2 Applying for a work placement	A portfolio of work-related research and completed application documents evidenced by observation records or video evidence.
B Demonstrate work skills and practices in the floristry industry	B1 Professional behaviours B2 Communication skills B3 Safe working	A work placement report supported by: <ul style="list-style-type: none"> • observation records/ witness statements • video and/or photographic evidence of all practical activities • reported evidence of appropriate work skills and hours. Written evidence of review: review, reflection and areas for improvement.
C Review own floristry work placement	C1 Review of work placement C2 Self-development and areas for improvement	
Key teaching areas in this unit include:		
Sector skills	Knowledge	Transferable skills/behaviours
<ul style="list-style-type: none"> • Job searching • Work research/application processes • Workplace behaviour/ techniques • Work skills 	<ul style="list-style-type: none"> • Effective teamwork • Effective communication • Self-development 	<ul style="list-style-type: none"> • Communication • Problem solving • Self-management and development • Thinking skills/adaptability • Working with others

Unit content

Knowledge and sector skills

Learning aim A: Investigate and apply for a floristry work placement

A1 Investigating a work placement

- Work search resources, e.g. sector magazines, newspapers, internet job sites, social media, local advertisements.
- Documents:
 - job advertisement
 - job/role description
 - essential and desirable personal requirements
 - using these documents in an appropriate way.
- Identifying the skills required to work in the sector, e.g. interpersonal skills, communication, technical knowledge, practical skills.

A2 Applying for a work placement

- Different methods of applying, e.g. application forms, CVs, covering letters, online applications, telephone enquiries, applying in person.
- How and where to find work application information, e.g. from human resources (HR) departments, company/organisation websites, job websites, local and national information sources, media, employment agencies.
- Job research: paying attention to all details of the job application so that nothing relevant is left out; ordering different types of information in a logical manner in the application document; checking whether or not to include supporting documents, e.g. work permits, certificates, personal identification; using personal statements to create a positive impression of skills and interests.

Learning aim B: Demonstrate work skills and practices in the floristry industry

B1 Professional behaviours

- Working environment skills: appropriate attendance, appropriate personal presentation, positive attitude (appropriate demeanour, use of own initiative).
- Time management, including arriving at work on time, completing tasks in allocated time, e.g. making a floral design within a realistic timing.
- Administrative skills, e.g. maintaining records, taking orders, using email/phone, using workplace documents, using electronic equipment, handling payment, using relay services.
- Problem solving, e.g. finding alternative solutions to problems, adapting designs to meet customers' needs.
- Working with others, e.g. team briefing, completing floral orders, taking orders and passing on to work colleagues.
- Appreciation of others' needs and points of view, respecting equality laws/social diversity in the workplace.

UNIT 3: FLORISTRY WORK PLACEMENT

B2 Communication skills

- Interpersonal skills, including appropriate speaking and listening skills.
- Use of appropriate and professional language.
- Use of initiative/asking for advice if unsure.
- Ability to receive and follow instructions.
- Interacting with visitors and staff appropriately.
- Communicating tasks completed, e.g. customer feedback, communicating designs with customers.

B3 Safe working

- Safe working following protocols, following other work placement policies and procedures.
- Working within legal/good practice frameworks, e.g. Health and Safety at Work etc. Act 1974, Control of Substances Hazardous to Health (COSHH) Regulations 2002 etc.
- Use of personal protective equipment (PPE).
- Safe handling procedures.
- Safe working with tools and equipment.
- Risk assessment.

Learning aim C: Review own floristry work placement

C1 Review of work placement

- SWOT (strengths, weaknesses, opportunities and threats) relating to work placement.
- Identifying what went well and what did not go so well, including time taken to complete tasks, interaction with supervisors/managers, how well tasks were completed.
- Using feedback from employers when evaluating performance.

C2 Self-development and areas for improvement

- Self-development:
 - identifying own training and development needs, e.g. skills audit
 - meeting/discussion with supervisor
 - review and reflection.
- Areas for improvement: based on own reflection, assessment (and feedback from others, if appropriate), e.g. get feedback and suggestions from all team members before deciding on a solution to a problem in the team task.

Transferable skills/behaviours

Communication

- Verbal, written and face-to-face communication with colleagues and tutors.
- Applying for placements in appropriate formats.
- Reviewing own performance.
- Reading feedback from employers.
- Speaking to customers/clients.

Problem solving

- Solving customers' problems.
- Carrying out practical tasks.
- Identifying and choosing the right equipment

Self-management and development

- Reviewing own performance after a placement.
- Identify areas for improvement.
- Create personal action plans for development.

Thinking skills/adaptability

- How to tackle job advertisements.
- Using information and relating own skills.
- Identifying own skills and areas for improvement.

Working with others

- Working with individuals or teams while on work placement.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Investigate and apply for a floristry work placement		
A.P1 Demonstrate appropriate investigation for a work placement.	A.M1 Demonstrate effective use of search and application documents for a work placement.	A.D1 Justify work placement search and application activities carried out, recommending improvements.
A.P2 Use appropriate application skills for a work placement.		
Learning aim B: Demonstrate work skills and practices in the floristry industry		
B.P3 Demonstrate adequate use of communication skills and practices during work placement.	B.M2 Demonstrate appropriate use of communication skills and practices, working effectively with others during the work placement.	B.D2 Demonstrate competent use of floristry skills and practices, working confidently with others to achieve effective outcomes during the work placement.
B.P4 Demonstrate adequate behaviours during a floristry work placement.		
Learning aim C: Review own floristry work placement		
C.P5 Describe own tasks and activities carried out during own work placement.	C.M3 Describe own performance during tasks and activities carried out, using relevant examples to demonstrate strengths and areas for improvement.	C.D3 Explain own performance, using examples to identify strengths, areas for improvement and appropriate training and self-development needs in response to feedback from others.
C.P6 Identify own strengths and areas for improvement during a work placement.		

Essential information for assessment decisions

To provide evidence for assessment and to achieve this unit, learners are required to complete 75 hours of work placement. The work placement must be with an employer, i.e. in an external setting and could be with more than one provider if necessary.

Learning aim A

For distinction standard, learners will:

- show understanding of their own limitations during a work application process, and of how their work application skills could be improved moving forward
- give evidence of their suitability for the work placement in question.

For merit standard, learners will:

- use relevant skills to provide an appropriate and developed CV and letter of application for a suitable work placement.

For pass standard, learners will:

- use work-searching skills to locate two appropriate work advertisements and job descriptions
- use work-searching skills to find one potential floristry work placement
- use skills to apply for a relevant work placement
- provide a CV and completed application form for a work placement
- demonstrate acceptable use of spelling, grammar and punctuation.

Learning aims B and C

It is a requirement that all learners complete 75 hours of valid work placement in an external setting. This must be in addition to the 60 guided learning hours required for the delivery of this unit. Work placement need not be limited to one provider, however work placement in floristry working environments run by, and/or on the site of, the centre are not appropriate. Suggested evidence records for the work placement can be found on the Pearson website.

For distinction standard, learners will:

- give evidence of consistently appropriate personal presentation and a positive attitude during work placement
- give evidence of excellent time management and problem-solving skills
- need little, if any, intervention by supervisor(s)
- work effectively with others in the work placement and have a full appreciation of others and other points of view demonstrated
- consistently demonstrate effective safe working
- show a clear awareness of strengths and areas for improvement and development with reference to examples of working practice and behaviour
- show a clear understanding of how feedback from others can shape self-development needs constructively.

UNIT 3: FLORISTRY WORK PLACEMENT

For merit standard, learners will:

- give evidence of appropriate personal presentation and a positive attitude during work placement
- give evidence of appropriate time management and problem-solving skills
- need some intervention by supervisor(s)
- work appropriately with others in the work placement and have some appreciation of others and other points of view demonstrated
- demonstrate effective safe working
- show an awareness of strengths and areas for improvement with reference to examples of working practice and behaviour
- provide reflective information on how they could benefit from training and development, justified in relation to their own career aspirations, using feedback from others.

For pass standard, learners will:

- evidence adequate use of professional behaviours, communication skills and safe working skills as listed in the unit content
- need a lot of intervention from their supervisor(s)
- give information on the tasks and work activities they carried out, their strengths, areas for improvement and how they worked in respect of legal rights and responsibilities, as detailed in the unit content
- include evidence of their interpersonal and communication skills, and time-management and teamwork skills.

Assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity. *Section 6* gives information on setting assignments and there is further information on our website.

A suggested structure for summative assessment is shown in the *Unit summary* section, along with suitable forms of evidence. This is for illustrative purposes only and can therefore be adapted to meet local needs or to assess across units where suitable opportunities exist. The information in the *Links to other units* section will be helpful in identifying opportunities for assessment across units.

Learners should look for a work placement in a working environment appropriate to the floristry industry and investigate the steps involved in applying for a placement. Once on a work placement, each learner will show that they have the appropriate skills and behaviours that an employer would expect. When the placement is completed, learners will review their experience and consider appropriate training and development they could take advantage of. Learners need to take account of feedback received from others, for example workplace supervisors and tutors.

Further information for tutors and assessors

Delivery guidance

The following are examples of practical activities and workshops that tutors could use when developing sector and transferable skills in the delivery of this unit. Wherever possible, practical activities should be used to help learners develop both personal and sector skills in preparation for the final assessment. These suggestions are not intended as a definitive guide to cover the full GLH of the unit.

<p>Introduction to unit Poster making; work skills and behaviours for employment in the floristry industry. Suggested time: about 4 hours.</p>
<p>Activity: Small-group work/teamwork on scenario-based projects, searching for and applying for jobs of interest in the floristry industry. Suggested time: about 8 hours.</p>
<p>Activity: Holding group meetings to develop communication and teamworking skills, scenario based such as recruitment in a sector business. Suggested time: about 4 hours.</p>
<p>Activity: Role play developing other working skills and behaviours in varying scenarios. Suggested time: about 3 hours.</p>
<p>Activity: Work placement review of own performance. Suggested time: about 4 hours.</p>

Essential resources

For this unit, learners must have access to:

- a suitable site(s) for work placement
- appropriate transport to suitable sites
- first-aid facilities and appropriately trained staff (wherever practical activities are carried out).

Links to other units

This unit has strong links to:

- Unit 1: Identification and Care of Cut Flowers, Foliage and Plants
- Unit 2: Health and Safety Working Practices within the Floristry Industry
- Unit 4: Construct Hand-tied Floristry Designs
- Unit 5: Construct Wired and Glued Designs
- Unit 6: Construct Designs in a Medium
- Unit 7: Responding to a Floristry Brief.

Employer involvement

This unit would benefit from employer involvement in the form of:

- fit-for-purpose work placements
- guest speakers
- own business materials as exemplars, for example use of workplace literature and information sources.

Unit 4: Construct Hand-tied Floristry Designs

Level: **2**

Unit type: **Mandatory**

Assessment type: **Internal**

Guided learning hours: **30**

Unit in brief

Learners explore and develop the knowledge and skills needed to construct a range of hand-tied designs, suitable for everyday occasions, special dates and events.

Unit introduction

Are you considering a career as a florist? This unit will provide you with the skills and techniques you need to be a junior florist. As a junior florist, you will need the right knowledge and skills to be able to suggest and make suitable, appropriate and interesting designs to meet customer needs. When planning these designs, you need to listen actively to your customers and colleagues so that the hand-tied designs for special events, occasions or sympathy tributes are perfect and match the order requirements.

In this unit, you will plan, prepare, construct and review hand-tied designs. There is a set list of designs that you will practise before the end practical activity. This unit focuses on applying elements and principles of design and on developing the skills to ensure that designs are harmonious. The unit includes teamwork where you will work effectively with colleagues to ensure that you have met customer requirements and that you have used planning, communication and problem-solving skills.

The skills and knowledge you develop in this unit will help you to progress to employment as a professional florist such as junior florist, senior florist, freelance florist, self-employed florist, hotel florist or cruise-ship florist.

Learning aims

In this unit you will:

- A** Explore hand-tied floral designs for different purposes and occasions
- B** Plan and prepare tools and materials to construct hand-tied floral designs
- C** Create hand-tied floral arrangements for different purposes and occasions.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Explore hand-tied floral designs for different purposes and occasions	A1 Types of hand-tied designs A2 Uses and purposes	Photographic and written evidence of different hand-tied types and their uses (purpose). Photographic and written evidence of designs constructed, with written evidence of the planning (sketch and costing) and a reflective account of the preparing and selecting of materials, tools and techniques. Reflective account of the professional finishing and timing. Observation.
B Plan and prepare tools and materials to construct hand-tied floral designs	B1 Planning and preparing B2 Hand-tied techniques B3 Tools and materials	
C Create hand-tied floral arrangements for different purposes and occasions	C1 Elements and principles of design C2 Health and safety C3 Finishing and timing	
Key teaching areas in this unit include:		
Sector skills	Knowledge	Transferable skills/behaviours
<ul style="list-style-type: none"> • Planning • Preparing • Selecting • Floristry skills • Professional behaviour • Costing 	<ul style="list-style-type: none"> • Design types • Health and safety 	<ul style="list-style-type: none"> • Communication and managing information • Self-management and development • Thinking skills/adaptability • Working with others

Unit content

Knowledge and sector skills

Learning aim A: Explore hand-tied floral designs for different purposes and occasions

Learners will develop an understanding of the different types of modern and traditional styles of hand-tied floral designs, and the occasions they are used for. They will also explore the purpose for each floral design, as well as the peak periods they would be created for, such as Valentine's Day, Christmas, Mother's Day and Father's Day.

A1 Types of hand-tied designs

- Cone wrap, e.g. single flower and multiple flowers.
- Impulse sale without an aqua pack bottom.
- Hostess bouquet with an aqua pack bottom.
- Natural loose posy.
- Compact/grouped posy.
- Gift bouquet (flat packed).
- Funeral sheaf.
- Hand-tied design in a container.
- Hand-tied design using a collar.

A2 Uses and purposes

- General gift, e.g. birthday, anniversary, new baby, Mother's Day, Valentine's Day.
- Sympathy bouquet.
- Weddings, e.g. brides or bridesmaids.
- Thank you, surprise and good luck bouquets.
- Presentation bouquets for dignitaries, retirement and leaving parties, royalty, on stage and for award winners at events and competitions.

Learning aim B: Plan and prepare tools and materials to construct hand-tied floral designs

B1 Planning and preparing

Learners will develop an understanding of the planning and preparation, such as sketching, needed when creating a hand-tied design, and the techniques, tools and materials needed to construct it.

- Sketching of design: application of elements and principles, annotation and flower names, seasonal availability of flowers.
- Costing – using a material and sundries price list to:
 - cost up to gain an end price
 - cost down from a given design price to determine content
 - skill markup – 20% markup.

UNIT 4: CONSTRUCT HAND-TIED FLORISTRY DESIGNS

- Preparation:
 - unpacking and conditioning of floral materials
 - prepare work surfaces
 - select appropriate tools, materials and sundries
 - use handling techniques to minimise damage and prolong the lifespan of the flowers.
- Safe working practice: setting up the work station and tidying up afterwards, with tools and materials needed.

B2 Hand-tied techniques

Learners will develop the techniques required when constructing different hand-tied designs, with a focus on the elements and principles of design.

- Lines of materials, e.g. focal line, lines of rhythm of movement.
- Groupings of materials, e.g. texture, repetition.
- Support wiring techniques, e.g. internal and external of fresh-cut flowers, foliage and accessories.
- Leaf-manipulation techniques of fresh-cut foliage.

B3 Tools and materials

Learners plan, prepare and select the appropriate tools and floral materials suitable for the different hand-tied techniques and designs.

- Tools:
 - floristry scissors
 - floristry knife
 - secateurs
 - stem stripper.
- Materials:
 - pot tape
 - string
 - raffia
 - stripped ribbon
 - stub and reel wires, e.g. different sizes: 0.28 mm, 0.32 mm, 0.38 mm, 0.46 mm, 0.56 mm, 0.71 mm, 0.90 mm
 - stem tape
 - accessory/ancillary items, e.g. card, envelope, flower food, care card, card pick, decorative wires, decorative pins, beads, feathers, ribbon, tulle
 - fresh floral material, e.g. flowers, foliage, berries
 - artificial floral material, e.g. dry, silk, preserved flowers, foliage, berries
 - gift-wrapping products for packaging hand-tied designs that are for gifts, that require a water-held base or that are for weddings.

Learning aim C: Create hand-tied floral arrangements for different purposes and occasions

C1 Elements and principles of design

Learners will demonstrate an understanding of the elements and principles of design when creating hand-tied floral arrangements.

- Elements:
 - space
 - texture
 - form
 - colour
 - line.
- Principles:
 - dominance
 - proportion
 - harmony
 - balance
 - contrast
 - scale
 - rhythm.

C2 Health and safety

- Risk assessment.
- Keeping work area clean and safe.
- Safe handling and maintenance of tools and equipment.
- Health and safety of self and others in the workplace.

C3 Finishing and timing

Learners need to ensure that the finishing and timings are in line with professional standards and individual employer expectations, and that they are appropriate to the type of design being constructed.

- Finishing:
 - stems are showing correct spiralling or parallel methods
 - neat support wiring and taping
 - binding point does not travel and is neatly covered
 - design binding point and packaging tie point matches
 - packaging offers protection to the design
 - groomed and well-conditioned.
- Timing:
 - designs to be constructed within reasonable/expected timescale
 - speed affects profitability.
- Packaging and decorative trims:
 - decorative cellophane
 - paper
 - tissue
 - ribbon
 - raffia.

Transferable skills/behaviours

Communication and managing information

- Determining and meeting customer needs.
- Meeting professional deadlines.
- Meeting budgetary constraints.
- Complying with health and safety legislation.

Self-management and development

- Working in a professional environment.
- Planning own time.
- Reviewing own progress.
- Working under pressure to meet professional deadlines.

Thinking skills/adaptability

- Making suggestions to meet customer needs.
- Adapting to resource availability.
- Suggesting an acceptable alternative.

Working with others

- Listening and working as a team.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Explore hand-tied floral designs for different purposes and occasions		
A.P1 Identify types of hand-tied designs and the occasions for which they would be used for.	A.M1 Describe types and uses of hand-tied designs, and the peak periods, occasions and events for which they would be suitable for.	A.D1 Compare and contrast different types and purposes of hand-tied designs, justifying their suitability for different occasions and events.
Learning aim B: Plan and prepare tools and materials to construct hand-tied floral designs		
B.P2 Carry out basic planning and preparation for a hand-tied design.	B.M2 Carry out appropriate planning and preparation for leaf manipulation and support wiring, using relevant tools and techniques.	B.D2 Carry out effective planning and preparation for leaf manipulation and support wiring, using tools and techniques accurately and skilfully, justifying outcomes.
B.P3 Identify tools and materials used when carrying out hand-tied techniques for planned leaf manipulations and support wiring.		
Learning aim C: Create hand-tied floral arrangements for different purposes and occasions		
C.P4 Produce an appropriate hand-tied arrangement, with some reference to the elements and principles of design.	C.M3 Produce an effective hand-tied arrangement, with clear reference to the elements and principles of design, finished and packaged effectively.	C.D3 Produce an outstanding hand-tied arrangement, with reference to the elements and principles of design, competently finished and packaged to a high standard.
C.P5 Demonstrate basic finishing of hand-tied floral design.		

Essential information for assessment decisions

Learning aim A

For distinction standard, learners will:

- describe in detail the similarities and differences between types and purposes of hand-tied designs, e.g. a hand-tied design in a container is used so that it can be placed immediately in the required setting once packaging is removed, as opposed to a hand-tied design with an aqua pack bottom where packaging is taken off over a sink to empty the water out, stems recut and then put into a resourced container filled with flower-food enhanced water
- justify the suitability of hand-tied designs for different occasions and events explaining in detail their suitability, e.g. hand-tied using artificial or dried materials last longer and are more suitable for a long-term display, or for people staying in hospital for a long period of time.

For merit standard, learners will:

- describe the differences between hand-tied designs, e.g. a loose posy created with more space around each element in it to create a more open, natural type of design, whereas a compact posy uses materials close together with minimal space between them to create more impact
- describe the purpose and use of a named hand-tied design, and the events and occasions for which they are suitable, e.g. a compact posy is used at weddings because the smaller size is more appropriate for a wedding dress and because of a lack of packaging, whereas a hostess bouquet is normally used as a gift or presentation because of its larger size and because of the packaging that contains the water source.

For pass standard, learners will:

- list a minimum of three types of hand-tied design and the differences between them, e.g. a compact design is for a wedding, a tied sheaf is for a funeral and an impulse-buy hand-tied design is used as a gift
- identify a minimum of three types of modern or traditional hand-tied designs from actual and photographic examples provided
- describe some uses and purposes of hand-tied designs, with some reference to the design.

Learning aim B

For distinction standard, learners will:

- produce detailed sketches of their planned designs, reflecting the different perspectives and facets of materials used for the viewpoint stated, e.g. aerial view; the sketches must measure two-thirds of an A4 page, giving full botanical names and showing placements of flowers and floral materials for their planned designs
- provide a full and correct costing that is appropriate for the design, e.g. the cost for packaging will be more for a hostess hand-tied bouquet with an aqua packed bottom than for an impulse-buy hand-tied bouquet without an aqua packed bottom
- select the appropriate tools and materials needed to make their proposed designs for both leaf manipulation and supporting wiring
- record and carry out the steps required to prepare materials ready for the design construction, including consistently and efficiently following the stages of planning, independently selecting the tools, materials and sundries needed, consistently observing safe working practice while working and when preparing and clearing the work surface
- be able to adapt designs based on seasonal availability and offer alternatives

- provide detailed floristry techniques used in the design, with justification and reasoning for techniques used, and will include the stages of planning, e.g. the unpacking and conditioning specific to the floral materials being used, and the tools, materials and sundries used appropriate to the design
- use accurate floristry terminology throughout.

For merit standard, learners will:

- produce a sketch of their planned designs to show placements, with genus and species quoted
- select the tools and materials needed to make their proposed designs for both leaf manipulation and supporting wiring
- provide a costing that lists all flower and material costs accurately, with the labour charge attempted but not necessarily correct
- record and carry out steps required to prepare materials ready for the design construction, including following the stages of planning, selecting the tools, materials and sundries needed, observing safe working practice while working and when preparing and clearing the work surface
- provide floristry techniques used in the designs
- use appropriate floristry terminology throughout.

For pass standard, learners will:

- produce basic sketches of their planned designs, with genus quoted; sketches may not show placements for their planned designs
- select the tools and materials needed to make their proposed design, for either leaf manipulation or supporting wiring
- provide a costing that might not be completely correct
- with tutor assistance, carry out the basic steps required to prepare materials ready for the design construction; use tools and equipment needed for the design construction, condition and prepare floral materials and accessories for construction, but they may not observe health and safety fully nor prepare or clear away their work station appropriately
- use some relevant floristry terminology, but there may be some omissions and irrelevances.

Learning aim C

Learners are expected to work to industry standard and within reasonable timings when creating different hand-tied designs. Speed in working links to cost and profit through productivity.

For distinction standard, learners will:

- independently construct hand-tied designs within the expected timeframe that show confident and competent use of the elements and principles of design, e.g. a hostess bouquet showing lines that create rhythm and colours that produce visual balance and harmony, with correct outline form and profile
- produce a design, finished and packaged to industry standard, e.g. a hand-tied design that shows consistent and secure finishing and packaging, which is appropriate and which offers protection for the contents of the design, use of accessories and decorative trims that match colour and type of design, with all allocated floral materials, sundries and packaging included, tying point does not travel, will be neatly covered, secure, appropriate and will match the tying point for the packaging, stems show correct spiralling or parallel methods and materials are groomed and well-conditioned

UNIT 4: CONSTRUCT HAND-TIED FLORISTRY DESIGNS

- describe in detail the construction techniques, packaging and use of decorative trims, accessories and ancillary items used in the design. Provide detailed links of the planning, sketches and the final design and include the accessories, flowers, foliage and sundries used, the number of each flower used and any wastage, using accurate floristry terminology throughout
- show evidence of adhering to health and safety requirements, keeping their work area clean and safe, and safely using all tools and equipment.

For merit standard, learners will:

- construct a hand-tied design within five minutes of the expected timeframe, showing use of the elements and principles of design
- produce a design with no defects that meets customer's specifications, which are finished and packaged adequately, e.g. not all floral materials, accessories, packaging and trims are included in the timeframe, but finish is still showing neat tying points and the packaging that has been included
- describe the construction techniques, packaging, decorative trims, accessories and ancillary items used in the design. Provide some links of the planning, sketches and final design, a list of the flowers and materials used, and any wastage, using mostly accurate floristry terminology
- show evidence of adhering to some health and safety requirements, keeping their work area clean and safe, and safely using tools and equipment.

For pass standard, learners will:

- construct, with tutor assistance, a hand-tied design within ten minutes of the expected timeframe, showing some use of elements and principles of design
- produce a simple design that is fit for purpose and which suits customer specifications, and incorporates at least the main flower and foliage, but will not include extra trims, packaging or accessories and no advanced wiring or leaf manipulation techniques
- list the construction techniques, packaging, decorative trims and accessories used in the design, showing few links between the planning, sketch and final design, and using some floristry terminology
- show evidence of adhering to basic health and safety requirements, with a prompt from the tutor, keeping their work area clean, and safely using and storing tools and equipment.

Assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity. *Section 6* gives information on setting assignments and there is further information on our website.

A suggested structure for summative assessment is shown in the *Unit summary* section, along with suitable forms of evidence. This is for illustrative purposes only and can therefore be adapted to meet local needs or to assess across units where suitable opportunities exist. The information in the *Links to other units* section will be helpful in identifying opportunities for assessment across units.

The following scenario could be used to produce the required evidence for this unit. Centres are free to use comparable scenarios or other forms of evidence provided that they meet the assessment requirements of the unit.

Suggested scenario

You have been asked by a senior member of your team to prepare, plan and construct a hostess bouquet with an aqua pack bottom, to include leaf manipulation, for a 21st-birthday-gift order. The order will be collected by the customer just before the end of the day's trading. You will also need to package the design and work out the end price for the item so the team will know how much to charge for it.

The senior florist has asked you to list the tools and materials you used, to sketch the design and to complete an evaluation that will include the construction methods, the elements and principles of design, and floristry techniques applied.

If a retake is necessary, an alternative example must be used. The following is an example of a retake assessment activity.

You have been asked by a senior member of your team to prepare, plan and construct a compact/grouped posy, to include leaf manipulation, for an order requested by a customer to present at her work colleague's retirement function. The order will be collected just before the end of the day's trading. You will need to package the design and work out the end price for the item so the team will know how much to charge for it.

The senior florist has asked you to list the tools and materials you used, to sketch the design and to complete an evaluation that will include the construction methods, and the elements and principles of design, and floristry techniques applied.

Further information for tutors and assessors

Delivery guidance

The following are examples of practical activities and workshops that tutors could use when developing sector and transferable skills in the delivery of this unit. Wherever possible, practical activities should be used to help learners develop both personal and sector skills in preparation for the final assessment. These suggestions are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Learning about types and purposes for hand-tied designs:

- identifying the different types of hand-tied designs
- discussion on the events and occasions when these different types of designs will be used
- advising customers when taking orders – role play, problem solving and communication, management of information, working with others.

Suggested time: about 4 hours.

Activity: Planning and preparing to construct hand-tied designs

Workshop activities:

- tools and equipment (maintenance, safe use, health and safety, correct selection)
- sketching (pencil grades, types of drawing, mediums and techniques, layout, keys and labels)
- botanical names (genus, species, cultivars and varieties)
- seasonal availability
- conditioning of materials (journey from grower to florist, stem structure, special conditional treatments)
- leaf manipulation techniques.

Suggested time: about 10 hours.

Activity: Construction of a range of hand-tied designs

For each design constructed, learners will cover:

- construction steps
- finish and timescales
- health and safety.

Suggested time: about 10 hours.

Activity: Evaluating a range of designs

- Elements and principles of design.
- Self-management and development.

Suggested time: about 8 hours.

Activity: Costing designs

Learners use a materials and sundries price list to cost up and down for different designs that use a range of flowers and floral materials.

Suggested time: about 4 hours.

Essential resources

For this unit, learners will need access to:

- costing guidelines and templates
- handouts of techniques and construction methods
- examples of
 - identification – actual and pictorial
 - order form
 - design – actual and pictorial.

Links to other units

This unit has strong links to:

- Unit 1: Identification and Care of Cut Flowers, Foliage and Plants
- Unit 2: Health and Safety Working Practices within the Floristry Industry
- Unit 3: Floristry Work Placement
- Unit 5: Construct Wired and Glued Designs
- Unit 6: Construct Designs in a Medium
- Unit 7: Responding to a Floristry Brief.

Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers
- design/ideas to contribute to unit assignment/case study/project materials
- work experience
- business materials as exemplars.

Unit 5: Construct Wired and Glued Designs

Level: **2**

Unit type: **Mandatory**

Assessment type: **Internal**

Guided learning hours: **30**

Unit in brief

Learners will explore and develop the knowledge and skills needed to construct a range of wired and glued designs suitable for everyday occasions, special dates and events.

Unit introduction

Are you considering a career as a florist? This unit will provide you with the skills and techniques you need to be a junior florist. As a junior florist, you will need the right knowledge and skills to be able to suggest and make suitable, appropriate and interesting designs to meet customer needs. When planning these designs, you need to listen actively to your customers and colleagues so that the wired and glued designs for weddings, events, functions and special occasions are perfect and match the order requirements.

In this unit, you will plan, prepare and construct a range of wired and glued designs, with a strong focus on applying the elements and principles of design. Developing this skill will ensure all designs made are harmonious. This unit includes teamwork, where you will work effectively with colleagues to ensure that you have met customer requirements and that you have used planning, communication and problem-solving skills.

The skills and knowledge you develop in this unit will help you to progress to employment as a professional florist, for example junior florist, senior florist, freelance florist, self-employed florist, hotel florist or cruise-ship florist.

Learning aims

In this unit you will:

- A** Explore wired and glued floral designs for different purposes and occasions
- B** Plan and prepare tools and materials to construct wired and glued floral designs
- C** Create wired and glued floral arrangements for different purposes and occasions.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Explore wired and glued floral designs for different purposes and occasions	A1 Types of wired and glued designs A2 Uses and purposes	Photographic and written evidence of wired and glued styles/types and their uses (purpose). Photographic and written evidence of designs constructed, with written evidence of the planning (sketch and costing) and a reflective account of the preparing and selecting of tools, materials and techniques.
B Plan and prepare tools and materials to construct wired and glued floral designs	B1 Planning and preparing B2 Wired and glued techniques B3 Tools and materials	Reflective account of the professional finishing and timing. Observation.
C Create wired and glued floral arrangements for different purposes and occasions	C1 Elements and principles of design C2 Health and safety C3 Finishing and timing	
Key teaching areas in this unit include:		
Sector skills	Knowledge	Transferable skills/behaviours
<ul style="list-style-type: none"> • Planning • Preparing • Selecting • Floristry skills • Professional behaviour • Costing 	<ul style="list-style-type: none"> • Design types • Health and safety 	<ul style="list-style-type: none"> • Communication and managing information • Self-management and development • Thinking skills/adaptability • Working with others

Unit content

Knowledge and sector skills

Learning aim A: Explore wired and glued floral designs for different purposes and occasions

Learners will develop an understanding of the different types, features and purposes of wired and glued designs. Learners must focus on the different occasions for which designs are created and be able to recognise different modern and traditional designs.

A1 Types of wired and glued designs

- Wired:
 - buttonhole
 - corsage boutonnière
 - circlet headdress
 - wired posy.
- Glued:
 - comb
 - Alice band
 - designer buttonhole
 - wristlet
 - bridesmaid novelty.

A2 Uses and purposes

- Weddings.
- Civil ceremonies.
- Proms.
- Celebrations.
- Balls/dances
- Days at the races.
- Funerals.
- Saints' days.
- Formal occasions.

Learning aim B: Plan and prepare tools and materials to construct wired and glued floral designs

B1 Planning and preparing

Learners will develop an understanding of the planning and preparation, such as sketching, needed when creating wired and glued designs; learners will also develop an understanding of the techniques, tools and materials needed to construct wired and glued floral designs.

- Sketching of design: application of elements and principles, annotation and flower names, seasonal availability of flowers.
- Costing – using a material and sundries price list to:
 - cost up to gain an end price
 - cost down from a given design price to determine content
 - skill markup – 20% markup.
- Preparation:
 - unpacking and conditioning of floral materials
 - prepare work surfaces
 - select appropriate tools, materials and sundries
 - use handling techniques to minimise damage and prolong the lifespan of the flowers.
- Safe working practice: setting up the work station with tools and materials needed, and tidying up afterwards.

B2 Wired and glued techniques

Learners will develop the techniques required when constructing different wired and glued designs, with a focus on elements and principles of design.

- Wired:
 - mount wiring – single leg mount and double leg mount
 - stitching – cross, with leaves
 - hooking
 - pinning
 - pipping
 - feathering
 - wiring and taping
 - units – ribbed, branching, natural.
- Glued:
 - cold glue techniques
 - hot glue techniques.

B3 Tools and materials

Learners plan, prepare and select the appropriate tools and floral materials suitable for the different wired and glued techniques and designs.

- Tools:
 - floristry scissors
 - floristry knife
 - secateurs
 - stem stripper.

- Materials:
 - stub and reel wires, e.g. different sizes: 0.28 mm, 0.32 mm, 0.38 mm, 0.46 mm, 0.56 mm, 0.71 mm, 0.90 mm
 - stem tape
 - accessory/ancillary items, e.g. pins (dressmaking and decorative), beads, feathers, decorative wires, fixings for buttonholes, corsages, Alice band, bracelets, combs
 - stapler and staples
 - cold glue tube
 - hot glue gun and glue sticks.
- Floral materials:
 - fresh, e.g. flowers, foliage, berries
 - artificial/dried, e.g. dry, silk, preserved flowers, foliage, berries
 - gift-wrapping products.

Learning aim C: Create wired and glued floral arrangements for different purposes and occasions

C1 Elements and principles of design

Learners will demonstrate an understanding of the elements and principles of design when creating wired and glued floral arrangements.

- Elements:
 - space
 - texture
 - form
 - colour
 - line.
- Principles:
 - dominance
 - proportion
 - harmony
 - balance
 - contrast
 - scale
 - rhythm.

C2 Health and safety

- Risk assessment.
- Keeping work area clean and safe.
- Safe handling and maintenance of tools and equipment.
- Health and safety of self and others in workplace.

C3 Finishing and timing

Learners need to ensure that the finishing and timings are in line with professional standards and individual employer expectations, and that they are appropriate to the type of design being constructed.

- Finishing – wired:
 - neat wiring and taping techniques shown
 - correct strength of support/mount wire chosen
 - binding point did not travel and was neatly covered
 - all construction mechanics are covered.

UNIT 5: CONSTRUCT WIRED AND GLUED DESIGNS

- Finishing – glued:
 - all stems covered or taken off
 - glue mechanic shouldn't be visible
 - no scorch marks visible
 - attachment method secured firmly.
- Timing:
 - designs to be constructed within reasonable/expected timescales
 - speed affects profitability.
- Packaging and decorative trims:
 - cellophane
 - tissue
 - ribbon
 - raffia
 - self-made
 - covered boxes
 - pre-made, clear, acetate corsage boxes.

Transferable skills/behaviours

Communication and managing information

- Determining and meeting customer needs.
- Meeting professional deadlines.
- Meeting budgetary constraints.
- Complying with health and safety legislation.

Self-management and development

- Working in a professional environment.
- Planning own time.
- Reviewing own progress.
- Working under pressure to meet professional deadlines.

Thinking skills/adaptability

- Making suggestions to meet customer needs.
- Adapting to resource availability.
- Suggesting an acceptable alternative.

Working with others

- Listening and working as a team.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Explore wired and glued floral designs for different purposes and occasions		
A.P1 Identify types of wired and glued designs, and occasions for which they would be used.	A.M1 Describe types and uses of wired and glued designs, and the occasions and events for which they would be suitable.	A.D1 Compare and contrast different types and purposes of wired and glued designs, justifying their suitability for different occasions and events.
Learning aim B: Plan and prepare tools and materials to construct wired and glued designs		
B.P2 Carry out basic planning and preparation for wired and glued designs.	B.M2 Carry out appropriate planning and preparation for wired and glued designs, using relevant tools and techniques.	B.D2 Carry out effective planning and preparation of wired and glued designs, using tools and techniques accurately and skilfully, justifying outcomes.
B.P3 Identify tools and materials used for wired and glued designs, using hot and cold gluing techniques.		
Learning aim C: Create wired and glued floral arrangements for different purposes and occasions		
C.P4 Produce an appropriate wired and glued arrangement, with some reference to the elements and principles of design.	C.M3 Produce an effective wired and glued arrangement, with reference to elements and principles of design, finished and packaged effectively.	B.D3 Produce an outstanding wired and glued arrangement, with reference to the elements and principles of design, competently finished and packaged to a high standard.
C.P5 Demonstrate basic finishing of wired and glued floral design.		

Essential information for assessment decisions

Learning aim A

For distinction standard, learners will:

- describe in detail the similarities and differences between types and purposes of wired and glued designs, e.g. a wired buttonhole takes longer to make – the flowers and foliage can be manipulated and made longer using wire support. A glued designer buttonhole is quicker to make and unusual accessories can be added to make it appear more bespoke but the stems are not covered by tape so could lose moisture a lot quicker and not last as long, especially delicate material
- justify the suitability of wired and glued designs for different occasions and events, explaining in detail their suitability, e.g. a rose buttonhole is usually made for St George's Day because it is the symbolic flower for England; using flowers and designs that match the bride's bouquet in the form of glued designer buttonholes.

For merit standard, learners will:

- describe the differences between wired and glued designs, e.g. a bridesmaid's wired posy would be made for a traditional-style wedding, whereas a glued bridesmaid's novelty, such as a handbag, is something that is more bespoke and suitable for a theme-based or modern style of wedding
- describe the purposes and uses of named wired and glued designs, and the events and occasions for which these designs are suitable, e.g. a wired cirlet can be used for a bridesmaid at a wedding, or for a girl attending her Holy Communion ceremony, or can be larger, e.g. a flower crown for an adult bridesmaid or a bride.

For pass standard, learners will:

- list a minimum of three types of wired and glued design, and the differences between them, e.g. a buttonhole is for a male to wear on his outfit, a corsage is for a female to wear on her outfit, and a designer buttonhole can be adapted for both males and females
- identify a minimum of three types of modern or traditional wired and glued designs from actual and photographic examples
- describe some uses and purposes of wired and glued designs, with some reference to the design.

Learning aim B

For distinction standard, learners will:

- produce detailed sketches of their planned designs, reflecting the different perspectives and facets of materials used for the viewpoint stated, e.g. aerial view; the sketches must measure two-thirds of an A4 page, giving full botanical names and showing placements for their planned designs
- provide a full and correct costing that is appropriate for the design, e.g. glued designs are quicker to create than wired designs so labour charge should indicate this factor
- select the appropriate tools and materials needed to make their proposed designs
- record and carry out the steps required to prepare materials ready for the design construction, including consistently and efficiently following the stages of planning, independently selecting the tools, materials and sundries needed, consistently observing safe working practices while working and when preparing and clearing up their work surface
- be able to adapt their design based on seasonal availability and offer alternatives
- provide detailed floristry techniques used in the design, with justification and reasoning for the techniques used, and include the stages of planning in full
- use accurate floristry terminology throughout.

For merit standard, learners will:

- produce a sketch of their planned designs to show placements, with genus and species quoted
- select the tools and materials needed to make their proposed designs for wiring techniques and support wiring
- provide a costing that lists all flower and material costs accurately, with the labour charge attempted but not necessarily correct
- record and carry out steps required to prepare materials ready for the design construction, including following the stages of planning, selecting the tools, materials needed, observing safe working practices while working and when preparing and clearing up their work surface
- provide floristry techniques to be included in the designs
- use appropriate floristry terminology throughout.

For pass standard, learners will:

- produce basic sketches of their planned designs, with genus quoted; sketches may not show placements for their planned designs
- select the tools and materials needed to make their proposed wired and glued designs
- provide a costing that might not be completely correct
- with tutor assistance, carry out the basic steps required to prepare materials ready for the design construction; use tools and equipment needed for the design construction, condition and prepare floral materials and accessories for construction, observe health and safety with tutor prompt, prepare and clear away their work station appropriately
- use some relevant floristry terminology but there may be omissions and irrelevances.

Learning aim C

Learners are expected to work to industry standard and within reasonable timings when creating different wired and glued designs. Speed in working links to costs and profit through productivity.

For distinction standard, learners will:

- construct a wired and glued design within the expected timeframe, which shows confident and competent use of the elements and principles of design, e.g. the design will show clear lines that create rhythm, and colours that produce visual balance and harmony with correct outline form and profile
- produce a design, finished and packaged to industry standard, e.g. wired designs showing neat and correct wiring, and taping with the correct strength of support/mount wire chosen, binding points that do not travel and which are neatly covered, with all allocated floral material included, glued designs showing a neat finish with all stems covered or taken off, glue mechanic or scorch marks not visible, and attachment method secured firmly, with all allocated floral material included. Packaging should be appropriate to the design using the correct wrapping materials, trims and accessories, and completed with a neat finish, and materials are groomed and well-conditioned
- describe in detail the construction techniques, packaging, use of decorative trims, accessories and ancillary items that are appropriate to the design being constructed. Provide detailed links between the planning, sketches and the final design, and include accessories and flowers, foliage and sundries used, the number of each type of flower used and any wastage, using accurate floristry terminology throughout
- show evidence of adhering to health and safety requirements, keeping their work area clean and safe, and safely using all tools and equipment.

UNIT 5: CONSTRUCT WIRED AND GLUED DESIGNS

For merit standard, learners will:

- construct a wired and glued design within five minutes of the expected timeframe, showing use of the elements and principles of design
- produce a design with no defects that meets customer's specifications, finished and packaged appropriately, for example not all floral materials, accessories, packaging and trims are included in the timeframe but finish is still showing neat wiring, taping and gluing as per the distinction criteria
- describe the construction techniques, packaging, decorative trims, accessories and ancillary items used in the design. Provide some links between the planning, sketches and final design, a list of the flowers and materials used and any wastage, using accurate floristry terminology
- show evidence of adhering to some health and safety requirements, keeping their work area clean and safe, and safely using and storing tools and equipment.

For pass standard, learners will:

- construct, with tutor assistance, a wired and glued design within ten minutes of the expected timeframe, showing some use of elements and principles of design
- produce a simple design that is fit for purpose and which suits customer specifications and incorporates at least the main flower and foliage content but does not include extra trims, packaging or accessories and no further advanced wiring or leaf manipulation techniques
- list the construction techniques, packaging, decorative trims and accessories used in the design, showing few links between the plan, sketch and final design, and using some floristry terminology
- show evidence of adhering to basic health and safety requirements, with a prompt from the tutor, keeping their work area clean, and safely using and storing tools and equipment.

Assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity. *Section 6* gives information on setting assignments and there is further information on our website.

A suggested structure for summative assessment is shown in the *Unit summary* section, along with suitable forms of evidence. This is for illustrative purposes only and can therefore be adapted to meet local needs or to assess across units where suitable opportunities exist. The information in the *Links to other units* section will be helpful in identifying opportunities for assessment across units.

The following scenario could be used to produce the required evidence for this unit. Centres are free to use comparable scenarios or other forms of evidence provided that they meet the assessment requirements of the unit.

Suggested scenario

You have been asked by a senior member of your team to prepare, plan and construct a wired corsage and a glued wristlet for a seasonal wedding order. The order will be collected by the customer just before the end of the day's trading. You will also need to package the designs and work out the end price for both items so the team will know how much to charge for them.

The senior florist has asked you to list the tools and materials you used, to sketch the designs and to complete an evaluation that will include the construction methods, the elements and principles of design, and floristry techniques applied.

If a retake is necessary, an alternative example must be used. The following is an example of a retake assessment activity.

You have been asked by a senior member of your team to prepare, plan and construct a wired circlet and a designer corsage for an order requested by a couple attending a summer ball. The order will be collected just before the end of the day's trading. You will also need to package the designs and work out the end price for both items so the team will know how much to charge for them.

The senior florist has asked you to list the tools and materials you used, to sketch the designs and to complete an evaluation that will include the construction methods, and the elements and principles of design, and floristry techniques applied.

Further information for tutors and assessors

Delivery guidance

The following are examples of practical activities and workshops that tutors could use when developing sector and transferable skills in the delivery of this unit. Wherever possible, practical activities should be used to help learners develop both personal and sector skills in preparation for the final assessment. These suggestions are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Tutor-led discussions on types and purpose for wired and glued designs:

- advising customers when taking orders – role play, problem solving and communication, managing information, working with others.

Suggested time: about 3 hours.

Activity: Planning and preparing to construct wired and glued designs

Workshop activities:

- tools and equipment (maintenance, safe use, health and safety and correct selection)
- sketching (pencil grades, types of drawing, mediums and techniques, layout, keys and labels)
- botanical names (genus, species, cultivars and varieties)
- seasonal availability (tutor to choose which season for the wedding practical activity and a different season for the summer ball if applicable)
- conditioning of materials (journey from grower to florist, stem structure, special conditioning treatments)
- wiring techniques and support wiring.

Suggested time: about 9 hours.

Activity: Construction of a range of wired and glued designs

Workshop activities, with learners practising their skills in constructing a variety of wired and glued designs:

- construction steps – demonstrations and practical sessions
- finish and timescales
- health and safety.

Suggested time: about 8 hours.

Activity: Evaluating designs

- Elements and principles of design.
- Self-management and development.

Suggested time: about 5 hours.

Activity: Costing designs

Tutors guide learners on how to complete a costing sheet using a price list:

- cost up and down
- skill markup.

Suggested time: about 4 hours.

Essential resources

For this unit, learners will need access to:

- costing guidelines and templates
- handouts of techniques and construction methods
- examples of
 - identification – actual and pictorial
 - order form
 - design – actual and pictorial.

Links to other units

This unit has strong links to:

- Unit 1: Identification and Care of Cut Flowers, Foliage and Plants
- Unit 2: Health and Safety Working Practices within the Floristry Industry
- Unit 3: Floristry Work Placement
- Unit 4: Construct Hand-tied Floristry Designs
- Unit 6: Construct Designs in a Medium
- Unit 7: Responding to a Floristry Brief.

Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers
- design/ideas to contribute to unit assignment/case study/project materials
- work experience
- business materials as exemplars
- support from local business staff as mentors.

Unit 6: Construct Designs in a Medium

Level: **2**

Unit type: **Mandatory**

Assessment type: **Internal**

Guided learning hours: **60**

Unit in brief

Learners will develop the knowledge and skills needed to construct a range of designs made in a medium suitable for everyday occasions, special dates and events.

Unit introduction

Are you considering a career as a florist? This unit will provide you with the skills and techniques you will need to work as a junior florist. As a junior florist, you will need the right knowledge and skills to be able to suggest and make suitable, appropriate and interesting designs to meet customer needs. When planning these designs you need to listen actively to your customers and colleagues so that the designs in mediums for special events, occasions, sympathy tributes and planted designs etc. are perfect and match the order requirements.

In this unit, you will plan, prepare, construct and review designs made in wet and dry floral foam, soil and moss or straw as a medium. There is a set list of designs that you will practise before the end practical activity. It has a strong focus on applying elements and principles of design and on developing this skill to ensure that designs are harmonious. This unit includes teamwork, where you will work effectively with colleagues to ensure that you have met customer requirements and that you have used planning, communication and problem-solving skills.

The skills and knowledge that you will develop in this unit will help you to progress to employment as a professional florist (from junior to senior florist), freelance florist, self-employed florist, hotel florist or cruise-ship florist.

Learning aims

In this unit you will:

- A** Explore the mediums used for constructing floral designs for different purposes and occasions
- B** Plan and prepare tools and materials to construct designs using all mediums
- C** Create floral arrangements in mediums for different purposes and occasions.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Explore the mediums used for constructing floral designs for different purposes and occasions	A1 Types of medium A2 Types of design A3 Uses and purpose	Photographic and written evidence of different types of mediums and their uses (purpose). Photographic and written evidence of designs constructed, with written evidence of the planning (sketch and costing) and a reflective account of the preparing and selecting of materials, tools and techniques.
B Plan and prepare tools and materials to construct designs using all mediums	B1 Planning and preparing B2 Design in medium techniques B3 Tools and materials	A reflective account of the professional finishing and timing. Observation.
C Create floral arrangements in mediums for different purposes and occasions	C1 Elements and principles of design C2 Health and safety C3 Finishing and timing	
Key teaching areas in this unit include:		
Sector skills	Knowledge	Transferable skills/behaviours
<ul style="list-style-type: none"> • Planning • Preparing • Selecting • Floristry skills • Professional behaviour • Costing 	<ul style="list-style-type: none"> • Medium types • Design types • Health and safety 	<ul style="list-style-type: none"> • Working with others • Thinking skills/adaptability • Managing information • Self-management and development

Unit content

Knowledge and sector skills

Learning aim A: Explore the mediums used for constructing floral designs for different purposes and occasions

Learners will develop an understanding of the different types and features of mediums used in floral designs, the different designs they are used for, and how and when they are used, including peak periods such as Valentine's Day, Christmas, Mother's Day Sunday and Father's Day.

A1 Types of medium

- Wet floral foam, e.g. brick, cylinder, foam wedding holder, pre-formed shapes to include curves, points and corners.
- Dry floral foam, e.g. brick, cylinder.
- Soil, e.g. multipurpose compost.
- Moss or straw, e.g. sphagnum moss or straw.

A2 Types of design

- Wet floral form, e.g.:
 - line arrangement
 - symmetrical arrangement
 - asymmetrical arrangement
 - basket arrangement – basket with and without handle
 - posy arrangement with an accessory, e.g. candle
 - basket for a child bridesmaid
 - bridesmaid posy
 - cake top
 - design to be hung, e.g. pew end/chair decoration
 - single-ended spray
 - small double-ended spray
 - informal and formal tributes to cover curves, points and corners.
- Dry floral form, e.g.:
 - seasonal all-round design with dried, artificial materials and accessories
 - child bridesmaid design with dried, artificial materials and accessories.
- Soil, e.g.:
 - planted design with mixed plants
 - seasonal planted design, e.g. bulbs
 - planted design with one type of plant, e.g. succulents.
- Moss or straw, e.g.:
 - wreath.

A3 Uses and purpose

- Wet floral foam for constructing designs suitable for gifts – home and function decoration, weddings, design to be hung, e.g. pew/chair decoration, sympathy and remembrance tributes, using materials that require a water supply.
- Dry floral foam for constructing designs suitable for gifts – home and function decoration, weddings, using products not requiring a water supply.
- Soil for constructing designs suitable for a gift.
- Moss or straw for constructing designs suitable for funeral tribute, remembrance tribute, door decoration.

UNIT 6: CONSTRUCT DESIGNS IN A MEDIUM

Learning aim B: Plan and prepare tools and materials to construct designs using all mediums**B1 Planning and preparing**

Learners will develop an understanding of the planning and preparation of floral designs made in all mediums, techniques to apply, and tools and materials to use.

- Sketch of design to include application of elements and principles of design annotation, flower names using the genus, species, cultivar/variety, key or labels and title.
- Safe working practice, e.g. setting up work station with tools and materials needed, safe use of tools and materials.
- Preparation and handling techniques to minimise damage and prolong the lifespan of the flowers.
- Seasonal availability of flowers.
- Stages of planning:
 - unpacking and conditioning of floral material
 - prepare work surface
 - select appropriate tools, materials and sundries.

B2 Design in medium techniques

Learners will develop an understanding of techniques to use/apply when planning to construct designs in all mediums.

- Techniques (elements and principles of design):
 - lines of materials, e.g. focal line, lines of rhythm and movement etc.
 - groupings of materials, e.g. texture, repetition etc.
 - support wiring, e.g. internal and external, e.g. fresh cut flowers/foilage/accessories
 - leaf manipulation of fresh cut foliage.

B3 Tools and materials

Learners plan, prepare and select appropriate tools, materials and techniques to suit wet, dry, soil and moss mediums.

- Tools:
 - floristry scissors
 - floristry knife
 - long-bladed foam knife
 - secateurs
 - stem stripper.
- Materials (wet and dry floral foam):
 - pot tape
 - frog and fix
 - stub and reel wire, e.g. 0.46 mm, 0.56 mm, 0.71 mm, 0.90 mm
 - stem tape
 - accessory/ancillary items, e.g. card, envelope, flower food, care card, card pick, decorative wire, decorative pins, beads, feathers, ribbon
 - container, e.g. plastic, basket, ceramic
 - floral materials, e.g. fresh flowers, foliage, berries, pot plants, bulbs
 - artificial, dry, silk, preserved flowers, foliage, berries, accessories
 - gift-wrapping products for packaging designs in a medium for gifts.

- Materials (soil and moss):
 - mossing pins
 - wreath wrap
 - string
 - pot plants, bulbs
 - dressing mediums, e.g. flat moss, decorative stones
 - copper frame, e.g. wreath, chaplet
 - moss to create a foundation, e.g. sphagnum
 - fresh floral materials, e.g. flowers, foliage, berries
 - artificial materials, e.g. dry, silk, preserved flowers, foliage, berries, accessories
 - gift-wrapping products for packaging designs in a medium for a gift, including pot plants.

Learning aim C: Create floral arrangements in mediums for different purposes and occasions

Learners will develop the techniques needed when constructing floral arrangements using wet and dry foam, soil and moss/straw as a medium while observing current health and safety guidelines.

C1 Elements and principles of design

- Elements of design:
 - colour
 - form
 - texture
 - space
 - line.
- Principles of design:
 - balance
 - contrast
 - dominance
 - harmony
 - rhythm
 - scale
 - proportion.

C2 Health and safety

- Risk assessment.
- Keeping work area clean and safe.
- Safe handling and maintenance of tools and equipment.
- Health and safety of self and others in the workplace.

C3 Finishing and timing

Learners need to ensure that the finishing and timings are in line with professional standards and individual employer expectations, and appropriate to the type of design being constructed.

- Finishing, including:
 - all mediums and mechanics covered, misted with water or anti-transpiration spray
 - materials well groomed and free from damage
 - packaging offers protection to the design while also being secure
 - design is secure for transporting and display.

UNIT 6: CONSTRUCT DESIGNS IN A MEDIUM

- Timing:
 - designs to be constructed to meet deadline
 - speed affects profitability
 - difference between a commercial and an individual flower arranger
 - timing/speed can differ depending on: commercial florist/freelance florist/warehouse florist, hotel florist, contract florist, event florist.
- Costing:
 - using a materials and sundries price list to:
 - cost up to gain an end price
 - cost down from a given price to determine content
 - skill markup – 20% markup.

Transferable skills/behaviours

Working with others

- Listening and working as a team.

Thinking skills/adaptability

- Making suggestions to meet customer needs and adapting to resource availability and suggesting an acceptable alternative.

Managing information

- Determining and meeting customer needs, meeting professional deadlines, meeting budgetary constraints, complying with health and safety legislation.

Self-management and development

- Working in a professional environment, planning own time, reviewing own progress, working under pressure to meet professional deadlines.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Explore the mediums used for constructing floral designs for different purposes and occasions		
A.P1 Identify types of medium used to construct floral and planted designs.	A.M1 Describe types and uses of designs in a medium and the occasions and events they are suitable for.	A.D1 Compare and contrast different types and uses of designs in a medium, justifying their suitability for different occasions and events.
A.P2 Identify uses and purpose of designs in a medium.		
Learning aim B: Plan and prepare tools and materials to construct designs using all mediums		
B.P3 Carry out basic planning and preparation for creating a design in a medium.	B.M2 Carry out appropriate planning and preparation of designs in different mediums using appropriate tools and techniques.	B.D2 Carry out effective planning and preparation of designs in different mediums using tools and techniques accurately and skilfully, justifying the planning and techniques used.
B.P4 Identify tools and materials used for planning and preparation of designs in different mediums.		
Learning aim C: Create floral arrangements in mediums for different purposes and occasions		
C.P5 Produce appropriate designs in different mediums with correct costing, showing some applications of the elements and principles of design, with basic finishing and packaging.	C.M3 Produce effective designs in different mediums with correct costing, showing effective application of the elements and principles of design, and finished and packaged effectively.	C.D3 Produce outstanding designs in different mediums with correct costing, showing confident application of the elements and principles of design, and finished and packaged to a high standard.

Essential information for assessment decisions

Learning aim A

For distinction standard, learners will:

- describe in detail the similarities and differences between all the various types of designs in mediums (wet and dry foam, soil, moss/straw). For example, designs made in dry foam using artificial materials last longer and are more suitable for people staying in hospital for a long period of time
- justify the suitability of each of these designs for different occasions and events, explaining in detail why different designs suit the particular purpose/use or occasion. Learners' work must cover all the different mediums and designs. For example, a wreath to decorate a door would be better made on a moss/straw medium as water would not drip and could possibly stain the door, but a wreath as a sympathy tribute would be better made in wet foam with a water supply.

For merit standard, learners will:

- describe designs made in different mediums and the difference between them. Learners' work must cover at least two designs from wet foam, dry foam, soil and moss/straw mediums. For example designs made in dry foam can be constructed using dried or artificial materials and can be used for more permanent displays; a design on moss/straw can offer a base for a seasonal door decoration where certain fresh materials and artificial materials can be used and will last the duration of the festivity
- demonstrate a good grasp and relevant knowledge of the different purposes and uses for each design made in a named medium, and the events and occasions these designs will be suitable for.

For pass standard, learners will:

- list five examples of types of designs and the mediums in which they can be made, e.g. double-ended spray designs can use wet foam
- list the different purposes and uses of each medium (wet and dry foam, soil and moss/straw) although they may not be able to link the purpose to the different types of design.

Learning aim B

For distinction standard, learners will:

- record at least 10 tools and materials needed to make their proposed design
- produce a detailed sketch of the planned designs, reflecting the different perspectives and facets of materials used for the viewpoint stated, e.g. aerial view, it must measure two-thirds of an A4 page, with full botanical names using the genus, species, cultivar/variety to show placements for their planned design. Learners must include designs in wet, dry, soil and moss/straw mediums
- record and carry out the steps required to prepare materials ready for the design construction, including consistently following the stages of planning; independently selecting the tools, materials and sundries needed; consistently observing safe working practice when preparing and clearing up work surfaces and also while working
- be able to adapt the design based on seasonal and shop availability and offer alternatives, thus showing resiliency, flexibility and initiative, and being proactive
- include detailed floristry techniques suitable for the different designs with justification and reasoning for stages of planning included
- use accurate floristry terminology throughout.

For merit standard, learners will:

- record at least seven tools and materials needed to make their proposed design
- sketch their planned design, with at least genus and species names quoted, to show placements for their planned design. Learners must include designs in wet, dry, soil and moss/straw mediums
- record and carry out the steps required to prepare materials ready for the design construction, including following the stages of planning; selecting the tools, materials and sundries needed; observing safe working practice when preparing and clearing up work surfaces and also while working
- include floristry techniques in their design but these might not be correct for the design
- use appropriate floristry terminology throughout.

For pass standard, learners will:

- record at least five tools and materials needed to make their proposed design
- produce a basic sketch of their planned design, with at least the genus quoted; the sketch may not show placements for their planned design. Learners' work should include designs in two out of the four mediums taught (wet, dry, soil and moss/straw)
- carry out the basic steps but tutor assistance may be required to prepare materials ready for the design construction
- include some floristry techniques in the design
- use relevant floristry terminology, although some omissions and irrelevances may be present.

Learning aim C

Learners are expected to work to industry standard and within a reasonable time period when creating different designs in a medium. Learners will also be expected to spend additional time completing a costing sheet and packaging the design. They need to be aware that the time spent creating the design would be reflected in the cost of the design and profit through productivity.

For distinction standard, learners will:

- construct designs in all mediums – wet and dry foam, soil and moss/straw within expected timeframes in order to show confident and competent use of the elements and principles of design, e.g. learners construct a double-ended spray made in wet foam that shows lines, creates rhythm and colours and produces visual balance and harmony with correct outline form and profile
- produce a design to exceptional/competition standard within the industry, including finishing, and then packaging, if appropriate, e.g. the design shows consistent, secure and appropriate finishing and packaging that offers protection for the contents of the design; use of accessories and decorative trims that match colour and type of design and floral materials. All medium and mechanics are covered, actual balance has been achieved so the piece is suitable for purpose. All materials are groomed and well-conditioned; appropriate care instructions are attached if the design is for the purpose of a gift and card message in an envelope or clear plastic sleeve, depending on the purpose of the design
- produce a detailed report of construction, packaging, use of decorative trims, accessories and ancillary items used in the design. This should include the cost for accessories and flowers, foliage and sundries used, the number of each flower used and any wastage
- include an evaluation sheet showing justification of the application of the elements and principles of design used and full and correct costing
- show that they have adhered to health and safety requirements – keeping their work area clean and safe, safely using and storing tools and equipment
- use accurate floristry terminology in their report.

UNIT 6: CONSTRUCT DESIGNS IN A MEDIUM

For merit standard, learners will:

- construct, with some assistance, a design in a medium (for each of the mediums – wet foam, dry foam, soil, moss/straw) within five minutes of the expected timeframe
- produce coherent designs with no defects that meet customer’s specifications, to be finished and packaged if appropriate
- produce supporting written evidence stating the construction method, which will show that they have used some of the packaging, decorative trims, accessories and ancillary items, if appropriate for the design
- include an evaluation sheet describing their chosen application of elements and principles of design, and a basic costing
- show that they have adhered to some health and safety requirements – keeping their work area clean and safe, safely using and storing tools and equipment
- use appropriate floristry terminology in their report.

For pass standard, learners will:

- construct, with great tutor assistance, a design in a medium (two out of four) within 10 minutes of the expected timeframe
- produce a simple design that is fit for purpose/fitting customer specifications
- produce supporting written evidence stating the construction methods used
- include an evaluation sheet listing their chosen application of the elements and principles of design, and a costing that might not necessarily be correct
- show that they have adhered to basic health and safety requirements with tutor assistance – keeping their work area clean, safely using and storing tools and equipment
- use some floristry terminology, but this may not be relevant.

Assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity. *Section 6* gives information on setting assignments and there is further information on our website.

A suggested structure for summative assessment is shown in the *Unit summary* section, along with suitable forms of evidence. This is for illustrative purposes only and can therefore be adapted to meet local needs or to assess across units where suitable opportunities exist. The information in the *Links to other units* section will be helpful in identifying opportunities for assessment across units.

The following scenario could be used to produce the required evidence for this unit. Centres are free to use comparable scenarios or other forms of evidence, provided that they meet the assessment requirements of the unit.

Suggested scenario

You have been asked by a senior member of your team to prepare, plan and construct a basket arrangement in wet foam with or without a handle, to include leaf manipulation, for a 21st-birthday-gift order that is being collected by the customer just before the end of the day's trading. You will also need to package the design and work out the end price for the item so the team will know how much to charge for it.

The senior florist has asked you to list the tools and materials you used, sketch the design, and complete an evaluation that will include the construction method, as well as the elements and principles of design and floristry techniques applied.

If a retake is necessary, an alternative example must be used. The following is an example of a retake assessment activity.

You have been asked by a senior member of your team to prepare, plan and construct a single-ended spray, to include leaf manipulation, for an order requested by a customer for the funeral of their work colleague that is being collected just before the end of the day's trading. You will also need to work out the end price for the item so the team will know how much to charge for it.

The senior florist has asked you to list the tools and materials you used, sketch the design and complete an evaluation that will include the construction methods, as well as the elements and principles of design and floristry techniques applied.

Further information for tutors and assessors

Delivery guidance

The following are examples of practical activities and workshops that tutors could use when developing sector and transferable skills in the delivery of this unit. Wherever possible, practical activities should be used to help learners develop both personal and sector skills in preparation for the final assessment. These suggestions are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Learning about types and purposes for designs in a medium.

Advising customers when taking orders (role play, problem solving and communication, management of information, working with others).

Suggested time: about 8 hours.

Activity: Planning and preparing to construct designs in a medium

- Tools and equipment (maintenance, safe use, health and safety, correct selection).
- Sketching (pencil grades, types of drawing, mediums and techniques, layout, keys and labels).
- Botanical names (genus, species, cultivar and varieties).
- Seasonal availability.
- Conditioning of materials (journey from grower to florist, stem structure, special conditioning treatment).
- Leaf manipulation and support wiring.

Suggested time: about 8 hours.

Activity: Construction of designs in wet and dry foam, soil, moss or straw medium

- Construction steps.
- Finish and timescales.
- Health and safety.

Suggested time: about 20 hours.

Activity: Evaluating designs

- Elements and principles of design.
- Self-management and development.

Suggested time: about 10 hours.

Activity: Costing designs

- Costing up and down.

Suggested time: about 4 hours.

Essential resources

For this unit, learners will need access to:

- costing guidelines and templates
- handouts of techniques and construction methods
- examples of
 - identification – actual and pictorial
 - order forms
 - designs – actual and pictorial.

Links to other units

This unit has strong links to:

- Unit 1: Identification and Care of Cut Flowers, Foliage and Plants
- Unit 2: Health and Safety Working Practices within the Floristry Industry
- Unit 3: Floristry Work Placement
- Unit 4: Construct Hand-tied Floristry Designs
- Unit 5: Construct Wired and Glued Designs
- Unit 7: Responding to a Floristry Brief.

Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers
- design/ideas to contribute to unit assignment/case study/project materials
- work experience
- business materials as exemplars
- support from local business staff as mentors.

Unit 7: Responding to a Floristry Brief

Level: **2**

Unit type: **Mandatory**

Assessment type: **External Synoptic**

Guided learning hours: **90**

Unit in brief

Learners will develop the skills and knowledge needed to be able to respond to a floristry order in a way that meets customer, business and industry needs.

Unit introduction

Working in the floristry industry requires you to respond to customer briefs, meeting industry and business needs. This unit will allow you to develop the necessary knowledge and skills needed to allow you to effectively respond to a variety of customer briefs, meeting their needs in the required timescales.

In this unit, you will learn about floristry orders and the varying factors that impact on these. This knowledge and understanding will allow you to plan, prepare and construct floral designs in a safe and effective manner, meeting customer and business needs, ensuring that designs are appropriate and profitable. You will draw on the knowledge and skills developed throughout the qualification (Units 1, 2, 3, 4, 5 and 6), responding to customer requirements, for example hand-tied, wired or glued designs, with reference to appropriate design elements.

Successful completion of this unit will provide you with the knowledge and skills needed to allow you to progress as a florist in the retail floristry industry.

Summary of assessment

This unit is assessed using a task, set and marked by Pearson. The task is worth 60 marks. The final outcome will be completed in a five-hour supervised assessment period. All final outcomes will be submitted in a format specified by Pearson.

The first assessment is available in June 2019.

Sample assessment materials will be available to help centres prepare learners for assessment.

A stock list detailing all supplies (flowers and sundries) needed for the task will be issued four weeks before the assessment period. The stock list will include the flowers, foliage and houseplants identified in Unit 1.

Assessment outcomes

AO1 Demonstrate knowledge and understanding of the skills needed to plan, prepare and produce a floral design in relation to a customer brief

AO2 Apply the skills needed when planning, preparing and producing a floral design in relation to a customer brief

AO3 Make connections between the customer, business needs and planning and preparation when producing a floral design

Essential content

The essential content is set out under content areas. Learners must cover all specified content before the assessment.

A Customer orders

A1 The features of customer orders

Learners should be able to understand the features of the customer order and the relationships between them.

- Format:
 - paper based
 - in-house computerised systems
 - online relay system.
- Content:
 - purpose
 - customer details
 - recipient details
 - location
 - date and time
 - delivery/collection
 - floral design specification
 - budget
 - payment details.
- Purpose:
 - general gift
 - wedding
 - funeral
 - event.

A2 Factors impacting on the order

Learners should be able to understand the factors impacting on the completion of an order and the link between these factors when reviewing the order.

- Missing elements.
- Timescales.
- Stock and seasonal availability.
- Customer budget.
- Stock price.
- Colour.
- Materials suitable for the function.
- Shop details – business opening hours.

B Planning floral designs

B1 Designing

Planning floral designs to meet the customer specification

Learners should be able to demonstrate the ability to use design documents and understand the importance of the planning process to meet customer requirements, communicating the plan and design to the customer and colleagues.

- Illustrated sketch of planned design:
 - illustrate elements and principles of design
 - quantity of materials planned to be included in the order
 - key to identify materials planned to be used
 - design must be able to be passed on to a third party (another florist)
 - possible health and safety risks and hazards associated with construction of design.
- Annotations to be added to a design sketch (notes to self or to a third party):
 - annotations of construction techniques used
 - annotations of any orders to follow or stages that can be prepared in advance
 - annotations of any special preparation of materials to be used in the design.

B2 Material planning document

Learners should be able to create and use a material planning document accurately and understand the factors that can impact on the planning materials.

- Material planning document:
 - grid format
 - illustrates quantity of each type of material used per design to be made.
- Impact of using material planning documents:
 - identify if you have enough materials available to create all designs required for orders
 - aids costing of a design and allows reflection on costing.
- Impacting factors:
 - quality materials (condition, lifespan, damage)
 - variation of materials (size, colour, quantity per stem).

C Producing a floral design

C1 Preparation of materials

Learners should be able to demonstrate an understanding of the use of suitable materials and of any problems affecting preparation to allow them to meet the customer brief and be able to prepare the material for use in the floral design.

- Prepare materials:
 - select suitable materials
 - complete quality check
 - condition and groom materials so they are ready for use.
- Problems that can arise during preparation:
 - incorrect amount of materials
 - materials not of suitable quality for the design
 - materials not of a suitable size.

C2 Production of floral design

Learners are able to produce a floral design to show consideration of the:

- customer brief
- design plan
- security of materials
- elements and principles of design
- construction techniques
- safe working environment.

D Business needs

Learners should be able to demonstrate an understanding of different business needs in the floristry industry and be able to apply their understanding to different businesses and floristry orders.

D1 Maximising sales

- Up-selling techniques.
- Suitable add-on sale products.
- Suitable situations for add-on sales.

D2 Maximising profit

- Use resources efficiently.
- Use resources effectively.
- Perceived value.

D3 Gaining customer feedback

- Formal customer feedback.
- Informal customer feedback.

D4 Customer loyalty

- Customer loyalty techniques:
 - loyalty schemes and cards
 - excellent customer service
 - targeting promotions and advertising
 - customer database.

D5 Product promotion

- Learners must demonstrate an understanding of how to promote a product for different events.
- Products:
 - fresh-cut materials
 - artificial materials
 - plant materials
 - sundry products
 - giftware.
- Promotion methods:
 - window displays
 - in-store display
 - point-of-sale display
 - special offers
 - flyers and leaflets
 - social media.

Grade descriptors

To achieve a grade, learners are expected to demonstrate these attributes across the essential content of the unit. The principle of best fit will apply in awarding grades.

Level 2 Pass

Learners will be able to demonstrate knowledge and understanding of how to respond to a customer brief for a wide range of events and using a variety of different formats.

Learners will be able to produce planning documentation that can be used by them and others; it will include a basic design that meets the customer brief, business and industry needs. They will be able to demonstrate knowledge and understanding of how to limit problems by showing consideration for factors that can influence a design before construction, while also planning to eliminate the factors that can impact the construction and delivery of the customer's order.

Learners will be able to review customer orders, considering the customer and business needs in relation to the promotion of products for different events, making connections between the customer order and the end product. Their review will show evidence of the identification of basic and generic problems in relation to the customer order.

Learners will be able to produce an end product that shows a connection to the customer brief and planning documents.

Level 2 Distinction

Learners will be able to demonstrate detailed knowledge and understanding of how to respond to a customer brief for a wide range of events, using a variety of different and valid formats.

Learners will be able to produce detailed and accurate planning documentation that can be clearly and concisely used by them and others, and which includes a detailed design that accurately and fully meets the customer brief, business and industry needs. They will be able to demonstrate accurate knowledge and understanding of how to limit problems by showing consideration for factors that can influence a design before construction, while also accurately planning to eliminate the factors that can impact the construction and delivery of the customer's order.

Learners will be able to accurately review customer orders, considering the customer and business needs in relation to the promotion of products for different events, making detailed connections between the customer order and the end product. Their review will show detailed evidence of relevant problems in relation to the customer order.

Learners will be able to accurately produce a detailed end product that shows a consistent and accurate connection to the customer brief and planning documentation.

Key words typically used in assessment

The following table shows the key words that will be used consistently by Pearson in our assessments to ensure learners are rewarded for demonstrating the necessary skills.

Please note: the list below will not necessarily be used in every paper/session and is provided for guidance only.

Command or term	Definition
Business needs	The requirements of the business to help increase sales, maximise profit and improve customer loyalty.
Customer order	Could be paper based, electronic, online relay system giving customer details (address, payment), as well as design/flower specification.
Customer requirements	A set of instructions and requirements that define a job or task.
Customer specification	Description of the customer's floral requirements.
Floral design	Flower arrangement that could be hand-tied, wired, glued or designed in the medium.
Floristry order	Directions/instructions received from customer.
Stock list	List of flower types, foliage, sundries and tools available.

Links to other units

This unit assesses the underpinning knowledge in:

- Unit 1: Identification and Care of Cut Flowers, Foliage and Plants
- Unit 2: Health and Safety Working Practices within the Floristry Industry
- Unit 3: Floristry Work Placement
- Unit 4: Construct Hand-tied Floristry Designs
- Unit 5: Construct Wired and Glued Designs
- Unit 6: Construct Designs in a Medium.

Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers
- ideas to contribute to unit materials/tasks
- work experience
- support from local business staff as mentors.

4 Planning your programme

Is there a learner entry requirement?

As a centre, it is your responsibility to ensure that recruited learners have a reasonable expectation of success on the programme. There are no formal entry requirements but we expect learners to have qualifications at or equivalent to Level 1.

Learners are most likely to succeed if they have:

- three or four GCSEs at intermediate grades and/or
- BTEC qualification(s) achieved at least at Level 1
- at least Level 1 equivalent achievement in English and mathematics through GCSE or Functional Skills.

Learners may demonstrate ability to succeed in various ways. For example, learners may have relevant work experience or specific aptitude shown through diagnostic tests or non-education experience.

What is involved in becoming an approved centre?

All centres must be approved before they can offer this qualification – so that you are ready to assess learners and so that we can provide the support needed. Further information is given in *Section 8 Administrative arrangements*.

What level of sector knowledge is needed to deliver this qualification?

We do not set any requirements for tutors but expect centres to assess the overall skills and knowledge of the teaching team to ensure that they are relevant and up to date with current industry practice. This will give learners a rich programme to prepare them for progression.

What resources are required to deliver this qualification?

As part of your centre approval, you will need to show that the necessary material resources and workspaces are available to deliver the qualification. For some units, specific resources are required.

What makes good vocational teaching?

The approach to vocational teaching must be led by what is right for the particular sector. Therefore, each unit includes delivery guidance and suggested assessment tasks. Using the delivery guidance and suggested assessment tasks and our additional free delivery guidance and assignment briefs, you can build a course that contextualises learning in real-life and/or employment scenarios. This will naturally draw in the kind of broader attributes valued in the sector, for example creative skills, when working with customers to plan and create floral designs for different events and occasions, as well as the more general skills needed in work that fit well with project-based learning, for example teamwork, independent learning.

What are the requirements for meaningful employer involvement?

This qualification has been designed as a Technical Certificate qualification and as an approved centre you are required to ensure that during their study, every learner has access to meaningful activity involving employers. See *Section 2 Structure* and *Section 9 Quality assurance* for the requirements for employer involvement.

Support for employer involvement

It is important that you give learners opportunities which are of high quality and that are directly relevant to their study. We will support you in this through our guidance materials and by giving you examples of best practice. See *Section 11 Resources and support* for details of the support available, including the Work Experience Toolkit.

What support is available for delivery and assessment?

We provide a wealth of support materials, including schemes of learning, delivery plans, assignment briefs, additional papers for external assessments and examples of marked learner work.

To support you with planning your assessments, you will be allocated a Standards Verifier early in the planning stage. There will be extensive training programmes and support from our Subject Advisor team.

For further details see *Section 11 Resources and support*.

How will my learners become more employable through this qualification?

Learners will be acquiring the key technical and sector knowledge, and practical and technical skills that employers need. Employability skills, such as teamworking and communication, and completing realistic tasks have been built into the design of the learning aims and content. This gives tutors the opportunity to use relevant contexts, scenarios and materials to enable learners to develop a portfolio of evidence that demonstrates the breadth of their skills and knowledge in a way that equips them for employment.

5 Assessment structure

The Pearson BTEC Level 2 Technical Diploma in Floristry is assessed using a combination of *internal assessments*, which are set and marked by tutors, and an *external assessment*, which is set and marked by Pearson.

We have taken great care to ensure that the assessment method chosen is appropriate to the content of the unit and is in line with requirements from employers.

In developing an overall plan for delivery and assessment for the programme, you will need to consider the order in which you deliver units, whether delivery is over short or long periods and when assessment can take place.

One externally-assessed unit in the qualification is defined as synoptic (see *Section 2 Structure*). A synoptic assessment is one that a learner should take later in a programme and in which they will be expected to apply learning from a range of units. As such, you must plan the assignments so that learners can demonstrate learning from across their programme.

We have addressed the need to ensure that the time allocated to final assessment of internally- and externally-assessed units is reasonable so that there is sufficient time for teaching and learning, formative assessment and development of transferable skills.

In administering internal and external assessment, the centre needs to be aware of the specific procedures and policies that apply, for example to registration, entries and results. An overview with signposting to relevant documents is given in *Section 8 Administration arrangements*.

6 Internal assessment

This section gives an overview of the key features of internal assessment and how you, as an approved centre, can offer it effectively. The full requirements and operational information are given in the Pearson *Quality Assurance Handbook* available on our website. All members of the assessment team need to refer to this document.

For this qualification, it is important that you can meet the expectations of stakeholders and the needs of learners by providing a programme that is practical and applied. You can tailor programmes to meet local needs and use links with local employers and the wider vocational sector.

When internal assessment is operated effectively, it is challenging, engaging, practical and up to date. It must also be fair to all learners and meet national standards.

Principles of internal assessment

Our approach to internal assessment for this qualification offers flexibility in how and when you assess learners, provided that you meet assessment and quality assurance requirements. You will need to take account of the requirements of the unit format, which we explain in *Section 3 Units*, and the requirements for delivering assessment given in *Section 8 Administrative arrangements*.

Operating internal assessment

The assessment team

It is important that there is an effective team for internal assessment so that all assessment is planned and verified. For this qualification, it is likely that the team will be small but it is still necessary to ensure that the assessment process is followed. Full information is given in the Pearson *Quality Assurance Handbook*.

The key roles are:

- the Lead Internal Verifier (Lead IV) for the qualification has responsibility for the planning, record keeping and standard setting for the qualification. The Lead IV registers with Pearson annually and organises training using our support materials
- Internal Verifiers (IVs) check that assignments and assessment decisions are valid and that they meet our requirements. In a small team, all people will normally be assessors and IVs. No one can verify their own actions as an assessor
- assessors set or use assignments to assess learners to national standards.

Planning and record keeping

The Lead IV should make sure that there is a plan for assessment of the internally-assessed units and maintain records of assessment undertaken. The key records are:

- verification of assignment briefs
- learner authentication declarations
- assessor decisions on assignments, with feedback given to learners
- verification of assessment decisions.

Examples of records and further information are given in the Pearson *Quality Assurance Handbook*.

Effective organisation

Internal assessment needs to be well organised so that learners' progress can be tracked and so that we can monitor that assessment is being carried out in line with national standards. We support you through, for example, providing training materials and sample documentation. Our online myBTEC service can help support you in planning and record keeping. Further information on using myBTEC can be found in *Section 11 Resources and support* and on our website.

It is particularly important that you manage the overall assignment programme and deadlines to make sure that learners are able to complete assignments on time.

Learner preparation

To ensure that you provide effective assessment for your learners, you need to make sure that they understand their responsibilities for assessment and the centre's arrangements.

From induction onwards, you will want to ensure that learners are motivated to work consistently and independently to achieve the requirements of the qualification. Learners need to understand how assignments are used, the importance of meeting assignment deadlines and that all the work submitted for assessment must be their own.

You will need to give learners a guide that explains how assignments are used for assessment, how assignments relate to the teaching programme and how they should use and reference source materials, including what would constitute plagiarism. The guide should also set out your approach to operating assessment, such as how learners must submit work and request extensions.

You are encouraged to employ a range of formative assessment approaches before putting learners through to the assignments to formally assess the units. Formative assessment supports teaching and learning, and should be ongoing throughout the learning process. It enables tutors to enhance learning by giving learners constructive feedback so that they can identify their strengths and weaknesses, and to put measures in place to target areas that need work. Formative assessment approaches that incorporate reflective learning and regular skills assessment are important in encouraging self-development and reflective practice, to ensure that learners progress.

Setting assignments

An assignment is issued to learners as an assignment brief with a defined start date, a completion date and clear requirements for the evidence that they need to provide. This assignment will be separate from the practice and exploration activities that have been used during the learning period, and learners must understand that the assignment is being used to judge the learning aims. There may be specific, observed practical components during the assignment period. Assignments can be divided into tasks and may require several forms of evidence. A valid assignment will enable a clear and formal assessment outcome, based on the assessment criteria.

When setting your assignments, you need to work with the information given in the *Essential information for assessment decisions* and the *Assessment activity* sections of the units. You can choose to use the suggested scenarios or to adapt them to take account of local circumstances, provided that assignments are verified.

In designing your own assignment briefs you should bear in mind the following points.

- A learning aim must always be assessed as a whole and must not be spilt into two or more tasks.
- Assignments must be structured to allow learners to demonstrate the full range of achievement at all grade levels. Learners need to be treated fairly by being given the opportunity to achieve a higher grade if they have the ability.
- Learners should be given clear tasks, activities and structures for evidence; the criteria should not be given as tasks.
- You must ensure that assignments for synoptic assessment are designed to enable learners to draw on the specific units identified and demonstrate that they can identify and use effectively an appropriate selection of skills, techniques, concepts, theories and knowledge in an integrated way. Assignments for the synoptic unit will be monitored at programme level as part of the standards verification process to ensure that they encourage learners to select and apply their learning from across the qualification in an integrated way.
- Where there is a requirement for assessment to be conducted in the real work environment (mandatory work placement), assignments must be designed to facilitate this. Where there is no mandatory requirement for workplace assessment but learners will be in work placement or work experience settings as a part of the programme, then it would be worthwhile if these assignments were also designed for completion in the real work environment. You must ensure that the work placement or work experience setting gives learners the opportunity to achieve at all grade levels.

As assignments provide a final assessment, they will draw on the specified range of teaching content for the learning objective. The specified teaching content is compulsory. The evidence for assessment need not cover every aspect of the teaching content as learners will normally be given particular examples, case studies or contexts in their assignments. For example, if a learner is carrying out a practical performance, then they must address all the relevant range of content that applies in that instance.

An assignment brief should have:

- a vocational scenario or context that motivates the learner to apply their learning through the assignment
- an audience or purpose for which the evidence is being provided
- clear instructions to the learner about what they are required to do, normally set out through a series of tasks.

Forms of evidence

The units allow for a variety of forms of evidence to be used, provided that they are suited to the type of learning aim and the learner being assessed. For most units, the practical demonstration of skills is necessary. The units give you information on suitable forms of evidence that would give learners the opportunity to apply a range of transferable and sector skills. Centres may choose to use different suitable forms for evidence to those proposed. Overall, learners should be assessed using varied forms of evidence.

The main forms of evidence include:

- observation and recordings of practical tasks or performance in the workplace with supporting evidence
- projects
- recordings of role play, interviews and other types of simulated activity
- oral or written presentations with assessor questioning
- work logbooks and reflective journals.

It is important to note that an observation record is a source of evidence and does not confer an assessment decision. It must be sufficiently detailed to enable others to make a judgement about the quality and sufficiency of the performance and must document clearly the rationale for the assessment decision. Observation records should be accompanied by supporting evidence, which may take the form of videos, audio recordings, photographs, preparation notes, learner logs and other similar types of record.

The form(s) of evidence selected must allow:

- the learner to provide all the evidence required for the learning aim(s) and the associated assessment criteria at all grade levels
- the learner to produce evidence that is their own independent work
- a verifier to independently reassess the learner to check the assessor's decisions.

Centres need to take particular care in ensuring that learners produce independent work.

Making valid assessment decisions

Assessment decisions through applying unit-based criteria

Assessment decisions for this qualification are based on the specific criteria given in each unit and set at each grade level. The way in which individual units are written provides a balance of assessment of sector-specific knowledge, technical and practical skills, and transferable skills appropriate to the purpose of the qualification.

Pass, Merit and Distinction criteria all relate to individual learning aims. The assessment criteria for a unit are hierarchical and holistic where, in satisfying the M criteria, a learner would also have satisfied the P criteria. The unit assessment grid shows the relationships of the criteria so that assessors can apply all the criteria to the learner's evidence at the same time.

Assessors must show how they have reached their decisions using the criteria in the assessment records. When a learner has completed all the assessment for a unit then the assessment team will give a grade for the unit. This is given according to the highest level for which the learner is judged to have met all the criteria. Therefore:

- to achieve a Distinction, a learner must have satisfied all the Distinction criteria (and all the Pass and Merit criteria); these define outstanding performance across the unit as a whole
- to achieve a Merit, a learner must have satisfied all the Merit criteria (and all the Pass criteria) through high performance in each learning aim
- to achieve a Pass, a learner must have satisfied all the Pass criteria for the learning aims, showing coverage of the unit content and therefore attainment at Level 2 of the national framework.

The award of a Pass is a defined level of performance and cannot be given solely on the basis of a learner completing assignments. Learners who do not satisfy the Pass criteria should be reported as Unclassified.

Making assessment decisions using criteria

As an assessor, you review authenticated learner work and make judgements on standards using the assessment criteria and the supporting information provided in units and training materials. The evidence from a learner can be judged using all the relevant criteria at the same time. The assessor needs to make a judgement against each criterion that evidence is present and sufficiently comprehensive.

Assessors should use the following information and support in reaching assessment decisions:

- the *Essential information for assessment decisions* section in each unit
- your Lead IV and assessment team's collective experience, supported by the standardisation materials we provide.

Once the team has agreed the outcome, a formal assessment decision is recorded and reported to learners. The information given:

- must show the formal decision and indicate where criteria have been met
- may show where attainment against criteria has not been demonstrated
- avoid giving direct, specific instructions on how the learner can improve the evidence to achieve a higher grade.

Authenticity of learner work

Assessors must ensure that evidence is authentic to a learner through setting valid assignments and supervising them during the assessment period. Assessors must take care not to provide direct input, instructions or specific feedback that may compromise authenticity.

Once an assessment has begun, learners must not be given feedback that relates specifically to their evidence and how it can be improved, learners must work independently.

An assessor must assess only learner work that is authentic, i.e. learners' own independent work. Learners must authenticate the evidence that they provide for assessment through signing a declaration stating that it is their own work.

Assessors must complete a declaration that:

- the evidence submitted for this assignment is the learner's own
- the learner has clearly referenced any sources used in the work
- they understand that false declaration is a form of malpractice.

Centres can use Pearson templates or their own templates to document authentication.

During assessment, an assessor may suspect that some or all of the evidence from a learner is not authentic. The assessor must then take appropriate action using the centre's policies for malpractice. Further information is given in *Section 8 Administrative arrangements*.

Resubmission of improved evidence

An assignment provides the final assessment for the relevant learning aims and is normally a final assessment decision, except where the Lead IV approves one opportunity to resubmit improved evidence based on the completed assignment brief.

The Lead IV has the responsibility to make sure that resubmission is operated fairly. This means:

- checking that a learner can be reasonably expected to perform better through a second submission, for example that the learner has not performed as expected
- making sure that giving a further opportunity does not give an unfair advantage over other learners, for example through the opportunity to take account of feedback given to other learners
- checking that the learner will be able to provide improved evidence without further guidance and that the original evidence submitted remains valid.

Once an assessment decision has been given to the learner, the resubmission opportunity must have a deadline within 15 working days in the same academic year.

For assessment to be fair, it is important that learners are all assessed in the same way and that some learners are not advantaged by having additional time or the opportunity to learn from others. Therefore, learners who did not complete assignments by your planned deadline or an authorised extension deadline, if one was given for specific circumstances, may not have the opportunity to subsequently resubmit. Similarly, learners who submit work that is not their own should not be given an opportunity to resubmit.

The outcome of any resubmission of the assignment by the learner is then recorded as the final decision.

A learner who has not achieved their expected level of performance in the relevant learning aims **after resubmission** of an assignment may be offered a single retake opportunity using a new assignment. The highest grade that may be awarded is a Pass.

The Lead IV must authorise a retake with a new assignment only in exceptional circumstances and where it is necessary, appropriate and fair to do so. For further information on offering a retake opportunity you should refer to the *BTEC Centre Guide to Internal Assessment* available on our website. We provide information on writing assignments for retakes on our website (please go to www.btec.co.uk/keydocuments).

7 External assessment

A summary of the type and availability of external assessment for this qualification is given below. This external assessment assesses a unit that is 25% of the total qualification GLH and is weighted to contribute the same proportion of the overall qualification grade.

See the units and sample assessment materials for more information.

Unit	Type	Availability
Unit 7: Responding to a Floristry Brief	<ul style="list-style-type: none"> • Task set and marked by Pearson and completed under supervised conditions. • The supervised period is of 5 hours during the period specified by Pearson. • Floral design/ written evidence. • 60 marks 	Once a year First assessment June 2019

For *Unit 7: Responding to a Floristry Brief*, we will issue a different task each year. Learners can complete the task at any time during the timetabled period. The duration and control of the assessment is the same whenever it is completed within the timetabled period and learner evidence can be submitted to Pearson for marking at any time up to the scheduled end of the task period. We will issue results for each task after the marking period for that task.

We will provide annually, in our *Information Manual*, a detailed timetable for entries, assessment and results. Resits cannot be scheduled until a learner's result has been issued.

Learners must be prepared for external assessment by the time they undertake it. In preparing learners for assessment, you will want to take account of required learning time, and opportunities for resits. Learners who take an external assessment and who do not perform as expected may have one further opportunity using a later external assessment. For Unit 7, learners may take the set task once only within the timetabled period.

Learners who attempt an external assessment twice will have the better of the grades achieved used in the final grade calculation for the qualification.

Units

The externally-assessed unit has a specific format, which we explain in *Section 3 Units*. The content of the unit will be sampled across external assessments over time through appropriate tasks. The ways in which learners are assessed are shown through the assessment outcomes and grading descriptors.

Sample assessment materials

Each externally-assessed unit has a set of sample assessment materials (SAMs) that accompanies the specification. The SAMs are there to give you an example of what the external assessment will look like in terms of the feel and level of demand of the assessment.

The SAMs show the range of possible activity types that may appear in the actual assessments and give you a good indication of how the assessments will be structured. While SAMs can be used for practice with learners, as with any assessment, the content covered and specific details of the activities will vary in each assessment.

These sample assessments can be downloaded from our website.

Conducting external assessments

Centres must make arrangements for the secure delivery of external assessments. You need to ensure that learners are aware that they need to work independently and that they are aware of the requirements for any external assessment.

Each external assessment has a defined degree of control under which it must take place. We define degrees of control as follows.

High control

This is the completion of assessment in formal invigilated examination conditions.

Medium control

This is completion of assessment, usually over a longer period of time, which may include a period of controlled conditions. The controlled conditions may allow learners to access resources, prepared notes or the internet to help them complete the task. This applies to task-based assessments.

Further information on responsibilities for conducting external assessment is given in the document *Instructions for Conducting External Assessments*, available on our website.

8 Administrative arrangements

Introduction

This section focuses on the administrative requirements for delivering a BTEC qualification. It will be of value to Quality Nominees, Lead IVs, Programme Leaders and Examinations Officers.

Learner registration and entry

Shortly after learners start the programme of learning, you need to make sure that they are registered for the qualification and that appropriate arrangements are made for internal and external assessment. You need to refer to our *Information Manual* for information on making registrations for the qualification and entries for external assessments.

Learners can be formally assessed only for a qualification on which they are registered. If learners' intended qualifications change, for example if a learner decides to choose a different pathway specialism, then the centre must transfer the learner appropriately.

Access to assessment

Both internal and external assessments need to be administered carefully to ensure that all learners are treated fairly and that results and certificates are issued on time to allow learners to progress to chosen progression opportunities.

Our equality policy requires that all learners have equal opportunity to access our qualifications and assessments, and that our qualifications are awarded in a way that is fair to every learner. We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve for undertaking a qualification and this achievement can be compared fairly to the achievement of their peers.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational Qualifications*.

Administrative arrangements for internal assessment

Records

You are required to retain records of assessment for each learner. Records should include assessments taken, decisions reached and any adjustments or appeals. Further information can be found in our *Information Manual*. Records must be maintained as specified as we may ask to audit them.

Reasonable adjustments to assessment

To ensure that learners have fair access to demonstrate the requirements of the assessments, a reasonable adjustment is one that is made before a learner takes an assessment. You are able to make adjustments to internal assessments to take account of the needs of individual learners. In most cases, this can be achieved through a defined time extension or by adjusting the format of evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable. You need to plan for time to make adjustments if necessary.

Further details on how to make adjustments for learners with protected characteristics are given on our website in the document *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units*.

Special consideration

Special consideration is given after an assessment has taken place for learners who have been affected by adverse circumstances, such as illness. You must operate special consideration in line with our policy (see previous paragraph). You can provide special consideration related to the period of time given for evidence to be provided or for the format of the assessment if it is equally valid. You may not substitute alternative forms of evidence to that required in a unit or omit the application of any assessment criteria to judge attainment. Pearson can consider applications for special consideration only in line with the policy.

Appeals against assessment

Your centre must have a policy for dealing with appeals from learners. These appeals may relate to assessment decisions being incorrect or assessment being conducted unfairly. The first step in such a policy could be a consideration of the evidence by a Lead IV or other member of the programme team. The assessment plan should allow time for potential appeals after assessment decisions have been given to learners. If there is an appeal by a learner you must document the appeal and its resolution. Learners have a final right of appeal to Pearson but only if the procedures that you have put in place have not been followed. Further details are given in the document *Enquiries and appeals about Pearson vocational qualifications and end point assessment policy*.

Administrative arrangements for external assessment

Entries and resits

For information on the timing of assessment and entries, please refer to the annual examinations timetable on our website. Learners are permitted to have one resit of an external assessment.

Access arrangements requests

Access arrangements are agreed with Pearson before an assessment. They allow learners with special educational needs, disabilities or temporary injuries to:

- access the assessment
- show what they know and can do without changing the demands of the assessment.

Access arrangements should always be processed at the time of registration. Learners will then know what type of arrangements are available in place for them.

Granting reasonable adjustments

For external assessment, a reasonable adjustment is one that we agree to make for an individual learner. A reasonable adjustment is defined for the individual learner and informed by the list of available access arrangements.

Whether an adjustment will be considered reasonable will depend on a number of factors to include the:

- needs of the learner with the disability
- effectiveness of the adjustment
- cost of the adjustment; and
- likely impact of the adjustment on the learner with the disability and other learners.

Adjustment may be judged unreasonable and not approved if it involves unreasonable costs, timeframes or affects the integrity of the assessment.

Special consideration requests

Special consideration is an adjustment made to a learner's mark or grade after an external assessment to reflect temporary injury, illness or other indisposition at the time of the assessment. An adjustment is made only if the impact on the learner is such that it is reasonably likely to have had a material effect on that learner being able to demonstrate attainment in the assessment.

Centres are required to notify us promptly of any learners who they believe have been adversely affected and request that we give special consideration. Further information can be found in the special requirements section on our website.

Dealing with malpractice in assessment

Malpractice means acts that undermine the integrity and validity of assessment, the certification of qualifications, and/or that may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actions (or attempted actions) of malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose penalties and/or sanctions on learners, centre staff or centres where incidents (or attempted incidents) of malpractice have been proven.

Malpractice may arise or be suspected in relation to any unit or type of assessment within the qualification. For further details regarding malpractice and advice on preventing malpractice by learners, please see our *Centre guide for dealing with malpractice and maladministration in vocational qualifications*, available on our website.

The procedures we ask you to adopt vary between units that are internally assessed and those that are externally assessed.

Internally-assessed units

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Learners must be given information that explains what malpractice is for internal assessment and how suspected incidents will be dealt with by the centre. Our *Centre guide for dealing with malpractice and maladministration in vocational qualifications* gives full information on the actions we expect you to take.

Pearson may conduct investigations if we believe that a centre is failing to conduct internal assessment according to our policies. The above document gives further information, examples and details the penalties and sanctions that may be imposed.

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

Externally-assessed units

External assessment means all aspects of units that are designated as external in this specification, including preparation for tasks and performance. For these assessments, centres must follow the JCQ procedures set out in the latest version of *JCQ Suspected Malpractice in Examinations and Assessments* (www.jcq.org.uk).

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

Learner malpractice

Heads of Centres are required to report incidents of any suspected learner malpractice that occur during Pearson external assessments. We ask that centres do so by completing a *JCQ Form M1* and emailing it and any accompanying documents (signed statements from the learner, invigilator, copies of evidence, etc.) to the Investigations Team at pqsmalpractice@pearson.com. The responsibility for determining appropriate sanctions or penalties to be imposed on learners lies with Pearson.

Learners must be informed at the earliest opportunity of the specific allegation and the centre's malpractice policy, including the right of appeal. Learners found guilty of malpractice may be disqualified from the qualification for which they have been entered with Pearson.

Teacher/centre malpractice

Heads of Centres are required to inform Pearson's Investigations Team of any incident of suspected malpractice by centre staff, before any investigation is undertaken. Heads of Centres are requested to inform the Investigations Team by submitting a *JCQ Form M2(a)* with supporting documentation to pqsmalpractice@pearson.com. Where Pearson receives allegations of malpractice from other sources (for example Pearson staff or anonymous informants), the Investigations Team will conduct the investigation directly or may ask the Head of Centre to assist.

Incidents of maladministration (accidental errors in the delivery of Pearson qualifications that may affect the assessment of learners) should also be reported to the Investigations Team using the same method.

Heads of Centres/Principals/Chief Executive Officers or their nominees are required to inform learners and centre staff suspected of malpractice of their responsibilities and rights; see 6.15 of *JCQ Suspected Malpractice in Examinations and Assessments*.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results and/or certificates while an investigation is in progress. Depending on the outcome of the investigation, results and/or certificates may be released or withheld.

We reserve the right to withhold certification when undertaking investigations, audits and quality assurances processes. You will be notified within a reasonable period of time if this occurs.

Sanctions and appeals

Where malpractice is proven, we may impose sanctions or penalties.

Where learner malpractice is evidenced, penalties may be imposed such as:

- mark reduction for external assessments
- disqualification from the qualification
- being barred from registration for Pearson qualifications for a period of time.

If we are concerned about your centre's quality procedures, we may impose sanctions such as:

- working with you to create an improvement action plan
- requiring staff members to receive further training
- placing temporary blocks on your certificates
- placing temporary blocks on registration of learners
- debarring staff members or the centre from delivering Pearson qualifications
- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for centres that are considering appeals against penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from Heads of Centres (on behalf of learners and/or members or staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in our *Enquiries and appeals about Pearson vocational qualifications and end point assessment policy*, which is on our website. In the initial stage of any aspect of malpractice, please notify the Investigations Team by email via pqsmalpractice@pearson.com who will inform you of the next steps.

Certification and results

Once a learner has completed all the required units for a qualification, even if final results for external assessments have not been issued, then the centre can claim certification for the learner, provided that quality assurance has been successfully completed. For the relevant procedures please refer to our *Information Manual*. You can use the information provided on qualification grading to check overall qualification grades.

Results issue

Results for external assessment will be issued once marking is complete.

Qualification results will be issued once a learner has completed all components of the qualification and you have claimed certification. The result will be in the form of a grade. You should be prepared to discuss performance with learners, making use of the information we provide and post-results services.

Post-assessment services

Once results for external assessments are issued, you may find that the learner has failed to achieve the qualification or to attain an anticipated grade. It is possible to transfer or reopen registration in some circumstances. Our *Information Manual* gives further information.

Changes to qualification requests

Where a learner who has taken a qualification wants to resit an externally-assessed unit to improve their qualification grade, you firstly need to decline their overall qualification grade. You must decline the grade before the certificate is issued. For a learner receiving their results in August, you should decline the grade by the end of September if the learner intends to resit an external assessment.

Additional documents to support centre administration

As an approved centre, you must ensure that all staff delivering, assessing and administering the qualifications have access to this documentation. These documents are reviewed annually and are reissued if updates are required.

- *Pearson Quality Assurance Handbook*: this sets out how we will carry out quality assurance of standards and how you need to work with us to achieve successful outcomes.
- *Information Manual*: this gives procedures for registering learners for qualifications, transferring registrations, entering for external assessments and claiming certificates.
- *Lead Examiners' Reports*: these are produced after each series for each external assessment and give feedback on the overall performance of learners in response to tasks or questions set.
- *Instructions for the Conduct of External Assessments*: explains our requirements for the effective administration of external assessments, such as invigilation and submission of materials.
- *Regulatory policies*: our regulatory policies are integral to our approach and explain how we meet internal and regulatory requirements. We review the regulated policies annually to ensure that they remain fit for purpose. Policies related to this qualification include:
 - adjustments for candidates with disabilities and learning difficulties, access arrangements and reasonable adjustments for general and vocational qualifications
 - age of learners
 - centre guidance for dealing with malpractice
 - recognition of prior learning and process.

This list is not exhaustive and a full list of our regulatory policies can be found on our website.

9 Quality assurance

Centre and qualification approval

As part of the approval process, your centre must make sure that the resource requirements listed below are in place before offering the qualification.

- Centres must have appropriate physical resources (for example, equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification.
- Staff involved in the assessment process must have relevant expertise and/or occupational experience.
- There must be systems in place to ensure continuing professional development for staff delivering the qualification.
- Centres must have in place appropriate health and safety policies relating to the use of equipment by learners.
- Centres must deliver the qualification in accordance with current equality legislation.
- Centres should refer to the teacher guidance section in individual units to check for any specific resources required.

Continuing quality assurance and standards verification

On an annual basis, we produce the Pearson *Quality Assurance Handbook*. It contains detailed guidance on the quality processes required to underpin robust assessment, internal verification and planning of appropriate employer involvement.

The key principles of quality assurance are that:

- a centre delivering BTEC programmes must be an approved centre, and must have approval for the programmes or groups of programmes that it is delivering
- the centre agrees, as part of gaining approval, to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; it must abide by these conditions throughout the period of delivery
- Pearson makes available to approved centres a range of materials and opportunities, through online standardisation, intended to exemplify the processes required for effective assessment, and examples of effective standards. Approved centres must use the materials and services to ensure that all staff delivering BTEC qualifications keep up to date with the guidance on assessment
- an approved centre must follow agreed protocols for standardisation of assessors and verifiers, for the planning, monitoring and recording of assessment processes, and for dealing with special circumstances, appeals and malpractice.

The approach of quality-assured assessment is through a partnership between an approved centre and Pearson. We will make sure that each centre follows best practice and employs appropriate technology to support quality-assurance processes, where practicable. We work to support centres and seek to make sure that our quality-assurance processes do not place undue bureaucratic processes on centres. We monitor and support centres in the effective operation of assessment and quality assurance.

The methods we use to do this for BTEC Technical Certificate and Diploma qualifications include:

- making sure that all centres complete appropriate declarations at the time of approval
- undertaking approval visits to centres
- making sure that centres have effective teams of assessors and verifiers who are trained to undertake assessment
- undertaking an overarching review and assessment of a centre's strategy for ensuring sufficient and appropriate engagement with employers at the beginning of delivery of any BTEC programme(s)
- undertaking a review of the employer involvement planned at programme level to ensure its appropriateness at a time when additional activities can be scheduled where necessary
- assessment sampling and verification, through requested samples of assessments, completed assessed learner work and associated documentation
- an overarching review and assessment of a centre's strategy for delivering and quality assuring its BTEC programmes.

Centres that do not fully address and maintain rigorous approaches to delivering, assessing and quality assurance cannot seek certification for individual programmes or for the BTEC Technical Certificate and Diploma qualifications. An approved centre must make certification claims only when authorised by us and strictly in accordance with requirements for reporting.

Centres that do not comply with remedial action plans may have their approval to deliver qualifications removed.

10 Understanding the qualification grade

Awarding and reporting for the qualification

This section explains the rules that we apply in providing an overall qualification grade for each learner. The final grade awarded for a qualification represents a holistic performance across all of the qualification. As the qualification grade is an aggregate of the total performance, there is some element of compensation in that a higher performance in some units will be balanced by a lower outcome in others.

Eligibility for an award

In order to be awarded the qualification, a learner must complete all units and achieve a Pass or above in all units. See *Section 2 Structure* for full details.

To achieve the qualification grade, learners must:

- achieve and **report a grade** (D, M or P) for all units within a valid combination
- achieve the **minimum number of points** at a grade threshold.

Where there are optional units in a qualification, it is the responsibility of the centre to ensure that a correct unit combination is adhered to. Learners who do not pass all the required units shown in the structure will not achieve the qualification. For example, learners who have not passed the required externally-assessed unit or who have not taken enough mandatory units will not achieve that qualification even if they have enough points.

Calculation of the qualification grade

The final grade awarded for a qualification represents an aggregation of a learner's performance across the qualification. As the qualification grade is an aggregate of the total performance, there is some element of compensation in that a higher performance in some units may be balanced by a lower outcome in others.

In the event that a learner achieves more than the required number of optional units (where available), the mandatory units along with the optional units with the highest grades will be used to calculate the overall result, subject to the eligibility requirements for that particular qualification title.

The qualification is awarded at the grade ranges shown in the table below.

Qualification	Available grade range
Diploma	PP to DD

The *Calculation of qualification grade* table, which appears later in this section, shows the minimum thresholds for calculating these grades. The table will be kept under review over the lifetime of the qualification. In the event of any change, centres will be informed before the start of teaching for the relevant cohort and an updated table will be issued on our website.

Learners who do not meet the minimum requirements for a qualification grade to be awarded will be recorded as Unclassified (U) and will not be certificated. They may receive a Notification of Performance for individual units. Our *Information Manual* gives full details.

Points available for internally-assessed units

The table below shows the number of **points** available for internally-assessed units. For each internally-assessed unit, points are allocated depending on the grade awarded.

	Unit size	
	30 GLH	60 GLH
U	0	0
Pass	8	16
Merit	12	24
Distinction	16	32

Points available for the externally-assessed unit

Raw marks from the externally-assessed unit will be awarded **points** based on performance in the assessment. The points scores available for the externally-assessed unit at grade boundaries are as follows.

	Unit size
	90 GLH
U	0
Pass	24–35
Merit	36–47
Distinction	48

We will automatically calculate the points for the externally-assessed unit once the external assessment has been marked and grade boundaries have been set. For more details about how we set grade boundaries in the external assessment please go to our website.

Claiming the qualification grade

Subject to eligibility, we will automatically calculate the qualification grade for your learners when the internally-assessed unit grades are submitted and the qualification claim is made. Learners will be awarded qualification grades for achieving the sufficient number of points within the ranges shown in the relevant calculation of qualification grade table for the cohort.

Calculation of qualification grade table

Diploma	
Grade	Points threshold
PP	96
MP	112
MM	128
DM	152
DD	176

The table is subject to review over the lifetime of the qualification. The most up-to-date version will be issued on our website.

Examples of grade calculations based on table applicable to registrations from September 2018

Example 1: Achievement of a Diploma with a PP grade

Unit	GLH	Type	Grade	Points
1	60	Internal	Pass	16
2	30	Internal	Pass	8
3	60	Internal	Pass	16
4	30	Internal	Pass	8
5	30	Internal	Pass	8
6	60	Internal	Merit	16
7	90	External	Pass	26
	360		PP	98

The learner has achieved a Pass or above in all units.

The learner has sufficient points for a PP grade.

Example 2: Achievement of a Diploma with a DD grade

Unit	GLH	Type	Grade	Points
1	60	Internal	Merit	24
2	30	Internal	Merit	12
3	60	Internal	Distinction	32
4	30	Internal	Distinction	16
5	30	Internal	Distinction	16
6	60	Internal	Distinction	32
7	90	External	Distinction	48
	360		DD	180

The learner has sufficient points for a DD grade.

Example 3: Achievement of a Diploma with an Unclassified result

Unit	GLH	Type	Grade	Points
1	60	Internal	Merit	24
2	30	Internal	Merit	12
3	60	Internal	Unclassified	0
4	30	Internal	Pass	8
5	30	Internal	Pass	8
6	60	Internal	Pass	16
7	90	External	Distinction	48
	360		U	116

The learner has a U in Unit 3.

The learner has sufficient points for an MP but has not met the requirement for a Pass, or above, in all units.

11 Resources and support

Our aim is to give you support to enable you to deliver Pearson BTEC Level 2 Technicals with confidence. You will find resources to support teaching and learning, assessing, and professional development on our website.

Support for setting up your course and preparing to teach

Schemes of Learning

Our free Schemes of Learning give you suggestions and ideas for how to deliver the units in the qualifications, including opportunities to develop employability skills, tips on embedding mathematics and English, and how to link units through holistic assessments.

Delivery planner

High-level models showing how the course can be delivered over different timescales, for example six months, one year, two years.

myBTEC

myBTEC is a free, online toolkit that lets you plan and manage your BTEC provision from one place. It supports the delivery, assessment and quality assurance of BTEC qualifications in centres and supports teachers with the following activities:

- checking that a programme is using a valid combination of units
- creating and verifying assignment briefs (including access to a bank of assignment briefs that can be customised)
- creating assessment plans and recording assessment decisions
- tracking the progress of every learner throughout their programme.

To find out more about myBTEC, visit the myBTEC page on the support services section of our website.

Support for teaching and learning

Work Experience Toolkit

Our free Work Experience Toolkit gives guidance for tutors, assessors, work-based supervisors and learners on how to make the most of work placements and work experience.

Pearson Learning Services provides a range of engaging resources to support BTEC qualifications.

Teaching and learning resources may also be available from a number of other publishers.

Details of Pearson's own resources and of all endorsed resources are on our website.

Support for assessment

Sample assessment materials for externally-assessed units

Sample assessment materials (SAMs) are available for externally-assessed units and can be downloaded from the Pearson Qualifications website. An additional set of sample assessment materials for externally-assessed units will also be available, giving your learners further opportunities for practice.

Sample assessment materials for internally-assessed units

We do not prescribe the assessments for the internally-assessed units. Rather, we allow you to set your own, according to your learners' preferences.

We provide assignment briefs approved by Pearson Standards Verifiers.

Sample marked learner work

To support you in understanding the expectation of the standard at each grade, examples of sample marked learner work will be made available on our website.

Training and support from Pearson

People to talk to

There are lots of people who can support you and give you advice and guidance on delivering your Pearson BTEC Level 2 Technicals. They include the following.

- Standards Verifiers – they can support you with preparing your assignments, ensuring that your assessment plan is set up correctly, in preparing learner work and providing quality assurance through sampling.
- Subject Advisors – available for all sectors. They understand all Pearson qualifications in their sector and so can answer sector-specific queries on planning, teaching, learning and assessment.
- Curriculum Development Managers (CDMs) – they are regionally based and have a full overview of BTEC qualifications and of the support and resources that Pearson provides. CDMs often run network events.
- Customer Services – the 'Support for You' section of our website gives the different ways in which you can contact us for general queries. For specific queries, our service operators can direct you to the relevant person or department.

Training and professional development

We provide a range of training and professional development events to support the introduction, delivery, assessment and administration of the Pearson BTEC Level 2 Technicals.

These sector-specific events, developed and delivered by specialists, are available both face to face and online.