



Specification

BTEC Firsts

Edexcel BTEC Level 2 Certificate, BTEC Level 2 Extended Certificate and BTEC Level 2 Diploma in Floristry (QCF)

For first teaching September 2010

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BTEC First qualification titles covered by this specification

Edexcel BTEC Level 2 Certificate in Floristry

Edexcel BTEC Level 2 Extended Certificate in Floristry

Edexcel BTEC Level 2 Diploma in Floristry

These qualifications have been accredited to the Qualifications and Credit Framework (QCF) and are eligible for public funding as determined by the Department for Education (DfE) under Sections 96 and 97 of the Learning and Skills Act 2000.

The qualification titles listed above feature in the funding lists published annually by the DfE and the regularly updated website www.education.gov.uk/. The QCF Qualifications Accreditation Number (QAN) should be used by centres when they wish to seek public funding for their learners. Each unit within a qualification will also have a QCF unit code.

The QCF qualification and unit codes will appear on the learners' final certification documentation.

The QANs for the qualifications in this publication are:

| | |
|--|------------|
| Edexcel BTEC Level 2 Certificate in Floristry (QCF) | 501/0312/X |
| Edexcel BTEC Level 2 Extended Certificate in Floristry (QCF) | 501/0313/I |
| Edexcel BTEC Level 2 Diploma in Floristry (QCF) | 501/0339/8 |

These qualification titles will appear on learners' certificates. Learners need to be made aware of this when they are recruited by the centre and registered with Edexcel.

What are BTEC Firsts?

BTEC First qualifications are undertaken in further education and sixth-form colleges, schools and other training providers, and have been since they were introduced in 1983. Their purpose, approaches to teaching, learning and assessment are established and understood by teaching professionals, employers and learners alike.

The BTEC First qualifications within this specification have been revised to fit the new Qualifications and Credit Framework (QCF). As such the revised titles are:

Edexcel BTEC Level 2 Certificate in Floristry

Edexcel BTEC Level 2 Extended Certificate in Floristry

Edexcel BTEC Level 2 Diploma in Floristry.

But for clarity and continuity they are referred to generically as BTEC First qualifications, where appropriate and maintain the same equivalences, benchmarks and other articulations (for example SCAAT points) as their predecessor qualifications. The following identifies the titling conventions and variations between the 'old' (NQF) and 'new' (QCF) specifications.

| Predecessor BTEC Firsts (accredited 2006) | QCF BTEC Firsts (for delivery from September 2010) |
|--|---|
| Edexcel Level 2 BTEC First Diploma | Edexcel BTEC Level 2 Diploma |
| Edexcel Level 2 BTEC First Certificate | Edexcel BTEC Level 2 Extended Certificate |
| Not applicable | Edexcel BTEC Level 2 Certificate |

BTEC Firsts are QCF Level 2 qualifications designed to provide specialist work-related qualifications in a range of sectors. They give learners the knowledge, understanding and skills that they need to prepare for employment. The qualifications also provide career development opportunities for those already in work. Consequently, they provide a course of study for full-time or part-time learners in schools, colleges and training centres.

BTEC Firsts provide much of the underpinning knowledge and understanding for the National Occupational Standards for the sector, where these are appropriate. They are supported by the relevant Standards Setting Body (SSB) or Sector Skills Council (SSC). A number of BTEC Firsts are recognised as Technical Certificates and form part of the Apprenticeship Framework. They attract achievement and attainment points that equate to similar-sized general qualifications.

On successful completion of a BTEC First qualification, learners can progress to or within employment and/or continue their study in the same, or related vocational area.

It should be noted that the titling conventions for the revised QCF versions of the BTEC Nationals have also changed; see within the relevant BTEC National specifications on the website (www.edexcel.com).

The QCF is a framework which awards credit for qualifications and units and aims to present qualifications in a way that is easy to understand and measure. It enables learners to gain qualifications at their own pace along flexible routes.

There are three sizes of qualifications in the QCF:

- Awards (1 to 12 credits)
- Certificates (13 to 36 credits)
- Diplomas (37 credits and above).

Every unit and qualification in the framework will have a credit value.

The credit value of a unit specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit.

The credit value of a unit is based on:

- one credit for those learning outcomes achievable in 10 hours of learning
- learning time being defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria
- the credit value of the unit remaining constant in all contexts, regardless of the assessment method used for the qualification(s) to which it contributes.

Learning time should address all learning (including assessment) relevant to the learning outcomes, regardless of where, when and how the learning has taken place.

Edexcel BTEC Level 2 Certificate – 15 credits

The 15-credit BTEC Level 2 Certificate offers a specialist qualification that focuses on particular aspects of employment within the appropriate vocational sector. The BTEC Level 2 Certificate is a qualification which can extend a learner's programme of study and provide a vocational emphasis. The BTEC Level 2 Certificate is broadly equivalent to one GCSE.

The BTEC Level 2 Certificate is also suitable for more mature learners, who wish to follow a vocational programme of study as part of their continued professional development or who want to move to a different area of employment.

Edexcel BTEC Level 2 Extended Certificate – 30 credits

The 30-credit BTEC Level 2 Extended Certificate extends the specialist work-related focus from the BTEC First Award and covers the key knowledge and practical skills required in the appropriate vocational sector. The BTEC Level 2 Extended Certificate offers flexibility and a choice of emphasis through the optional units. It is broadly equivalent to two GCSEs.

The BTEC Level 2 Extended Certificate offers an engaging programme for those who are clear about the area of employment that they wish to enter. These learners may wish to extend their programme through the study of a related GCSE, a complementary NVQ or another qualification. These learning programmes can be developed to allow learners to study complementary qualifications without duplication of content.

For adult learners the BTEC Level 2 Extended Certificate can extend their experience of work in a particular sector. It is a suitable qualification for those wishing to change career or move into a particular area of employment following a career break.

The predecessor qualification to the BTEC Level 2 Extended Certificate is the Edexcel Level 2 BTEC First Certificate accredited onto the National Qualifications Framework, which has the same equivalences, overall size and focus to the revised QCF-accredited qualification.

● **Edexcel BTEC Level 2 Diploma – 60 credits**

The 60-credit BTEC Level 2 Diploma extends the specialist work-related focus from the BTEC Level 2 Extended Certificate. There is potential for the qualification to prepare learners for employment in the appropriate vocational sector and it is suitable for those who have decided that they wish to enter a particular area of work. It is broadly equivalent to four GCSEs.

Some learners may wish to gain the qualification in order to enter a specialist area of employment or to progress to a Level 3 programme. Other learners may want to extend the specialism they studied on the BTEC Level 2 Certificate or the BTEC Level 2 Extended Certificate programme.

The predecessor qualification to the BTEC Level 2 Diploma is the Edexcel Level 2 BTEC First Diploma accredited onto the National Qualifications Framework, which has the same equivalences, overall size and focus to the revised QCF-accredited qualification.

● **Key features of the BTEC Firsts in Floristry**

The BTEC Firsts in Floristry have been developed to:

- provide education and training for learners interested in employment and/or further education in the environmental and land-based and/or associated sectors
- give employees who currently work in floral industries opportunities to achieve a nationally recognised Level 2 vocationally specific qualification
- give full-time learners the opportunity to enter employment in the environmental and land-based sector or to progress to vocational qualifications such as the Edexcel BTEC Level 3 Nationals in Floristry
- give learners the opportunity to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life.

● **Rationale for the BTEC Firsts in Floristry**

The BTEC Firsts in Floristry have been developed to provide entry and progression into and within floral design and provision industries that fall within the environmental and land-based sector. Lantra, the Sector Skills Council for the environmental and land-based industries has identified knowledge, understanding and technical skills that employers will need from learners entering the sector in the coming years. Edexcel have included these in the development of the units that make up these qualifications.

These qualifications are part of a wide suite of environmental and land-based qualifications offered by Edexcel and are designed primarily for 14 to 19 learners seeking employment and/or further learning in the sector. They are also available to other learners who may already have experience within the sector but who are seeking a nationally recognised qualification as part of their career development. The qualifications are aimed at those interested in floral design and provision roles. The qualifications are made up of discrete 5 and 10 credit units of learning that give learners explicit recognition of their learning in education and work. BTEC First qualifications can be delivered and assessed in a range of traditional and contemporary models such as full time, part time and e-learning. Tutors are free to create innovative and creative assessments that fit local requirements whilst maintaining a national standard.

National Occupational Standards

BTEC Firsts are designed to provide much of the underpinning knowledge and understanding for the National Occupational Standards (NOS), as well as developing practical skills in preparation for work and possible achievement of NVQs in due course. NOS form the basis of National Vocational Qualifications (NVQs). BTEC Firsts do not purport to deliver occupational competence in the sector, which should be demonstrated in a work context.

Each unit in the specification identifies links to elements of the NOS.

The Edexcel BTEC Level 2 Firsts in Floristry relate to the following NOS:

- Level 2 Floristry
- Level 2 Photo Imaging.

Rules of combination for Edexcel BTEC Level 2 First qualifications

The rules of combination specify the:

- total credit value of the qualification
- the minimum credit to be achieved at the level, or above, the qualification
- the mandatory unit credit
- the optional unit credit
- the maximum credit that can come from other QCF BTEC units.

When combining units for a BTEC First qualification, it is the centre's responsibility to ensure that the following rules of combination are adhered to.

Edexcel BTEC Level 2 Certificate

- 1 Qualification credit value: a minimum of 15 credits.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 8 credits.

Edexcel BTEC Level 2 Extended Certificate

- 1 Qualification credit value: a minimum of 30 credits.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 16 credits.

Edexcel BTEC Level 2 Diploma

- 1 Qualification credit value: a minimum of 60 credits.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 31 credits
- 3 Mandatory unit credit: 20.
- 4 Optional unit credit: 40.
- 5 A maximum of 10 credits can come from other QCF BTEC units to meet local needs.

Edexcel BTEC Level 2 Certificate in Floristry

The Edexcel BTEC Level 2 Certificate in Floristry is a 15-credit and 90-guided-learning-hour (GLH) qualification that consists of optional units that provide for a combined total of 15 credits (where at least eight credits must be at Level 2 or above).

| BTEC Level 2 Certificate in Floristry | | | |
|---------------------------------------|---|--------|-------|
| Unit | Optional units | Credit | Level |
| 4 | Identification and Use of Flowers and Foliage | 10 | 2 |
| 7 | Plan, Prepare and Construct Tied Floristry Designs | 10 | 2 |
| 8 | Plan, Prepare and Construct Floral Arrangements | 10 | 2 |
| 12 | Identify and Maintain the Condition of Plants and Planted Designs | 5 | 2 |

Edexcel BTEC Level 2 Extended Certificate in Floristry

The Edexcel BTEC Level 2 Extended Certificate in Floristry is a 30-credit and 180-guided-learning-hour qualification (GLH) that consists of optional units that provide for a combined total of 30 credits (where at least 16 credits must be at Level 2 or above).

| BTEC Level 2 Extended Certificate in Floristry | | | |
|--|---|--------|-------|
| Unit | Optional units | Credit | Level |
| 1 | Undertake Work related Experience in the Land-based Industries | 10 | 2 |
| 2 | Environmental and Land-based Business | 10 | 2 |
| 3 | Undertake Basic Floristry Display Techniques | 10 | 2 |
| 4 | Identification and Use of Flowers and Foliage | 10 | 2 |
| 5 | Floristry Interior Design | 10 | 2 |
| 6 | Presentation and Service for Retailing in the Land-based Sector | 10 | 2 |
| 7 | Plan, Prepare and Construct Tied Floristry Designs | 10 | 2 |
| 8 | Plan, Prepare and Construct Floral Arrangements | 10 | 2 |
| 9 | Plan, Prepare and Construct Wedding Designs with Floral Materials | 10 | 2 |
| 10 | Plan, Prepare and Construct Funeral Designs | 10 | 2 |
| 11 | Identify, Check and Monitor the Quality of Incoming Cut Materials | 10 | 2 |
| 12 | Identify and Maintain the Condition of Plants and Planted Designs | 5 | 2 |

Edexcel BTEC Level 2 Diploma in Floristry

The Edexcel BTEC Level 2 Diploma in Floristry is a 60-credit and 360-guided-learning-hour (GLH) qualification that consists of two mandatory units **plus** optional units that provide for a combined total of 60 credits (where at least 31 credits must be at Level 2 or above).

| BTEC Level 2 Diploma in Floristry | | | |
|-----------------------------------|---|--------|-------|
| Unit | Mandatory units | Credit | Level |
| 1 | Undertake Work related Experience in the Land-based Industries | 10 | 2 |
| 2 | Environmental and Land-based Business | 10 | 2 |
| Unit | Optional units | | |
| 3 | Undertake Basic Floristry Display Techniques | 10 | 2 |
| 4 | Identification and Use of Flowers and Foliage | 10 | 2 |
| 5 | Floristry Interior Design | 10 | 2 |
| 6 | Presentation and Service for Retailing in the Land-based Sector | 10 | 2 |
| 7 | Plan, Prepare and Construct Tied Floristry Designs | 10 | 2 |
| 8 | Plan, Prepare and Construct Floral Arrangements | 10 | 2 |
| 9 | Plan, Prepare and Construct Wedding Designs with Floral Materials | 10 | 2 |
| 10 | Plan, Prepare and Construct Funeral Designs | 10 | 2 |
| 11 | Identify, Check and Monitor the Quality of Incoming Cut Materials | 10 | 2 |
| 12 | Identify and Maintain the Condition of Plants and Planted Designs | 5 | 2 |

Assessment and grading

In BTEC Firsts all units are internally assessed.

All assessment for BTEC First qualifications is criterion referenced, based on the achievement of all the specified learning outcomes.

Each unit within the qualification has specified assessment and grading criteria which are to be used for grading purposes. A summative unit grade can be awarded at pass, merit or distinction:

- to achieve a 'pass' a learner must have satisfied **all** the pass assessment criteria
- to achieve a 'merit' a learner must additionally have satisfied **all** the merit grading criteria
- to achieve a 'distinction' a learner must additionally have satisfied **all** the grading distinction criteria.

Grading domains

The assessment and grading criteria are developed in relation to grading domains which are exemplified by a number of indicative characteristics at the level of the qualification.

There are four BTEC First grading domains:

- application of knowledge and understanding
- development of practical and technical skills
- personal development for occupational roles
- application of generic skills.

Please refer to *Annexe B* which shows the merit and distinction indicative characteristics.

Guidance

The purpose of assessment is to ensure that effective learning has taken place to give learners the opportunity to:

- meet the assessment and grading criteria and
- achieve the learning outcomes within the units.

All assignments created by centres should be reliable and fit for purpose, and should be built on the unit assessment and grading criteria. Assessment tasks and activities should enable learners to produce valid, sufficient and reliable evidence that relates directly to the specified criteria. Centres should enable learners to produce evidence in a variety of different forms including written reports, graphs, posters, along with projects, performance observation and time-constrained assessments.

Centres are encouraged to emphasise the practical application of the assessment and grading criteria, providing a realistic scenario for learners to adopt, and making maximum use of practical activities and work experience. The creation of assignments that are fit for purpose is vital to achievement and their importance cannot be over-emphasised.

The assessment and grading criteria must be indicated clearly on fit for purpose assignments. This gives learners focus and helps with internal verification and standardisation processes. It will also help to ensure that learner feedback is specific to the assessment and grading criteria.

When looking at the unit assessment and grading criteria grids, and designing assignments, centres are encouraged to identify common topics and themes.

The units include guidance on appropriate assessment methodology. A central feature of vocational assessment is that it allows for assessment to be:

- current, ie to reflect the most recent developments and issues
- local, ie to reflect the employment context of the delivering centre
- flexible to reflect learner needs, ie at a time and in a way that matches the learner's requirements so that they can demonstrate achievement.

Calculation of the qualification grade

Pass qualification grade

Learners who achieve the minimum eligible credit value specified by the rule of combination will achieve the qualification at pass grade (see *Rules of combination for Edexcel BTEC Level 2 First qualifications*).

Qualification grades above pass grade

Learners will be awarded a merit or distinction or distinction* qualification grade by the aggregation of points gained through the successful achievement of individual units. The number of points available is dependent on the unit level and grade achieved, and the credit size of the unit (as shown in the 'points available for credits achieved at different QCF Levels and unit grades' below).

Points available for credits achieved at different QCF Levels and unit grades

The table below shows the **number of points scored per credit** at the unit level and grade.

| Unit QCF level | Points per credit | | |
|----------------|-------------------|----------|-------------|
| | Pass | Merit | Distinction |
| Level 1 | 3 | 4 | 5 |
| Level 2 | 5 | 6 | 7 |
| Level 3 | 7 | 8 | 9 |

Learners who achieve the correct number of points within the ranges shown in the 'qualification grade' table will achieve the qualification merit or distinction or distinction* grade.

Qualification grade

| Qualification | Points range above pass grade | | |
|-----------------------------------|-------------------------------|-------------|---------------|
| | Merit | Distinction | Distinction* |
| BTEC Level 2 Certificate | 85-94 | 95-99 | 100 and above |
| BTEC Level 2 Extended Certificate | 170-189 | 190-199 | 200 and above |
| BTEC Level 2 Diploma | 340-379 | 380-399 | 400 and above |

Please refer to *Annexe G* for examples of calculation of qualification grade above pass grade.

Quality assurance of centres

Edexcel's qualification specifications set out the standard to be achieved by each learner in order to be awarded the qualification. This is covered in the statement of learning outcomes and assessment and grading criteria in each unit. Further guidance on delivery and assessment is given in the *Essential guidance for tutors* section in each unit. This section is designed to provide additional guidance and amplification related to the unit to support tutors, deliverers and assessors and to provide for a coherence of understanding and a consistency of delivery and assessment.

Approval

Centres that have not previously offered BTEC qualifications will first need to apply for, and be granted, centre approval before they can apply for approval to offer the programme.

When a centre applies for approval to offer a BTEC qualification they are required to enter into an approvals agreement.

The approvals agreement is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any linked codes or regulations. Sanctions and tariffs may be applied if centres do not comply with the agreement. Ultimately, this could result in the suspension of certification or withdrawal of approval.

Centres will be allowed 'accelerated approval' for a new programme where the centre already has approval for a programme that is being replaced by the new programme.

The key principles of quality assurance are that:

- a centre delivering BTEC programmes must be an approved centre and must have approval for programmes or groups of programmes that it is operating
- 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
- Edexcel makes available to approved centres a range of materials and opportunities 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; planning, monitoring and recording of assessment processes; and for dealing with special circumstances, appeals and malpractice.

The approach of quality assured assessment is made through a partnership between an approved centre and Edexcel. Edexcel is committed to ensuring that it follows best practice and employs appropriate technology to support quality assurance processes where practicable. Therefore, the specific arrangements for working with centres will vary. Edexcel seeks to ensure that the quality assurance processes that it uses do not place undue bureaucratic processes on centres and works to support centres in providing robust quality assurance processes.

Edexcel monitors and supports centres in the effective operation of assessment and quality assurance. The methods it uses to do this for BTEC First and National programmes accredited under the Qualifications and Credit Framework (QCF) include:

- ensuring that all centres have completed appropriate declarations at the time of approval, undertaking approval visits to centres where necessary
- requiring all centres to appoint a Lead Internal Verifier for designated groups of programmes and to ensure that this person is trained and supported in carrying out that role
- requiring that the Lead Internal Verifier completes compulsory online standardisation related to assessment and verification decisions for the designated programme
- assessment sampling and verification, through requested samples of assessments, completed assessed learner work and associated documentation
- overarching review and assessment of a centre's strategy for assessing and quality assuring its BTEC programmes.

Edexcel Quality Assurance Handbook

Centres should refer to the *Handbook for Quality Assurance for BTEC QCF Qualifications*, issued annually, for detailed guidance.

An approved centre must make certification claims only when authorised by Edexcel and strictly in accordance with requirements for reporting.

Centres that do not fully address and maintain rigorous approaches to quality assurance will be prevented from seeking certification for individual programmes or for all BTEC First and National programmes. Centres that do not comply with remedial action plans may have their approval to deliver qualifications removed.

Programme design and delivery

BTEC First qualifications consist of mandatory and optional units. Optional units are designed to provide a focus to the qualification and more specialist opportunities in the sector.

In BTEC Firsts each unit has a number of guided learning hours.

Guided learning hours are defined as all the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes time spent by staff assessing learner achievements. It does not include time spent by staff in day-to-day marking of assignments where the learner is not present.

Centres are advised to consider this definition when planning the programme of study associated with this specification.

Mode of delivery

Edexcel does not define the mode of study for BTEC Firsts. Centres are free to offer the qualifications using any mode of delivery (such as full time, part time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must ensure that learners have appropriate access to the resources identified in the specification and to the subject specialists delivering the units. This is particularly important for learners studying for the qualification through open or distance learning.

Learners studying for the qualification on a part-time basis bring with them a wealth of experience that should be utilised to maximum effect by tutors and assessors. The use of assessment evidence drawn from learners' work environments should be encouraged. Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to ensure a course relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- linking with company-based/workplace training programmes
- making full use of the variety of experience of work and life that learners bring to the programme.

Resources

BTEC Firsts are designed to prepare learners for employment in specific occupational sectors. Physical resources need to support the delivery of the programme and the proper assessment of the learning outcomes and should, therefore, normally be of industry standard. Staff delivering programmes and conducting the assessments should be familiar with current practice and standards in the sector concerned. Centres will need to meet any specific resource requirements to gain approval from Edexcel.

Where specific resources are required these have been indicated in individual units in the *Essential resources* sections.

Delivery approach

It is important that centres develop an approach to teaching and learning that supports the specialist vocational nature of BTEC First qualifications and the mode of delivery. Specifications give a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. Tutors and assessors need to ensure that appropriate links are made between theory and practical application and that the knowledge base is applied to the sector. This requires the development of relevant and up-to-date teaching materials that allow learners to apply their learning to actual events and activity within the sector. Maximum use should be made of the learner's experience.

An outline learning plan is included in every unit as guidance which demonstrates one way to plan the delivery and assessment of the unit. The outline learning plan can be used in conjunction with the programme of suggested assignments.

Where the qualification has been designated and approved as a Technical Certificate and forms part of an Apprenticeship scheme, particular care needs to be taken to build strong links between the learning and assessment for the BTEC First qualification and the related NVQs and Functional Skills that also contribute to the scheme.

Meeting local needs

Centres should note that the qualifications set out in this specification have been developed in consultation with centres and employers and the Sector Skills Councils or the Standards Setting Bodies for the relevant sector. Centres should make maximum use of the choice available to them within the optional units to meet the needs of their learners, and local skills and training needs.

In certain circumstances, units in this specification might not allow centres to meet a local need. In this situation, Edexcel will ensure that the rules of combination allows centres to make use of units from other standard QCF BTEC specifications. Centres are required to ensure that the coherence and purpose of the qualification is retained and to ensure that the vocational focus is not diluted.

Limitations on variations from standard specifications

The flexibility to import standard units from other BTEC Firsts is limited to a total of 25 per cent of the qualification credit value (see *Rules of combination for Edexcel BTEC Level 2 First qualifications*).

These units cannot be used at the expense of the mandatory units in any qualification.

Additional and specialist learning

Additional and specialist learning (ASL) consists of accredited qualifications at the same level as, or one level above, the Diploma course of study. The ASL may include BTEC qualifications which are also available to learners not following a Diploma course of study.

Qualifications for ASL must be selected from the ASL catalogue through the National Database of Accredited Qualifications (NDAQ). The catalogue includes qualifications which have the approval of the Diploma Development Partnership (DDP) and will expand over time as more qualifications are approved. To access the catalogue go to www.ndaq.org.uk and select 'Browse Diploma Qualifications'.

Further units may be added to qualifications within the catalogue and centres undertaking, or preparing to undertake, ASL should refer regularly to the Edexcel website for information regarding additions.

Functional Skills

BTEC Firsts give learners opportunities to develop and apply Functional Skills.

Functional Skills are offered as stand-alone qualifications at Level 2. See individual units for opportunities to cover ICT, Mathematics and English Functional Skills.

Personal, learning and thinking skills

Opportunities are available to develop personal, learning and thinking skills (PLTS) within a sector-related context. PLTS are identified in brackets after the unit pass criteria to which they are associated and they are also mapped in *Annexe C*. Further opportunities for learners to demonstrate these skills may also be apparent as learners progress throughout their learning.

Access and recruitment

Edexcel's policy regarding access to its qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all wishing to access the qualifications.

Centres are required to recruit learners to BTEC qualifications with integrity. This will include ensuring that applicants have appropriate information and advice about the qualification and that the qualification will meet their needs. Centres should take appropriate steps to assess each applicant's potential and make a professional judgement about their ability to complete the programme of study successfully and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Edexcel's policy on learners with particular requirements.

Centres will need to review the entry profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to a Level 2 qualification. For learners who have recently been in education, the profile is likely to include one of the following:

- a BTEC Level 1 qualification in an environmental and land-based subject or related vocational area
- a standard of literacy and numeracy supported by a general education equivalent to four GCSEs at grade D-G
- other related Level 1 qualifications
- related work experience.

More mature learners may present a more varied profile of achievement that is likely to include experience of paid and/or unpaid employment.

Restrictions on learner entry

Most BTEC First qualifications are accredited on the QCF for learners aged 14 years and over.

In particular sectors the restrictions on learner entry might also relate to any physical or legal barriers, for example people working in health, care or education are likely to be subject to police checks.

Edexcel BTEC Level 2 Firsts are listed on the DfE funding lists Section 96 and Section 97.

Access arrangements and special considerations

Edexcel's policy on access arrangements and special considerations for BTEC and Edexcel NVQ qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 1995 Disability Discrimination Act and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence.

Further details are given in the policy document *Access Arrangements and Special Considerations for BTEC and Edexcel NVQ Qualifications*, which can be found on the Edexcel website (www.edexcel.com). This policy replaces the previous Edexcel policy (Assessment of Vocationally Related Qualification: Regulations and Guidance Relating to Learners with Special Requirements, 2002) concerning learners with particular requirements.

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Edexcel encourages centres to recognise learners' previous achievements and experiences whether at work, home or at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

Unit format

All units in Edexcel BTEC Level 2 First qualifications have a standard format. The unit format is designed to give guidance on the requirements of the qualification for learners, tutors, assessors and those responsible for monitoring national standards.

Each unit has the following sections.

Unit title

The unit title is accredited on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).

QCF level

All units and qualifications within the QCF will have a level assigned to them, which represents the level of achievement. There are nine levels of achievement, from Entry Level to Level 8. The level of the unit has been informed by the QCF level descriptors and, where appropriate, the National Occupational Standards (NOS) and/or other sector/professional benchmarks.

Credit value

In BTEC First qualifications each unit consists of a credit value. Learners will be awarded credits for the successful completion of whole units.

A credit value specifies the number of credits that will be awarded to a learner who has achieved all the learning outcomes of the unit.

Guided learning hours

Guided learning hours are defined as all the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes time spent by staff assessing learner achievement. It does not include time spent by staff in day-to-day marking of assignments or homework where the learner is not present.

Aim and purpose

The aim provides a clear summary of the purpose of the unit and is a succinct statement that summarises the learning outcomes of the unit.

Unit introduction

The unit introduction gives the reader an appreciation of the unit in the vocational setting of the qualification, as well as highlighting the focus of the unit. It gives the reader a snapshot of the unit and the key knowledge, skills and understanding gained while studying the unit. The unit introduction also highlights any links to the appropriate vocational sector by describing how the unit relates to that sector.

Learning outcomes

Learning outcomes state exactly what a learner should 'know, understand or be able to do' as a result of completing the unit.

Unit content

The unit content identifies the breadth of knowledge, skills and understanding needed to design and deliver a programme of learning to achieve each of the learning outcomes. This is informed by the underpinning knowledge and understanding requirements of the related NOS. The content provides the range of subject material for the programme of learning and specifies the skills, knowledge and understanding required for achievement of the pass, merit and distinction grading criteria.

Each learning outcome is stated in full and then the key phrases or concepts related to that learning outcome are listed in *italics* followed by the subsequent range of related topics.

Relationship between content and assessment criteria

The learner must have the opportunity within the delivery of the unit to cover all the unit content.

It is not a requirement of the unit specification that all the content is assessed. However, the indicative content will need to be covered in a programme of learning in order for learners to be able to meet the standard determined in the assessment and grading criteria. The merit and distinction grading criteria enable the learner to achieve higher levels of performance in their acquisition of knowledge, understanding and skills.

Content structure and terminology

The information below shows how the unit content is structured and gives the terminology used to explain the different components within the content.

- Learning outcome: this is shown in bold at the beginning of each section of content.
- Italicised sub-heading: it contains a key phrase or concept. This is content which must be covered in the delivery of the unit. Colons mark the end of an italicised sub-heading.
- Elements of content: the elements are in plain text and amplify the sub-heading. The elements must be covered in the delivery of the unit. Semi-colons mark the end of an element.
- Brackets contain amplification of elements of content which must be covered in the delivery of the unit.
- 'eg' is a list of examples, used for indicative amplification of an element, (that is, the content specified in this amplification could be covered or could be replaced by other, similar material).

Assessment and grading grid

Each grading grid gives the assessment and grading criteria used to determine the evidence that each learner must produce in order to receive a pass, merit or distinction grade. It is important to note that the merit and distinction grading criteria require a qualitative improvement in a learner's evidence and not simply the production of more evidence at the same level.

Essential guidance for tutors

This section gives tutors additional guidance and amplification to aid understanding and a consistent level of delivery and assessment. It is divided into the following sections.

- *Delivery* – explains the content's relationship with the learning outcomes and offers guidance about possible approaches to delivery. This section is based on the more usual delivery modes but is not intended to rule out alternative approaches.
- *Outline learning plan* – the outline learning plan has been included in every unit as guidance and demonstrates one way to plan the delivery and assessment of a unit. The outline learning plan can be used in conjunction with the programme of suggested assignments.
- *Assessment* – amplifies the nature and type of evidence that learners need to produce in order to pass the unit or achieve the higher grades. This section should be read in conjunction with the grading criteria.
- *Suggested programme of assignments* – the table shows how the suggested assignments match and cover the assessment grading criteria.
- *Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications* – sets out links with other units within the qualification. These links can be used to ensure that learners make connections between units, resulting in a coherent programme of learning. The links show opportunities for integration of learning, delivery and assessment.
- *Essential resources* – identifies any specialist resources needed to allow learners to generate the evidence required for each unit. The centre will be asked to ensure that any requirements are in place when it seeks approval from Edexcel to offer the qualification.
- *Employer engagement and vocational contexts* – gives a short list of agencies, networks and other useful contacts for employer engagement and for sources of vocational contexts.
- *Indicative reading for learners* – gives a list of learner resource material that benchmarks the level of study.

Units

| | | |
|----------|---|-----|
| Unit 1: | Undertake Work-related Experience in the Land-based Industries | 23 |
| Unit 2: | Environmental and Land-based Business | 35 |
| Unit 3: | Undertake Basic Floristry Display Techniques | 47 |
| Unit 4: | Identification and Use of Flowers and Foliage | 59 |
| Unit 5: | Floristry Interior Design | 69 |
| Unit 6: | Presentation and Service for Retailing in the Land-based Sector | 79 |
| Unit 7: | Plan, Prepare and Construct Tied Floristry Designs | 91 |
| Unit 8: | Plan, Prepare and Construct Floral Arrangements | 103 |
| Unit 9: | Plan, Prepare and Construct Wedding Designs with Floral Materials | 113 |
| Unit 10: | Plan, Prepare and Construct Funeral Designs | 123 |
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| Unit 12: | Identify and Maintain the Condition of Plants and Planted Designs | 143 |

Unit 1: Undertake Work-related Experience in the Land-based Industries

Unit code: H/600/9335

QCF Level 2: BTEC First

Credit value: 10

Guided learning hours: 60

● Aim and purpose

This unit aims to enable learners to undertake work-related experience in a land-based context. This will involve talking to and listening to experienced practitioners. Learners will explore the purpose and structure of an organisation and understand how and why change may occur, and develop the ability to assess their work performance and identify opportunities for further development.

● Unit introduction

Work experience is an important part of any vocational course.

Learners on vocational courses should experience the type of work that they hope to do in the future and have an idea of expectations. Actual work experience may be gained through a number of routes, for example as part of an industrial placement whilst at college, whilst working on a planned daily or weekly basis on the college's commercial and/or educational facilities, undertaking voluntary work within the industry, as previous relevant and current work experience in the industry, or as a member of a group of learners invited to carry out practical work in, for example, a country park, farm or animal care centre.

Work-related experience should not just involve undertaking activities in a work environment. Talking to, listening to and watching those with experience in particular industries and/or situations is a valid way of learners beginning to understand the work involved and what is required of an employee.

● Learning outcomes

On completion of this unit a learner should:

- 1 Know the range and scope of job roles within an environmental and land-based industry
- 2 Be able to use relevant documents and skills relating to work experience
- 3 Be able to plan and review self-development during work experience
- 4 Be able to report on their work experience.

Unit content

1 Know the range and scope of job roles within an environmental and land-based industry

Environmental and land based industry: range of sectors represented eg production (livestock, crops), leisure/tourism, equestrian, forestry/arboriculture, fishery management, aquaculture, farriery, floristry, fencing, gamekeeping, animal care/welfare, conservation, countryside management, land-based engineering, landscaping and horticulture

Job roles: the range of roles available within the chosen sector

2 Be able to use relevant documents and skills relating to work experience

Documents: job advertisement; CV; covering letter; application form; job/role description; essential and desirable personal requirements; using documents in appropriate way

Skills: identification of skills required to work in the sector eg interpersonal skills, communication, technical knowledge, practical skills; use of skills

3 Be able to plan and review self-development during work experience

Personal skills: own skills

Planning self-development: methods of reviewing own development needs eg skills audit

Self-development: methods of reviewing self-development eg meeting/discussion with supervisor, self-review

4 Be able to report on their work experience

Evidence required: description of employer's business; description of employees' roles; pictorial evidence about the employer/site eg maps, plans, photographs leaflets; description of how the business generates income; own role within the organisation and tasks carried out.

Methods of presentation: verbal, written, visual

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

| Assessment and grading criteria | | |
|--|---|---|
| To achieve a pass grade the evidence must show that the learner is able to: | To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to: | To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to: |
| P1 describe different types of jobs within an environmental and land-based industry [IE] | M1 prepare a person specification for a job in the chosen sector | D1 review a job application against a given person specification |
| P2 describe the skills and qualifications required for different types of jobs within an environmental and land-based industry [CT] | | |
| P3 locate three advertisements for jobs from different sources available within the environmental and land-based industry [IE] | M2 identify common themes from three job advertisements | |
| P4 produce an application for work experience in an environmental and land-based sector [SM] | | |
| P5 prepare for an interview for work experience | M3 prepare questions to be used in a job interview. | D2 prepare a job advertisement. |
| P6 undertake an interview for work experience [SM] | | |

| Assessment and grading criteria | | |
|---|---|---|
| To achieve a pass grade the evidence must show that the learner is able to: | To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to: | To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to: |
| P7 review own skills and experience against the requirements for a specific industry | | |
| P8 prepare a self-development plan for work experience [RL] | | |
| P9 review the self-development plan during and after work experience [RL] | | |
| P10 gather and prepare evidence during work experience | | |
| P11 present information to others on work experience. | | |

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

| | | | |
|------------|--|---|--|
| Key | IE – independent enquirers CT – creative thinkers | RL – reflective learners TW – team workers | SM – self-managers EP – effective participators |
|------------|--|---|--|

Essential guidance for tutors

Delivery

Delivery of this unit will involve both practical and written assessment and most importantly, will link to industrial experience placements.

Tutors could use a wide range of techniques including lectures, discussions, seminar presentations, visiting speakers, site visits and practicals, research using the internet and/or library resources and the use of personal and/or industrial experience. Delivery should stimulate, motivate, educate and enthuse learners.

Work placements should be monitored regularly to ensure the quality of the learning experience. Learners and supervisors should be aware of the requirements of this unit before any work-related activities, so that naturally occurring evidence can be collected at the time. Learners should be encouraged to ask for observation records and/or witness statements to be provided as evidence. Guidance on the use of observation records and witness statements is provided on the Edexcel website.

Learners would benefit from work experience. This could be as part of an industrial placement whilst at college daily or weekly work at the college's commercial and/or educational facilities voluntary work within the sector for example in an animal care centre, country park, farm, estate, garden centre etc.

Tutors could integrate the delivery, private study and assessment relating to this unit with any other relevant units and assessment instruments in the learner's programme of study. Learners must be given supported time to plan and review their own development. Learners should carry out a minimum of 150 hours of related study/work to complete this unit successfully. Learners could keep a diary/log to show that they have completed their work experience. Tutors should encourage as wide a range of experience as possible so learners develop the relevant knowledge and skills.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan gives **an indication of the volume of learning it would take the average learner** to achieve the learning outcomes. It is **indicative and is one way of achieving the credit value**.

Learning time should address all learning (including assessment) relevant to the learning outcomes, regardless of where, when and how the learning has taken place.

| Topic and suggested assignments/activities and/assessment |
|--|
| Introduction and overview of the unit. |
| Assignment 1: Advertising a job in the land-based sector (P1, P2, P3, M1, M2, M3, D1, D2) Introduction of brief. |
| Theory session. |
| Research the industry and roles, research advertisements, write person specifications, prepare questions, review job applications, prepare a job advert. |
| Assignment 2: Getting a Job in the Land-based Sector (P4, P5, P6) Introduction of brief. |
| Theory session. |

| Topic and suggested assignments/activities and/assessment |
|--|
| Compete job application, prepare answers to likely questions, undertake interview. |
| Assignment 3: Workplace Self-development (P7, P8, P9) |
| Introduction of brief. |
| Theory session. |
| Review own skills, prepare self-development plan, review self-development plan. |
| Assignment 4: My Work Experience Placement (P10, P11) |
| Introduction of brief. |
| Theory session. |
| Gather, prepare and present information. |
| Unit review. |

Assessment

For P1, learners must describe different types of jobs within an environmental and land-based industry. This should be a sector of the industry learners have an interest in or which relates to their vocational or chosen course of study, or intended future career.

P2 requires learners to describe the skills and qualifications required for different types of jobs within an environmental and land-based industry. Evidence could focus on two or three different jobs from within the same sector and describe common skills and qualifications as well as the areas where the requirements differ.

For P3, learners must locate three advertisements for jobs, from different sources, available within the environmental and land-based industry. They must provide evidence that they have looked at three different sources for these advertisements.

P4 must include evidence that learners can produce an application for work experience in the environmental and land-based sector. This could be a pro forma application designed by learners themselves or one provided by the tutor.

For P5, learners must prepare for an interview for work experience. They will evidence this by providing a list of answers to questions which are likely to be asked by an interviewer. These questions may be provided/suggested by the tutor or could be drawn up by learners. Evidence could be presented in the form of an interview (see P6) as written answers or as an audio recording of learners practising the answers.

To meet P6, learners will undertake an interview for work experience, where they will have the opportunity to present their answers to the questions they prepared for P5, and to show other aspects of preparation such as appropriate personal presentation, and asking appropriate questions. This could be evidenced via mock interviews with other learners acting as the interview panel and using the evidence they have prepared for M1 and M3, or by a real interview for a work experience placement supported by a witness statement from the interviewer.

For P7, learners will provide evidence that they can review their own skills and experience against the requirements for a specific industry. This can be linked closely with the evidence presented for P2, with learners identifying their 'skills gap' either through a skills audit or similar activity.

For P8, learners will need to prepare a self development plan for their work experience placement. This could be a pro forma provided, or in a format suggested, by the tutor. The plan will identify areas of improvement that learners need to develop during their work experience, and show how learners are going to achieve this.

For P9, learners need to review the self-development plan during and after work experience. Evidence could be in the form of witness statements or tutor observations to show that the plan had been discussed and reviewed, that progress to date had been discussed and how future progress may occur.

To meet P10, learners must gather and prepare evidence during their work experience covers the unit content.

For P11, learners must present information to others on work experience. This can be in any suitable format – it may be a poster with photographs, leaflets, learner-prepared text about the employer, a verbal presentation with accompanying slides/pictorial evidence or an audio-visual presentation made at the placement.

For M1, learners need to prepare a person specification for a job in the chosen sector. The specification could be based on one of the advertisements researched in P3, and should show the skills, qualities and qualifications required for that role, and an indication of whether these are essential or desirable.

For M2, learners are required to identify common themes from three job advertisements – what are the main areas of commonality?, are there things that all require three? Learners may also consider the differences between the advertisements. This could be presented in a poster format with annotations to show areas of difference/similarity.

For M3, learners need to prepare questions to be used in a job interview. This can be the same job for which they produced the person specification. It is expected that a list of at least 10 questions is prepared.

For D1, learners must review a job application against a given person specification. This could be an application produced by other learners for P4, or it could be an example application form provided by the tutor.

To meet D2, learners will prepare a job advertisement. This will link with the evidence required for P3 and M2 and could advertise the role in M1.

Programme of suggested assignments

The following table shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

| Criteria covered | Assignment title | Scenario | Assessment method |
|--------------------------------|--|---|---------------------------|
| P1, P2, P3, M1, M2, M3, D1, D2 | Advertising a Job in the Land-based Sector | You work for an employer in the land-based sector and are in the position of taking on a new staff member. Your manager has asked you to see what other roles exist within similar organisations, and the skills and qualifications they are looking for, by sourcing different advertisements and identifying common themes. Once you have found this out, it is your responsibility to write a person specification for the role you will advertise, prepare an advertisement to attract applicants, review an application against your criteria, and plan the questions you would ask in an interview. | Verbal or written report. |

| Criteria covered | Assignment title | Scenario | Assessment method |
|------------------|--|---|---|
| P4, P5, P6 | Getting a Job in the Land-based Sector | You are looking for your first job in the land-based sector. You need to complete an application form for a job you would like to do, prepare for an interview by coming up with a list of questions you would like to ask and having a job interview. | Application form. List of questions. Interview. |
| P7, P8, P9 | Workplace Self-development | To progress within any area of employment, self-development is an essential feature. This requires you to have a clear idea about what employers need from their employees and the skills and experience you have already have and those you need to develop. You then need to prepare a plan to show how you might develop the required skills and experience and review this plan during and after work experience. | Report on what employers require of employees in the chosen sector. Self-development plan. Evidence of review of the plan during and after work experience. |
| PI0, PI1 | My Work Experience Placement | In order to inform other learners about your work experience placement, you need to give them information about it such as a description of the employer's business, a description of other employee roles, pictures of the organisation or site, a description of how the business generates income and a description of what you did while you were there. | Report on work experience placement. |

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Land-based sector suite. This unit has particular links with:

| Level 2 | Level 3 |
|---------------------------------------|---|
| Environmental and Land-based Business | Undertake and Review Work Related Experience in the Land-based Industries |

Essential resources

Learners require supervised access to suitable sites for work experience. Centres may need to provide transport to suitable sites. First aid facilities and appropriately trained staff are essential where practical activities are undertaken. For work placements away from the centre, staff time must be made available as per individual centre policies relating to work placements.

Employer engagement and vocational contexts

This unit focuses on skills and experience to be developed through preparing for, and undertaking, work experience. Centres are encouraged to create and develop links with local employers who can provide appropriate work experience.

Indicative reading for learners

Textbooks

James J – *You're Hired! Interview: Tips and Techniques for a Brilliant Interview* (Trotman, 2009) ISBN 1844551781

Mills C – *You're Hired! CV: How to write a Brilliant CV* (Trotman, 2009) ISBN 1844551776

Websites

| | |
|--|--|
| www.countryside-jobs.com | Countryside Jobs Service |
| www.fwi.com | Farmers Weekly |
| www.growcareers.info | Horticultural Careers |
| www.land-force.org.uk/index.aspx | Land-based Jobs online |
| www.lantra.org.uk | Lantra |
| www.naturenet.net | UK Countryside and Nature Conservation |
| www.ruralslp.co.uk/index.aspx | Lantra on-line Competency Framework |

Delivery of personal, learning and thinking skills (PLTS)

The following table identifies the PLTS opportunities that have been included within the assessment criteria of this unit:

| Skill | When learners are ... |
|------------------------------|--|
| Independent enquirers | researching jobs within the sector researching job advertisements and evaluating their relevance completing a job application preparing for, and participating in, a job interview gathering and preparing evidence during work experience |
| Creative thinkers | describing the skills and qualifications required for a job in the land based sector |
| Reflective learners | preparing and reviewing a self development plan presenting information to others on their work experience reviewing their own skills and experience |
| Self-managers | carrying out research. |

Although PLTS opportunities are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

| Skill | When learners are ... |
|---------------------|--|
| Team workers | working with others to carry out interviews. |

● Functional Skills – Level 2

| Skill | When learners are ... |
|---|---|
| ICT – Find and select information | |
| Select and use a variety of sources of information independently for a complex task | researching roles within the sector researching job advertisements |
| Access, search for, select and use ICT-based information and evaluate its fitness for purpose | researching roles within the sector researching job advertisements |
| ICT – Develop, present and communicate information | |
| Bring together information to suit content and purpose | developing a presentation about work experience |
| Present information in ways that are fit for purpose and audience | giving a presentation about work experience |
| English | |
| Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts | taking part in work experience giving a presentation about work experience |
| Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively | writing person specifications for job roles. |

Unit 2: Environmental and Land-based Business

Unit code: F/600/9357

QCF Level 2: BTEC First

Credit value: 10

Guided learning hours: 60

● Aim and purpose

This unit aims to give learners an understanding of the principles of business within environmental and land-based business, and how these can be applied in practice. This unit is primarily aimed at learners within a centre-based setting looking to progress into the sector or to further education and training.

● Unit introduction

Understanding how businesses and organisations fit into the environmental and land-based sector provides a foundation of knowledge for more specialist study. The environmental and land-based industries are wide-ranging, covering employment in many sectors.

In this unit, learners will investigate the different types of business and organisations in their specialist sector, their characteristics and influences. Learners will look at current trends and issues affecting their sector.

All businesses operate within a framework of statutory legislation and other codes of practice. Learners will investigate a range of UK and EU legislation that impacts on their sector and employment within it.

To operate effectively, organisations need to carry out a wide range of business and administrative tasks. Learners will develop skills to perform a range of tasks concerned with finance and banking, marketing and general administration. They will also consider how information technology can be used in a range of these tasks.

● Learning outcomes

On completion of this unit a learner should:

- 1 Know an industry within the environmental and land-based sector
- 2 Know the relevant legislation and codes of practice within the environmental and land-based sector
- 3 Know common business operations
- 4 Be able to carry out simple administrative tasks.

Unit content

1 Know an industry within the environmental and land-based sector

Structure: features and characteristics of the industry – size, employment, main activities, geographical influence, economic contribution; different types of business and organisations and the type of goods and services they provide; size of these businesses/organisations eg numbers employed, area of land, size of enterprises; any regional differences; allied industries (what they are, the goods and services they supply and the role they play); trends and issues currently affecting the industry

Principal organisations and trade associations: roles and aims of key selected organisations in the sector – statutory eg Department for Environment Food and Rural Affairs (DEFRA), Health and Safety Executive, Department for Business Innovation and Skills, Environment Agency, Food Standards Agency; non-governmental, major land-owning or representative eg The Royal Society for the Prevention of Cruelty to Animals (RSPCA), British Veterinary Association, Royal Horticultural Society, Institute of Groundsmanship, Lantra, British Horse Society, National Farmers Union, National Trust

2 Know the relevant legislation and codes of practice within the environmental and land-based sector

Legislation and codes of practice: UK legislation – consideration of the main relevant, current legislation relating to an industry in the land-based sector eg Agriculture Tenancies Act 1995, Wildlife and Countryside Act 1981, Animal Health Act 2002, The Welfare of Animals (Transport) (Amendment) Order 1999, Environment Protection Act 1990, Environment Act 1995, Control of Pesticides Regulations 1986, Riding Establishments Act 1970, Horse Passports (England) Regulations 2004, Control of Dogs Order 1992, Dangerous Dogs Act 1991; codes of practice eg five freedoms welfare of farm or companion animals, Code of Good Agricultural Practice; European legislation – relevant European directives eg relating to employment, the environment and the specific industry in the environmental land-based sector

Employment law: the main relevant current legislation relating to employment eg Health and Safety at Work Act 1974, Control of Substances Hazardous to Health Regulations 1991, Working Time Regulations 1998, Disability Discrimination Acts 1995 and 2005, Employment Act 2002, National Minimum Wage Act 1998, Race Relations (Amendment) Act 2000, Sex Discrimination Act 1975

3 Know common business operations

Common IT software: examples of business uses of word processor (eg letters, notices), spreadsheets (eg records, timesheets), database (eg records), graphics (eg advertisements, posters), email; advantages and disadvantages of using IT for business tasks

Common business tasks: financial and banking – taking payments by cash and cheque, ordering procedure for supplies, invoices, types of bank account (current, savings, business account), loans, overdraft, methods of payment (cheques, standing order, direct debit, electronic, internet); marketing – ways to promote a business (advertisements, promotional events, referral, word of mouth, importance of customer care), preparation of promotional materials; administrative tasks – file documents, complete simple records (eg production, customers), check stock levels and complete stock control records, complete simple single entry cash analysis book, communicate using written and electronic media; importance of accuracy, confidentiality, security and data back up of business records

4 Be able to carry out simple administrative tasks

Prepare, present, sort and retrieve information: use of IT and paper filing systems, completion of simple business records, preparation of business documents (eg letters, advertisements)

Accounting and administrative tasks: completion of orders, invoices, cheques, complete stock records, single entry cash analysis book; purpose of accounting and administrative tasks

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

| Assessment and grading criteria | | |
|---|--|---|
| To achieve a pass grade the evidence must show that the learner is able to: | To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to: | To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to: |
| P1 describe the structure of one industry within the environmental and land-based sector covering: <ul style="list-style-type: none"> • size • employment • main activities • geographical influence • economic contribution [IE] | M1 explain the roles of principal organisations within an industry in the environmental and land-based sector | |
| P2 identify the principal organisations and trade associations within an industry in the environmental and land-based sector [IE] | | |
| P3 identify the main UK or European legislation and codes of practice relating to one industry within the environmental and land-based sector [IE] | M2 explain the objectives and purpose of important current UK or European legislation for the environmental and land-based industry | D1 discuss how legislation and statutory and representative organisations affect a specified business in the environmental and land-based sector |
| P4 identify key requirements of current employment law for the environmental and land-based [IE] | | |

| Assessment and grading criteria | | |
|--|---|---|
| To achieve a pass grade the evidence must show that the learner is able to: | To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to: | To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to: |
| P5 describe how common IT software can be used in everyday business operations P6 dstate the purpose and operation of common business tasks: <ul style="list-style-type: none"> • financial and banking • marketing • administrative tasks | M3 explain the advantages and disadvantages of using IT for common business tasks M4 explain the purpose of specified administrative and accounting tasks. | D2 discuss the importance of accuracy, security, confidentiality and data back up when completing business tasks. |
| P7 use appropriate methods to prepare, present, sort and retrieve information [CT] | | |
| P8 carry out simple accounting and administrative tasks appropriate to the business. [SM] | | |

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

| | | | |
|------------|--|---|--|
| Key | IE – independent enquirers CT – creative thinkers | RL – reflective learners TW – team workers | SM – self-managers EP – effective participators |
|------------|--|---|--|

Essential guidance for tutors

Delivery

Delivery of this unit will involve practical and written assessments, and will link to industrial experience placements.

In learning outcome 1, learners will study the structure of their industry. They will need the opportunity to investigate the range of businesses and their products/services, and also the ancillary businesses on which the primary businesses depend. Learners could relate these ideas to a specific business, whilst also investigating the range of businesses found locally and nationally. Learners will need access to any published data on the size and economic importance of their industry. Learners will also find out about the principal organisations and trade associations concerned with their industry, and the roles and impact of selected organisations. Learners will need support in investigating some of the key trends and issues facing their industry and how it is responding. Delivery would be enhanced by speakers from selected organisations.

Learning outcome 2 examines the UK and European legal framework affecting businesses in the particular land-based industry. Learners are not expected to become legal experts, but to develop an awareness of the main pieces of legislation and how they impact on business in their industry. They will need to investigate their legal rights and responsibilities as employees within the workplace.

In learning outcome 3, learners will identify how common IT software can be used to perform a range of everyday business operations. Some of these are common to all businesses (for example, sending emails), but tutors should ensure that examples are vocationally relevant to learners' subject area. It is anticipated that delivery will include the opportunity for learners to develop their IT skills so that they gain a better understanding of the use of IT software. Learners will benefit from completing tasks using a range of software and with careful planning, these tasks could provide evidence for P7 and P8, for example use of word processor and graphics programmes to produce a marketing poster, a spreadsheet for stock inventory and valuation. Learners will need to find out about day-to-day business activities involving finance and banking. It would help learners if they had an opportunity to study a range of records (financial and non-financial) that are kept in a specific business, and how these are maintained and used.

Learning outcome 4 links closely with learning outcome 3, and gives learners the opportunity to practically engage in business operations and tasks. This should include preparing a range of business outputs using the IT applications listed, which could relate to other items in the unit content, for example, advertisements, posters, specific records appropriate to businesses in their industry. It will be important for learners to have the opportunity to practise completing of paper based records and ensure that both IT and paper records are filed appropriately. The importance of accuracy, confidentiality, security and regular back up of data should be stressed.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan gives **an indication of the volume of learning it would take the average learner** to achieve the learning outcomes. It is **indicative and is one way of achieving the credit value**.

Learning time should address all learning (including assessment) relevant to the learning outcomes, regardless of where, when and how the learning has taken place.

| Topic and suggested assignments/activities and/assessment |
|--|
| Introduction and overview of the unit. |
| Assignment 1: Industry Structure and Organisations (P1, P2, M1) |
| Tutor introduces the assignment brief. |
| Classroom theory session and discussion: structure of an industry in the environmental and land-based sector: activities and types of business, ancillary businesses, regional variations. |
| Theory session: size of the industry and economic data, development of the industry and current issues. |
| Classroom activity: use of industry magazines, publications and the internet to identify principal organisations and trade associations. |
| Guest speaker: role of statutory and representative organisations. |
| Assessment completion and support. |
| Assignment 2: Legislation (P3, P4, M2, D1) |
| Tutor introduces the assignment brief. |
| Theory session: UK and EU legislation and codes of practice relating to an environmental and land-based industry. |
| Classroom activity: importance of codes of practice. |
| Theory and supported research: requirements of employment law. |
| Visit/guest speaker: how legislation and organisations affect a business in the sector. |
| Assessment completion and support. |
| Assignment 3: Business Tasks and Operations (P5, P6, P7, P8, M3, M4, D2) |
| Tutor introduces the assignment brief. |
| Use of IT for common business tasks; application of word processor, email, spreadsheets, database and graphics software. |
| Financial and banking tasks: making and receiving payment, business bank accounts, ordering and invoicing. |
| Marketing: ways to advertise and promote a business, customer care and referral business. |
| Administrative: paper and electronic filing systems, stock check, business documents, simple business records, importance of confidentiality and security. |
| Assessment completion and support. |
| Unit review. |

Assessment

For P1, learners need to describe the structure of one industry within the environmental and land-based sector. This must include the main activities and types of businesses, including ancillary businesses and regional variations. Learners should describe the size of the industry, referring to any available data on employment and economic output. Learners will also need to describe the employment, main activities, geographical influence and economic contribution. Evidence could be presented as a report or illustrated poster.

P2 requires learners to identify the principal organisations and trade associations within an industry in the environmental and land-based sector. Evidence should cover at least three different organisations, including one statutory, one non-governmental and one representative organisation. Learners should detail the name, contact details, aims and objectives of each organisation. Evidence could be a report, annotated poster, or verbal presentation.

For P3, learners need to identify the main UK or European legislation and codes of practice relating to one industry within the environmental and land-based sector. Evidence should include at least three important and relevant pieces of UK or EU legislation and/or codes of practice. Learners should provide the full title and

date, and briefly summarise the main requirements of the legislation in relation to the industry. Evidence may be a report or guidance booklet.

For P4, learners need to identify key requirements of current employment law for the environmental and land-based sector. Evidence should include at least two important and relevant pieces of UK and/or EU legislation. It should provide the full title and date, and briefly summarise the main requirements of the legislation in relation to the industry. Evidence may be a report or guidance booklet.

P5 requires learners to describe how common IT software can be used in everyday business operations. This must cover word processor, email, spreadsheet, database and graphics software. Evidence may be a verbal or written report, poster or leaflet.

For P6, learners must state the purpose and operation of common business tasks. For financial and banking this will include how businesses make and receive payments, order supplies and raise invoices. Marketing must include suitable ways to advertise and promote a business. Administrative tasks should include paper and electronic filing, simple records relevant to the industry, and stock control. Evidence may be in the same format as for P5.

For P7 and P8, learners must carry out simple accounting and administrative tasks appropriate to the business and use appropriate methods to prepare, present, sort and retrieve information. Evidence must include all the unit content, some of which could be IT generated.

For M1, learners need to extend the work completed for P1 and P2 to explain the roles of principal organisations within one environmental and land-based industry. Evidence should include an explanation of the roles of at least three organisations (including at least one statutory and one non-governmental) and can be presented in the same format as for P1 or P2.

For M2, learners must explain the objectives and purpose of important current UK or European legislation for the land-based industry. Evidence should cover one piece of employment legislation and one other relevant piece of legislation. These could have been used as evidence towards P3 and P4 and can be presented in the same format.

For M3, learners are required to explain the advantages and disadvantages of using IT for common business tasks. Evidence could be a verbal or written report, poster or leaflet.

For M4, learners must explain the purpose of four of the tasks completed for P7 and P8. The tasks could be selected by the tutor, or agreed through discussion with the learner. Evidence could be in the same format as for M3.

For D1, learners need to discuss the impact of legislation, statutory and representative organisations on the industry. Evidence should consider one piece of legislation and two organisations in detail, including positive or negative impacts and how the legislation and organisations affect working practices in the industry.

D2 requires learners to discuss the importance of accuracy, security, confidentiality and data back up when completing business tasks. Evidence should include legal as well as practical reasons, and describe how accuracy can be checked and security and confidentiality ensured. Evidence may be in the same format as for M3.

Programme of suggested assignments

The following table shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

| Criteria covered | Assignment title | Scenario | Assessment method |
|----------------------------|--------------------------------------|---|--|
| P1, P2, M1 | Industry Structure and Organisations | You are taking part in marketing your industry sector to school leavers. You need to create a poster that gives an overview of your industry and the roles of the principal organisations and trade associations. | Poster. |
| P3, P4, M2, D1 | Legislation | You need to produce a fact sheet for someone starting a business in the industry that informs them of some basic legal requirements. Include the effect of the legislation on business operations, and the impact of statutory and representative organisations on working practices. | Fact sheet. |
| P5, P6, P7, P8, M3, M4, D2 | Business Tasks and Operations | You need to assist a business manager in performing a range of tasks, making use of IT. Create a guidance leaflet for the work experience student who is helping you which includes the purpose of the tasks, the advantages and disadvantages of using IT, and the importance of accuracy, security, confidentiality and data back up. | Portfolio of practical tasks and under-pinning knowledge. Observation records. Guidance leaflet. |

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Land-based sector suite. This unit has particular links with:

| Level 2 | Level 3 |
|--|--|
| Undertake Work related Experience in the Land-based Industries | Undertake Work related Experience in the Land-based Industries |

Essential resources

Learners will need access to relevant information about their industry, through personal contacts, work experience or case study visits. They will also need access to IT, administrative and accounting records for completion.

Employer engagement and vocational contexts

This unit provides an opportunity for learners to gain an overview of one industry within the environment and land-based sector. They will also gain valuable experience in completing administrative and accounting tasks, including using IT. Learners would benefit from a range of guest speakers and industry visits.

Indicative reading for learners

Textbooks

Canwell D and Sutherland J – *BTEC First Business 2nd ed.* (Nelson Thornes, 2006) ISBN 9780748783946

Carysforth, C – *NVQ Level 2 Business and Administration* (Heinemann, 2006) ISBN 9780435463335

Carysforth C and Neild M – *BTEC First Business 2nd ed.* (Heinemann, 2006) ISBN 9780435499075

Fardon, Nuttall and Prokopiw – *GCSE Applied Business* (Osborne Books, 2002) ISBN 9781872962320

Gookin, D – *Word 2007 for Dummies* (John Wiley & Sons, 2006) ISBN 9780470036587

Seliet, H – *BTEC Introduction to Business* (Heinemann, 2005) ISBN 9780435401214

Wang, W – *Office 2007 for Dummies* (John Wiley & Sons, 2006) ISBN 9780470009239

Websites

| | |
|--|--|
| www.bhs.org.uk | British Horse Society |
| www.beta-uk.org | British Equestrian Trade Association |
| www.bized.co.uk | Business Studies Teaching Resources |
| www.businesslink.gov.uk | Business Link |
| www.cla.org.uk | Country Land and Business Association |
| www.defra.gov.uk | Department for Environment, Food and Rural Affairs |
| www.the-hta.org.uk | Horticultural Trades Association |
| www.lantra.co.uk | Lantra Sector Skills Council |
| www.mlc.org.uk | Meat and Livestock Commission |
| www.netregs.gov.uk | Environmental Regulations |
| www.nfuonline.com | National Farmers' Union |
| www.ukagriculture.com | UK Agriculture |

Delivery of personal, learning and thinking skills (PLTS)

The following table identifies the PLTS opportunities that have been included within the assessment criteria of this unit:

| Skill | When learners are ... |
|------------------------------|--|
| Independent enquirers | investigating the structure of an industry in the environmental and land-based sector researching organisations researching legislation affecting the sector investigating business bank accounts |
| Creative thinkers | presenting information about an industry using IT software to perform business operations preparing and presenting information |
| Reflective learners | discussing the importance of customer care |
| Self-managers | carrying out accounting and administrative tasks. |

Although PLTS opportunities are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

| Skill | When learners are ... |
|----------------------|---|
| Team workers | working with others to complete a stock check |
| Self-managers | completing assignment work to deadlines. |

● Functional Skills – Level 2

| Skill | When learners are ... |
|--|---|
| ICT – Use ICT systems | |
| Select, interact with and use ICT systems independently for a complex task to meet a variety of needs | using software to perform business operations |
| Manage information storage to enable efficient retrieval | filing electronic information |
| Follow and understand the need for safety and security practices | maintaining security and back-up copies of information |
| ICT – Develop, present and communicate information | |
| Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> • text and tables • images • numbers • records | preparing promotional material compiling a stock valuation preparing a database of business information |
| Present information in ways that are fit for purpose and audience | writing a business letter |
| Mathematics | |
| Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations | preparing invoices |
| Use appropriate checking procedures and evaluate their effectiveness at each stage | preparing business records |
| English | |
| Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions | researching legislation affecting the industry |
| Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively | completing assignments on the industry, trends and issues affecting it. |

Unit 3: Undertake Basic Floristry Display Techniques

Unit code: D/601/9202

QCF Level 2: BTEC First

Credit value: 10

Guided learning hours: 60

● Aim and purpose

This unit aims to give learners the knowledge needed to carry out basic floristry display techniques and how these can be applied in practice. This unit is primarily aimed at learners within a centre-based setting looking to progress into the sector or further education and training.

● Unit introduction

This unit introduces learners to basic display techniques used within the floristry industry. A display that is set out well, and is clean and eye-catching, can have a positive influence on sales. As competition for custom can be fierce, it is important to be one step ahead of competitors in terms of effective and pleasing displays.

The unit begins by looking at how learners can prepare stock and accessories for a display considering retail legislation that affects displays. Learners will go on to explore the different types of display that are appropriate for different seasonal promotions, set up a display, price and label stock. Learners will develop an understanding of the importance of maintaining stock levels. The unit concludes by taking learners through display dismantling procedures.

Health and safety issues are reinforced throughout this unit.

● Learning outcomes

On completion of this unit a learner should:

- 1 Be able to prepare stock and accessories for a display
- 2 Be able to set up a display
- 3 Be able to maintain a display over a specified time period
- 4 Be able to dismantle a display area.

Unit content

1 Be able to prepare stock and accessories for a display

Prepare stock: perishable items eg cut flowers and foliage; non-perishable items eg artificial flowers, non-floral gift items; pricing; health and safety

Display: accessories eg vases, display stand, pricing labels; props eg staging, backgrounds; health and safety

Retail legislation: current relevant legislation eg Sale of Goods Act 1979 (as amended), Trade Descriptions Act 1968, Price Marking Order 2004, Health and Safety at Work Act 1974 (as amended), Control of Substances Hazardous to Health Regulations (COSHH)

2 Be able to set up a display

Types of display: perishable items eg fresh flowers and foliage; non-perishable items eg artificial flowers; seasonal/promotional eg Christmas, Valentine's Day, Mother's Day, Easter

Practical considerations: time and space constraints; design criteria and planning for a given design; accessories/stock availability; health and safety

3 Be able to maintain a display over a specified time period

Maintain display: fresh flowers and foliage; non-perishable eg artificial flowers; seasonal/promotional eg Christmas, Valentine's Day, Mother's Day, and Easter

Practical considerations: replenishment/replacement of stock; tidiness and cleanliness; health and safety; disposal of perished stock/waste materials

4 Be able to dismantle a display area

Dismantling: criteria to consider before dismantling a display eg time, resources, deadlines; returning stock to sales area or storage; storage of accessories/props; tidiness and cleanliness; health and safety; responsible disposal of waste materials

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

| Assessment and grading criteria | | |
|---|---|---|
| To achieve a pass grade the evidence must show that the learner is able to: | To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to: | To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to: |
| P1 select appropriate accessories/props for a specified display [CT, SM] | M1 describe types of labels, pricing, materials and accessories/props used in display | D1 explain legal obligations relating to pricing a display correctly |
| P2 price stock clearly and accurately [EP, IE] | | |
| P3 describe pricing and accessories/props used in the display [RL] | | |
| P4 construct a specified display within time and space constraints with due consideration for health and safety [CT, TW, EP] | M2 assess health and safety risks when completing a display | |
| P5 describe the set up of a specified display [RL] | | |
| P6 replenish display stock keeping the display area clean and tidy [TW, SM] | M3 explain the reasons why a display needs to be maintained and changed regularly over a specified time period | D2 evaluate the construction of a specified display and make recommendations for improvement. |
| P7 replace stock as necessary [TW] | | |
| P8 outline the display maintenance undertaken [RL, EP] | | |

| Assessment and grading criteria | | |
|---|---|---|
| To achieve a pass grade the evidence must show that the learner is able to: | To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to: | To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to: |
| <p>P9 return stock and display accessories/props to the storage area [TW]</p> | <p>M4 explain why it is important to return stock and dispose of waste materials safely.</p> | |
| <p>P10 dispose of waste safely and appropriately [TW, EP]</p> | | |
| <p>P11 describe the reasons for disposing of waste appropriately. [RL, EP]</p> | | |

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

| | | | |
|------------|--|---|--|
| Key | IE – independent enquirers CT – creative thinkers | RL – reflective learners TW – team workers | SM – self-managers EP – effective participators |
|------------|--|---|--|

Essential guidance for tutors

Delivery

Delivery of this unit will involve practical assessments, written assessments, visits to suitable collections and will to work experience placements.

Delivery should stimulate, motivate, educate and enthuse learners. Tutors delivering this unit have opportunities to use as wide a range of techniques as possible. Lectures, discussions, seminar presentations, site visits, supervised practicals, research using the internet and/or library resources and the use of personal and/or industrial experience would all be suitable. Learners should have sufficient opportunities to observe professional practice in order to experience floristry displays in a commercial context.

Work placements should be monitored regularly in order to ensure the quality of the learning experience. It would be beneficial if learners and supervisors were made aware of the requirements of this unit before any work-related activities are undertaken, so that naturally occurring evidence can be collected at the time. For example, learners may have the opportunity to set up a floristry display and they should ask for observation records and/or witness statements to be provided as evidence. Guidance on the use of observation records and witness statements is provided on the Edexcel website.

Health and safety issues relating to working with displays must be stressed and reinforced regularly, and risk assessments must be undertaken before any practical activities.

Tutors should consider integrating the delivery, private study and assessment relating to this unit with any other relevant units and assessment instruments learners may also be taking as part of their programme of study. Adequate personal protective equipment (PPE) should be provided for use before any practical activities.

Learning outcome 1 is likely to be delivered through formal lectures, discussions, site visits and supervised practical sessions. Learners will learn how to handle different types of stock, how to price and label stock and about the legislation that impacts on displays and pricing. Learners will also learn how to prepare a display safely using accessories and props. Visiting expert speakers could add to the relevance of the subject for learners. For example, a florist could talk about their experiences of preparing for a display and some of the issues they have overcome.

Learning outcome 2 covers the setting up of a display. Tutors should take the opportunity to explore with learners new and topical displays which could be influenced by local demand. Due to the diversity of traditional and topical displays within the commercial floristry industry, learners should, as a minimum, cover displays relating to three distinct seasonal or promotional events. Learners could be involved in groupwork as well as working individually to set up, maintain and dismantle displays. Delivery techniques should be varied. It would be expected that formal lectures, discussions, supervised practicals and site visits would form part of the delivery. Health and safety issues must be addressed before and during the setting up of a display. Visiting expert speakers could add to the relevance of the subject for learners. For example, a florist could talk about their experiences of setting up displays.

Learning outcome 3 looks at the maintenance of a display over time, which would usually be a minimum of three days. Learners will consider different types of display and the practical considerations of keeping displays replenished, clean and tidy. Delivery techniques should be varied. It would be expected that formal lectures, discussions, supervised practicals and site visits would form part of the delivery. Visiting expert speakers could add to the relevance of the subject for learners. For example, a florist could talk about the best methods of maintaining a particular display successfully.

Learning outcome 4 is likely to be delivered through a series of formal lectures, demonstrations and supervised practicals. Learners will cover the criteria used to dismantle a display area efficiently and responsibly. Learners should be introduced to time and space considerations, as well as what to do with stock and accessories.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan gives **an indication of the volume of learning it would take the average learner** to achieve the learning outcomes. It is **indicative and is one way of achieving the credit value**.

Learning time should address all learning (including assessment) relevant to the learning outcomes, regardless of where, when and how the learning has taken place.

| Topic and suggested assignments/activities and/assessment |
|---|
| Unit introduction. |
| Theory session – introduction to pricing products and current European legislation (Sale of Goods Act 1979 and Trade Description act 1968) Point of Sale material (POS), ticketing and pricing options. |
| Assignment 1: Pricing a Product (P2, P3, M1, D1) |
| Theory session – seasonal displays, promotional and special purchase/impulse buys. |
| Practical session – using sketches to plan a small-scale display, either in a work placement or in predetermined space/window or exhibition shell. |
| Theory session – produce a maintenance plan when a display is in situ. |
| Assignment 2: Construct and Maintain a Display (P1, P4, P5, P6, P7, P8, M2, M3) |
| Theory session – sustainability, carbon footprint and reducing waste. |
| Dismantle a display – discussion and feedback on concept and increased sales. |
| Assignment 3: Sustainability and Reducing Waste (P10, P11, M4) |
| Assignment 4: Reflecting on Display – Concept to Dismantling (P9, D2) |
| Unit review. |

Assessment

Learners must plan, construct and evaluate a selection of floristry-related displays, promotions and windows to achieve this unit.

To achieve P2, P3, M1 and D1 learners need to research a range of pricing materials (Point of Sale) within a range of local and high street retail shops, identifying good practice in pricing and evaluating poor examples. The range of POS should include independent flower shops and floristry-related suppliers. Learners complete the assignment by producing their own form of pricing material for a retail shop. This could be completed for example as a PowerPoint, Podcast using video footage of a selection of Point of Sale material and evaluating each, alternatively, a written assignment with a mood board. In each case learners should show an understanding of current European legislation (Sale of Goods Act 1979 and Trade Descriptions Act 1968). Permission should be sought from any high street store or company before filming in the premises.

To achieve P1, P4, P5, P6, P7, P8, M2 and M3 learners need to plan and execute a display for either a key trading event for example, Mothers Day, Easter or Christmas, or for a new promotion. The relevant display/visual should be maintained throughout. The display could be either in a pre-determined work space/exhibition shell or in a retail environment, for example at learners' industrial experience placements.

Each learner would have the opportunity to complete this task either under supervision in the workplace or in a dedicated area within the centre. Evidence can be written accounts in a reflective log diary for a work placement, written reflective assignments, with evidence of photographic or video recording of the display, or alternatively witness statements from the work placement provider.

To achieve P10, P11 and M4 learners must be able to discuss and understand sustainability and reducing waste in the floristry industry, and make improvements reduce waste for the future. Evidence could be a leaflet or poster discussing waste saving ideas, which would be suitable for displaying in the flower shop staffroom. Alternatively learners could create a mood board or leaflet covering the relevant information. Learners may also use technology to produce evidence, creating a video/advertisement.

To achieve P9 and D2 learners must be able to reflect on their display pieces.

Learners must understand and discuss space implications and maintaining product and pricing laws when designing visual displays. A prepared short discussion on the display produced for this unit could provide evidence, covering details on concept, maintaining, dismantling and improvements. This could be discussed as a group and evaluated thorough peer assessment. A PowerPoint, or presentation could also provide evidence. Each learner should be filmed for evidence of their presentation and delivery skills.

Programme of suggested assignments

The following table shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

| Criteria covered | Assignment title | Scenario | Assessment method |
|--------------------------------|-----------------------------------|---|--|
| P2, P3, M1, D1 | Pricing a product | To understand the importance of pricing and the related legislation. Compare pricing methods used in high street brands to those used in individual flower shops. Learners are asked to create their own price ticketing for a retail flower shop. | PowerPoint. Podcast – using video footage of a selection of Point of Sale material, evaluating each. Written assignment. Mood board. |
| P1, P4, P5, P6, P7, P8, M2, M3 | Construct and Maintain a Display | Learners are asked to plan and execute a display for either a key trading event (Mother's Day, Christmas) or for a promotional range. This should be maintained throughout the life of the display. This could be either in a pre-determined work space/exhibition shell or in a retail environment. | Accounts in a reflective diary for work placement. Written – with evidence of photographic or video recording of the display. Witness statements from the work placement provider. |
| P10, P11, M4 | Sustainability and Reducing Waste | How can the floristry industry improve and reduce waste? Produce a leaflet or poster discussing waste saving ideas, for display in the flower shop staffroom. | Poster. Mood board. Leaflet Video/advertisement. |

| Criteria covered | Assignment title | Scenario | Assessment method |
|------------------|--|---|---|
| P9, D2 | Reflecting on the Display – Concept to Dismantling | Peer group assessment. Prepare a short discussion on the display produced for this unit with details on concept, maintenance, dismantling and improvements | PowerPoint. Smart board. Mood board. . |

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Land-based sector suite. This unit has particular links with:

| Level 2 | Level 3 |
|---|--|
| Plan, prepare and construct floral arrangements | Undertaking Floristry Display Techniques |
| Plan, prepare and construct tied floristry designs | Understanding Floristry Design |
| Plan, prepare and construct wedding designs with floral materials | |
| Plan, prepare and construct funeral designs | |

Essential resources

Learners will need access to a wide range of cut flower and foliage, flowering and foliage plants, in fresh, dried and synthetic materials. Learners should have the opportunity to use a variety of suitable tools and have access to a full range of accessories and sundries materials.

It is desirable that learners have access to a commercial floristry environment, and are given the opportunity to complete a window or display area.

Learners should have access to a well-stocked, up-to-date library or resource centre, and to ICT facilities within the centre.

Employer engagement and vocational contexts

Centres are encouraged to develop links with local industry professionals to give learners an insight into good practice in relation to display and merchandising techniques. This may be through a selection of retail department stores, flower shops, visual prop suppliers and retail trade events. This could be through visits to the establishments, guest lecturers from suitable organisations or work experience.

Tutors should be able to evidence regular contact with the industry and technical updating.

Indicative reading for learners

Textbooks

Hunter N T – *The Art of Floral Design* (Delmar Publishers, 1994) ISBN 9780827350892

Longman D – *Practical Floristry – Interflora Training Manual* (Hodder Arnold, 1993) ISBN 9780340569405

Magazines

The Florist and Wholesale Buyer

The Flower Arranger

Fusion Flowers

Websites

www.flowercouncil.org/uk

Flower Council of Holland

www.flowers.org.uk

The Flowers and Plants Association

Delivery of personal, learning and thinking skills (PLTS)

The following table identifies the PLTS opportunities that have been included within the assessment criteria of this unit:

| Skill | When learners are ... |
|--------------------------------|---|
| Independent enquirers | describing different design styles of display concepts, looking at a variety of construction methods explaining legislation relating to the floristry industry and health and safety |
| Creative thinkers | developing new concepts and designs through practical sessions, tackling problems and working towards a solution |
| Reflective learners | setting and evaluating their own goals understanding and monitoring their own performance, seeking feedback from others on tasks completed in order to improve in the future |
| Team workers | working within groups to achieve an end goal, to carry out research or give team presentations of visual design concepts to the rest of the group |
| Self-managers | prioritising and managing self, working on own visual designs in a controlled and committed manner. |
| Effective participators | participating fully in discussions and group activities interacting with guest speakers and educational visits to gain further knowledge and different perspectives from others. |

Although PLTS opportunities are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

| Skill | When learners are ... |
|--------------------------------|---|
| Independent enquirers | planning and carrying out research linked to related floristry tasks drawing conclusions from relevant information on current market trends |
| Creative thinkers | asking questions to gain further knowledge on the subject experimenting with different ideas adapting ideas as circumstances change eg current retail climate |
| Reflective learners | setting achievable goals reviewing progress of practical and coursework related tasks |
| Team workers | developing skills in leadership and task completion. organising the 'team' to complete display related tasks within a commercially viability timescale |
| Self-managers | showing commitment, dealing with the stress and pressure of completing visual displays within timescales and space allowances |
| Effective participators | discussing environmental issues and carbon footprint concerns within the floristry industry. |

● Functional Skills – Level 2

| Skill | When learners are ... |
|--|---|
| ICT – Use ICT systems | |
| Select, interact with and use ICT systems independently for a complex task to meet a variety of needs | <p>using ICT facilities in centres to complete their course work</p> <p>using smart boards and PCs in class</p> <p>using interactive materials for teaching and learning</p> <p>researching subjects on the internet</p> <p>using ICT packages to complete assignments, such as PowerPoint.</p> |
| Mathematics | |
| Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations | <p>suggesting the flower content for any given floral display</p> <p>calculating the number of flowers required wrap size to be purchased in and relationship of wholesale to retail prices</p> <p>considering commercial viability and the impact on increased sales due to the display.</p> |

Unit 4: Identification and Use of Flowers and Foliage

Unit code: L/602/0958

QCF Level 2: BTEC First

Credit value: 10

Guided learning hours: 60

● Aim and purpose

This unit aims to develop learners' skills in and understanding of flower and foliage identification and use and how these can be applied in practice. It is designed for learners in centre-based settings looking to progress into the sector or onto further/higher education.

● Unit introduction

Demand for cut flowers and foliage is growing in the UK, so those working in the floristry industry need to understand how to identify and use commercially available cut flowers and foliage.

This unit begins by looking at the types of available commercial cut flowers and foliage and methods of recognition using floral components, including flower and foliage names, stem types, uses and availability. The unit also covers the tools and equipment used in conditioning cut flowers and foliage.

Learners will look at ways of storing a variety of floral materials, taking into account the optimum environmental conditions that are needed. Learners will carry out inspection, conditioning and handling of cut flowers and foliage, including the use of flower food and the investigation of more specialised conditioning methods.

Health and safety issues are considered throughout the unit.

● Learning outcomes

On completion of this unit a learner should:

- 1 Know commercial cut flowers and foliages
- 2 Be able to select, maintain and use tools and equipment
- 3 Be able to condition commercial cut flowers and foliages
- 4 Understand storage of cut flowers and foliages.

Unit content

1 Know commercial cut flowers and foliages

Identification: soft stem eg freesia, tulips, Guernsey lily, lily of the valley; semi-woody stem eg chrysanthemum, lilies, carnation, ferns; woody stem eg mimosa, lilac, eucalyptus, pittosporum; hollow stem eg lupin, delphinium, amaryllis; latex stem eg euphorbia

Identify: full botanical name; common name; stem type; vase life; availability; floral components eg petal, sepal, stem, anther, filament, stamen, ovary, ovules; differences between commercial cut flowers and foliage and natural counterparts eg stem length, colour variation, flower size and form, stem structure

2 Be able to select, maintain and use tools and equipment

Selection and use: suitable tools and equipment eg containers, buckets, scissors, knife, secateurs; floral foam; safe use of tools and equipment

Care and maintenance: tools and equipment eg storage, lubrication; health and safety; personal protective equipment (PPE) eg gloves

Facilities: conditioning areas, preparation and cleanliness

3 Be able to condition commercial cut flowers and foliages

Conditioning: reasons for conditioning; conditioning techniques (cutting, sealing, feeding, specialised conditioning methods); inspection; priorities; handling and unwrapping; appropriate conditioning methods according to stem type; use and purpose of cut flower foods

Storage: storage areas; correct environmental conditions for storage; refrigeration; temperature; health and safety

4 Understand storage of cut flowers and foliages

Storage: correct environmental conditions for storage; refrigeration; storage areas; temperature; humidity, ventilation, effects of ethylene gas; indications of problems eg bruising, wilting, diseases (botrytis), environmental issues eg physical hazards, adverse effects ie high/low temperatures; health and safety; storage requirements for exotic cut flowers and foliage

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

| Assessment and grading criteria | | |
|---|---|---|
| To achieve a pass grade the evidence must show that the learner is able to: | To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to: | To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to: |
| P1 identify the common names, botanical names and stem types of specified commercially available cut flowers and foliages [IE] | M1 identify the floral components which help identify flowers/ foliages | D1 explain how specified tools and equipment are maintained |
| P2 select, maintain and use appropriate tools and equipment for given scenarios [IE, CT] | M2 maintain conditioning facilities in a clean and tidy state over a specified period of time | |
| P3 demonstrate conditioning techniques for specified commercially available cut flowers/foliages [IE, RL] | M3 describe the purpose of cut flower foods | D2 demonstrate specialised conditioning methods. |
| P4 demonstrate storage techniques for specified commercially available cut flowers/foliages [IE, CT] | | |
| P5 describe appropriate storage conditions for given cut flowers and foliage [IE] | M4 explain the correct storage of exotic cut flowers and foliage. | |
| P6 explain the prevention and resolution of given cut flower and foliage conditioning handling problems. [IE, CT] | | |

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

| | | | |
|------------|--|---|--|
| Key | IE – independent enquirers CT – creative thinkers | RL – reflective learners TW – team workers | SM – self-managers EP – effective participators |
|------------|--|---|--|

Essential guidance for tutors

Delivery

Tutors delivering this unit have opportunities to use as wide a range of techniques as possible. Lectures, discussions, workshops, site visits and supervised practicals, research using library resources and the use of personal and/or industrial experience would all be suitable. Learners should have sufficient opportunities to observe professional practice to identify care, maintenance and conditioning techniques in a commercial context. Delivery should stimulate, motivate, educate and enthuse learners.

Work placements should be monitored regularly in order to ensure the quality of the learning experience. It would be beneficial if learners and supervisors were made aware of the requirements of this unit before any work-related activities, so that naturally occurring evidence can be collected at the time. For example, a learner could achieve some of the criteria through assisting on a florist's display. Practical activities and assessments must be supported by appropriate assessor observation records/witness statements to confirm criteria achieved.

At all times the health and safety of learners should be paramount. Learners must develop the confidence and skills needed to use potentially hazardous equipment safely, for example when using scissors or a knife, and be able to select and use appropriate PPE.

Tutors should consider integrating the delivery, private study and assessment relating to this unit with any other relevant units and assessment instruments learners may also be taking as part of their programme of study.

Learning outcome 1 requires learners to know about commercial cut flowers and foliage. Wherever possible, learners should have access to live cut flowers and foliage. However, the use of high quality visual/audio-visual materials could be used to supplement this and also serve as reference materials. It is expected that learners will develop a knowledge of contrasting stem types of flowers and foliage. Delivery is likely to be in the form of lectures, discussion and supervised practicals, including identification exercises.

Learning outcome 2 covers the selection, maintenance and use of tools and equipment. Lectures and demonstrations will provide the basic concepts whilst the majority of delivery will be through supervised practicals. Learners will need to display the knowledge and ability to use different tools, equipment and facilities safely. This is likely to complement the delivery of all the other learning outcomes.

Learning outcome 3 requires learners to condition commercial cut flowers and foliage. Again, this is likely to be through supervised practicals with the theoretical aspects delivered in lectures and discussions. Learners will also consider different methods of storing floral materials with due regard to health and safety. Learners should have sufficient exposure to professional practice in order to identify the conditioning methods and procedures commonly used in the floristry industry.

Learning outcome 4 requires learners to understand storage of cut flowers and foliage. This could be delivered through lectures, seminars and supervised practicals. Learners will need to explore prevention and remedy procedures that relate to conditioning handling problems.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan gives **an indication of the volume of learning it would take the average learner** to achieve the learning outcomes. It is **indicative and is one way of achieving the credit value**.

Learning time should address all learning (including assessment) relevant to the learning outcomes, regardless of where, when and how the learning has taken place.

| Topic and suggested assignments/activities and/assessment |
|--|
| Introduction to the unit. |
| Assignment 1: Conditioning Workbook |
| Theory/practical – identifying cut flowers and foliages. |
| Theory/practical – tools and equipment. |
| Practical – conditioning and storing cut flowers and foliages. |
| Assignment 2: Cut Flowers and Foliage Storage |
| Theory/practical – Identifying correct storage conditions and preventing problems. |
| Unit review. |

Assessment

For P1, learners must identify 20 the common names, botanical names and stem types of specified commercially available cut flowers and 10 foliages to cover the range identified in the unit content. Evidence could include a poster or factsheet about cut flowers and foliages, an illustrated guide, presentation or be based on oral questioning with suitable observation records or witness statements.

P2 requires learners to select, maintain and use specified tools and equipment for conditioning purposes taking account of health and safety. P2 is likely to be assessed through the observation of individual practical activities where learners are given three different scenarios. Learners could be assessed by means of an observation record or witness statement. Guidelines on the use of observation records and witness statements can be found on the Edexcel website.

For P3, learners must demonstrate conditioning techniques for specified commercially available cut flowers/ foliages. This could be assessed practically over a set period of time, and tutors should ensure that assessment is fair for each member of the group.

For P4, learners must demonstrate storage techniques for specified commercially available cut flowers/ foliages. This could be assessed practically over a set period of time, and tutors should ensure that assessment is fair for each member of the group.

For P5 and P6, learners need to provide information on storage of cut flowers and foliages. This could be assessed, for example, through an oral presentation to the class or via a written project. Learners must cover storage of at least three cut flowers and three examples of foliage.

For M1, learners must identify the floral components which help identify flowers/foliages. Learners could undertake a project which explores components for the flowers and foliages identified in P1.

M2 requires learners to maintain conditioning facilities in a clean and tidy state over a specified period of time. This is likely to take place over a minimum of three days and could be assessed using observation records or witness statements.

Learners must describe the purpose of cut flower foods for M3. Evidence could be a poster or factsheet, via oral questioning, demonstration or presentation.

For M4, learners must explain correct storage of exotic cut flowers and foliage. Assessment could take place during practical activities via tutor questioning, or by the production of a written assignment, for example to produce a handbook of procedures.

For D1, learners need to explain how specified tools and equipment are maintained and may be the same tools and equipment specified for P2. Evidence could be question and answer factsheets or posters.

For D2, learners need to demonstrate specialised conditioning methods. This activity could be assessed using the same format, and possibly together with P3.

Programme of suggested assignments

The following table shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

| Criteria covered | Assignment title | Scenario | Assessment method |
|--------------------------------|------------------------------------|---|--|
| P1, P2, P3, P4, M1, M3, D1, D2 | Conditioning Workbook | You work as a junior florist and need a reference guide to conditioning cut flowers and foliages to help you with your conditioning duties. | Workbook. Presentation. Oral assessment. Observation reports. |
| P5, P6, M4 | Storage of Cut Flowers and Foliage | You have been asked by your manager to create a display for the noticeboard in the floristry workroom showing cut flowers and foliage storage procedures. | Posters. Presentation. Witness statement. |

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Land-based sector suite. This unit has particular links with:

| Level 2 | Level 3 |
|---|--|
| Undertake Basic Floristry Display Techniques | Principles of Flower and Foliage Material Conditioning and Use |
| Identify and maintain the condition of plants and planted designs | Practical Conditioning and Use of Flower and Foliage Materials |
| Identify, Check and Monitor the quality of Incoming Cut Materials | |

Essential resources

Learners should have access to a wide range of cut flower/foilage materials, tools and equipment and access to suitable storage facilities.

Useful links to businesses within the sector would be advantageous.

Research resources available to learners should include a library with textbooks, periodicals, specialist publications, videos, and internet access. A visit to a relevant site for example, a floristry event, wholesaler, demonstration, and/or grower would be useful.

Indicative reading for learners

Textbooks

Batho R and Kay J – *The Beginner's Guide to Floristry* (Murdoch Books, 2001) ISBN 9781853917875

Batho R, Kay J and Waugh B – *The Advanced Guide to Floristry* (Murdoch Books, 1998)
ISBN 9781853915178

Flower Council of Holland – *Cut Flower Booklet, Cut Flower Care Booklet*

Owen L – *Practical Floristry: Interflora Training Manual* (Hodder Arnold, H&S, 2009) ISBN 9780340876817

Video

Flower Council of Holland – *Care and Handling Video*

Other publications

Cut flower publications by Guernsey Flowers, Jersey Flowers and Carmel

Delivery of personal, learning and thinking skills (PLTS)

The following table identifies the PLTS opportunities that have been included within the assessment criteria of this unit:

| Skill | When learners are ... |
|------------------------------|--|
| Independent enquirers | Identifying storage procedures |
| Creative thinkers | selecting appropriate tools and equipment for given scenarios |
| Reflective learners | demonstrating conditioning techniques, including specialised techniques. |

Although PLTS opportunities are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

| Skill | When learners are ... |
|--------------------------------|---|
| Independent enquirers | researching cut flowers and foliages and applying knowledge to a range of conditioning scenarios |
| Team workers | working to condition materials in commercial and educational environments safely |
| Self-managers | managing time during practical activities |
| Effective participators | working as part of a team undertaking a variety of roles, contributing to discussions and giving feedback to peers. |

● Functional Skills – Level 2

| Skill | When learners are ... |
|--|---|
| ICT – Use ICT systems | |
| Select, interact with and use ICT systems independently for a complex task to meet a variety of needs | researching cut flowers and foliages |
| Manage information storage to enable efficient retrieval | saving ongoing assessment work |
| ICT – Find and select information | |
| Select and use a variety of sources of information independently for a complex task | researching cut flowers and foliages |
| Access, search for, select and use ICT-based information and evaluate its fitness for purpose | researching cut flowers and foliages |
| ICT – Develop, present and communicate information | |
| Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> • text and tables • images • numbers • records | developing posters, presentations and leaflets |
| Bring together information to suit content and purpose | developing posters, presentations and leaflets |
| Present information in ways that are fit for purpose and audience | developing posters, presentations and leaflets |
| Mathematics | |
| Identify the situation or problem and the mathematical methods needed to tackle it | describing the use of flower food quantities |
| English | |
| Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts | discussing and presenting information on cut flowers and foliages |
| Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions | researching cut flowers and foliages |
| Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively | developing assignments including reports, leaflets and presentations/workbooks. |

Unit 5: Floristry Interior Design

Unit code: K/601/9204

QCF Level 2: BTEC First

Credit value: 10

Guided learning hours: 60

● Aim and purpose

This unit aims to enable learners to develop the skills and knowledge need in floristry interior design and how these can be applied in practice. It is designed for learners in centre-based settings looking to progress into the sector or onto further/higher education.

● Unit introduction

The use of flowers and plants in the home and office has been seen as increasingly beneficial in recent years. In the home, flowers and plants bring a sense of beauty and nature into everyday life. The demand for professional interior designs using flowers and plants in corporate life has increased in the UK. In modern offices, flowers and plants are used to break up what would otherwise be an unremarkable environment. Important business functions by use floral and planted designs to decorate venues, often quite lavishly.

This unit introduces learners to the use of flowers and plants as an integral part of design for the home and office. The unit starts by looking at how floral and planted designs are used in interior design. Including how colour and colour harmonies are important to floral and planted designs. The use of texture in plant materials and floristry items is also considered. Learners are encouraged to explore different colours and textures and apply these to given designs. Learners also have the opportunity to create their own designs. The unit goes on to explore the use of light in floral and planted designs. Learners will investigate how colour, texture and lighting combined with flowers and plants can contribute positively to everyday life as part of interior design.

● Learning outcomes

On completion of this unit a learner should:

- 1 Know the value of flowers and plants as part of interior design
- 2 Be able to use colour in design
- 3 Be able to use texture in design
- 4 Understand the use of lighting as a design tool.

Unit content

1 Know the value of flowers and plants as part of interior design

Indoor plants and flowers: eg African violets, geraniums, palms, rubber plants, spider plants, cactus, bonsai

Interior design: flower and plant motifs as design elements; soft furnishings; wall and floor coverings; ornaments; flowers and plants as decorative items

Health and positive benefits: in an office environment eg plants that break up an empty space, prevention of 'sick building syndrome' (headaches, sore throats, air pollutants), aesthetic relief; in the home eg plants as horticultural pets, bringing the garden into the home

2 Be able to use colour in design

Colour: the colour wheel; tints, tones, shades; advancing and receding colours; colour harmonies (monochromatic, analogous, complementary, split-complementary, near-complementary, contrast)

Floristry designs: eg for an event, for daily use; in the home eg bedroom, dining room, lounge, hall, kitchen; in the office eg conference room

3 Be able to use texture in design

Plant material and floristry items: commercially available flowers and foliage; garden material; dried plant material; artificial flowers/foliage; sundries eg ribbons, wire, beads

Textures: contrasting textures eg rough, smooth, shiny, dull, spiky, soft

Interior design: furniture; wall and floor coverings; ornaments; design plans eg specified design plan, new design plan

Floristry designs: eg for an event, for daily use; in the home eg bedroom, dining room, lounge, hall, kitchen; in the office eg open plan area

4 Understand the use of lighting as a design tool

Light sources: elementary (daylight, candlelight); electrical (tungsten, tungsten-halogen, fluorescent)

Types of lighting: eg ambience, accent, decoration, enhancement, concealment

Floristry designs: eg for an event, for daily use; in the home eg bedroom, dining room, lounge, hall, kitchen; in the office eg reception

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

| Assessment and grading criteria | | |
|---|--|---|
| To achieve a pass grade the evidence must show that the learner is able to: | To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to: | To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to: |
| P1 identify flowers and plants used in interior design in the home and office [IE] | M1 explain the benefits of flowers and plants used in the home and office environment [IE, RL] | D1 design a theme for a room in the home or office, demonstrating the use of colour and health benefits, to include flowers or plants [IE, CT, RL, SM] |
| P2 describe the use of flowers and plants in home and office [IE] | | |
| P3 outline benefits of flowers and plants used in the home and office environment | | |
| P4 identify colour harmonies [IE, CT] | M2 construct given floristry designs to demonstrate colour harmonies [IE, CT, RL] | |
| P5 illustrate colour harmonies [IE, CT, RL] | | |
| P6 construct given floristry designs to demonstrate colour harmonies | | |
| P7 identify textures in plant material and interior design [IE, CT, RL] | M3 construct given floristry designs to demonstrate textures [IE, CT, RL] | D2 design a theme for a room in the home or office, demonstrating the use of texture and lighting, to include flowers or plants [IE, CT, RL, SM] |
| P8 construct given floristry designs to demonstrate textures [IE, CT, RL] | | |
| P9 explain the use of light sources in floristry designs and interior rooms [IE, CT] | M4 compare the effects of different light sources on given floristry designs and in interior rooms [IE, RL, CT] | |
| P10 examine different types of lighting [IE, CT] | | |

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

| | | | |
|------------|----------------------------|--------------------------|------------------------------|
| Key | IE – independent enquirers | RL – reflective learners | SM – self-managers |
| | CT – creative thinkers | TW – team workers | EP – effective participators |

Essential guidance for tutors

Delivery

Delivery of this unit will involve practical assessments, written assessments, visits to suitable collections and will link to industrial experience placements.

Delivery should stimulate, motivate, educate and enthuse learners. Tutors delivering this unit may use as wide a range of techniques as possible. Lectures, discussions, seminar presentations, site visits and supervised practicals, research using the internet and/or library resources and the use of personal and/or industrial experience would all be suitable.

Work placements should be monitored regularly in order to ensure the quality of the learning experience. It would be beneficial if learners and supervisors were made aware of the requirements of this unit before any work-related activities, so that naturally occurring evidence can be collected at the time. For example, learners may have the opportunity to learn about indoor flowers and plants during a part-time job. Learners should be encouraged to ask for observations records and/or witness statements to be provided as evidence. Guidance on the use of observation records and witness statements is provided on the Edexcel website.

Health and safety issues relating to working with designs in a medium must also be stressed and regularly reinforced, and risk assessments must be undertaken before practical activities.

Tutors could consider integrating the delivery, private study and assessment relating to this unit with any other relevant units and assessment instruments learners may also be taking as part of their programme of study.

Every opportunity should be taken to emphasise health and safety issues and, where applicable, environmental considerations.

Learning outcome 1 covers understanding the value of flowers and plants as a part of interior design. This learning outcome could be delivered throughout the other learning outcomes. Lectures and supervised practicals will give learners an opportunity to explore the health and positive benefits of flowers and plants, as well as design considerations. A site visit could enhance learner appreciation of these considerations for example an interior landscaping organisation.

Learning outcome 2 requires learners to use colour in design. This could be developed through a series of lectures, demonstrations and supervised practicals. The learning outcome is likely to link in with learning outcomes 2 and 3, as all are associated with different aspects of practical design. Due to the diversity of traditional and contemporary displays within the commercial floristry industry, learners should, as a minimum, consider colours that cover specific interior designs relating to a minimum of three distinct events and/or environments. Visits to flower shows and trade exhibitions can give learners the opportunity to see how colour and colour harmonies are applied through floral designs.

Learning outcome 3 requires learners to use texture in design. Lectures, demonstrations and supervised practical sessions are likely to make up delivery of this learning outcome. Learners will need to be exposed to the range of textures and materials as indicated in the unit content. Due to the diversity of traditional and contemporary displays within the commercial floristry industry, learners should, as a minimum, consider textures that cover specific interior designs relating to a minimum of three distinct events and/or environments. This learning outcome will link with learning outcomes 2 and 4.

For learning outcome 4, learners will understand the importance of lighting as a design tool. This learning outcome could be delivered through lectures, demonstrations and supervised practicals. Where possible, learners should be exposed to a wide range of lighting techniques. However, the use of high quality visual/audio-visual materials (for example, colour slides, photographs or video) would be suitable where actual illustrations are not possible and also as a reference tool. Due to the diversity of traditional and contemporary

displays within the commercial floristry industry, learners should as, a minimum, consider lighting that covers specific interior designs relating to a minimum of three distinct events and/or environments.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan gives **an indication of the volume of learning it would take the average learner** to achieve the learning outcomes. It is **indicative and is one way of achieving the credit value**.

Learning time should address all learning (including assessment) relevant to the learning outcomes, regardless of where, when and how the learning has taken place.

| Topic and suggested assignments/activities and/assessment |
|---|
| Introduction to module. |
| Assignment 1: Interior Design Workbook (P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, M1, M4) |
| Theory – flowers and plants used in interior design. |
| Theory – colour in interior design. |
| Theory – texture in interior design. |
| Theory – lighting in interior design. |
| Assignment 2: Portfolio of Floristry Designs (M2, M3) |
| Practical – floristry designs to show colour harmonies and textures. |
| Assignment 3: Interior Design Mood boards (D1, D2) |
| Theory/practical – designing rooms. |

Assessment

Assessment for this unit in the first place is likely to cross different grading criteria in places. For example, the identification of colour, is likely to go hand in hand with the identification of textures and light use.

P1, P2 and P3 require learners to provide information of the use of flowers and plants in interior design in the home and office. Assessment could be in the form of a question and answer session where learners demonstrate their knowledge and understanding of suitable indoor flowers and plants or through completion of a workbook task. An appropriately devised checklist could be used by a suitable assessor. Alternatively, learners could undertake an assignment which links to M1.

For P4, P5 and P6, learners will be expected to demonstrate identification and use of colour harmonies. This will link to P7 and P8. Assessment of routine colour use and also work placement experiences (appropriately evidenced) could form evidence for these criteria. If assessed by the tutor, suitable evidence from guided activities would be observation records completed by the learner and tutor. If assessed during a placement, witness statements should be provided by a suitable representative and verified by the tutor. Alternatively, learners could be assessed through a short written test or by answering oral questions on the use of colour and colour harmonies.

For P7 and P8, learners must identify and use textures in plant material and interior design. Assessment is likely to be similar to and linked to P4, P5 and P6, ie practical assessment suitably evidenced by the use of observation records and witness statements.

For P9 and P10, learners are required to provide information on the use of light sources in floristry designs and interior rooms. Evidence could be in the form of a project linking to other criteria or presentation.

For M1, learners must describe the health and positive benefits of flowers and plants in the home and office environment. Learners could complete a workbook task or give an oral presentation to the class. The presentation could also link to P1 and P2 or D1 where learners might undertake an assignment on design in the home and office.

For M2 and M3, learners are required to construct given floristry designs to demonstrate different colour harmonies and textures. This is likely to be assessed practically using observations records or witness statements.

For M4, learners will compare the effects of different light sources on given floristry designs and interior rooms. Assessment is likely to follow that of M1.

For D1, learners need to design a theme for a room in the home or office, demonstrating the use of colour and explaining health benefits of flowers or plants. Learners could undertake a project which extends the work they have completed for the pass and merit criteria. Assessment for D1 and D2 is likely to be interlinked.

D2 requires learners to design a theme for a room in the home or office, demonstrating the use of texture and lighting, to include flowers or plants. Assessment could follow that of D1.

Programme of suggested assignments

The following table shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

| Criteria covered | Assignment title | Scenario | Assessment method |
|---|--------------------------------|---|---|
| P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, M1, M4 | Interior Design Workbook | You work as a floral designer in a floristry design studio, and require a reference book to help you in your work. | Workbook. Oral assessments. Presentations. Written tests. Sketchbook. |
| M2, M3 | Portfolio of Floristry Designs | You work as a florist creating designs for a number of different businesses. You should demonstrate how you adapt the designs using colour and texture. | Practical assessment. Photobook. Portfolio. Presentation. |
| D1, D2 | Mood boards | You have been asked to produce two mood boards to show how flowers and plants could be used in a new office for a firm of solicitors. | Mood boards. Presentation. Report. Portfolio. |

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Land-based sector suite. This unit has particular links with:

| Level 2 | Level 3 |
|--|--|
| Undertake Basic Floristry Display Techniques | Understanding Floristry Design |
| Plan, Prepare and Construct Tied Floristry Designs | Plan, Assemble and Evaluate Diverse Floral Designs |
| Plan, Prepare and Construct Floral Arrangements | Plan, Assemble and Evaluate Tied Floristry |

Essential resources

Learners should have access to a wide range of fresh flower and plant materials, dried and artificial materials, paints, tools, equipment and sundries. The learning environment should provide suitable working conditions including ready access to water, tables at a suitable height, ground floor rooms and adequate lighting.

Research resources should include library facilities, IT and access to specialist publications.

Employer engagement and vocational contexts

A site visit, for example to a floristry event, flower and sundries wholesaler, floristry demonstration and/or a home furnishing store, would be useful.

Indicative reading for learners

Textbooks

Ashwell M and Pearson S – *Professional Floristry Techniques* (Farming Press, 2002) ISBN 9780852365700

Batho R – *The Beginner's Guide to Floristry* (Murdoch Books UK, 2008) ISBN 9781741961881

Flower Council of Holland – *Cut Flower and Plant Booklets*

Guild T and Wilhide E – *Tricia Guild on Colour: Decoration, Furnishing, Display* (Conran Octopus, 1995) ISBN 9781850297277

Hoppen L and Batten B – *In Touch. Texture in Design* (Conran Octopus, 1999) ISBN 9781571456823

Martin C – *The Surface Texture Book. Over 800 Colour and Texture Samples for Every Surface, Furnishing and Finish* (Thames and Hudson, 2005) ISBN 9780500511619

McCloud K – *Choosing Colours. An Expert Choice of the Best Colours to Use in Your Home* (Quadrille, 2003) ISBN 9781903845776

McCloud K – *Lighting Book. The Ultimate Guide to Lighting Every Room in the Home* (Ebury Press, 1995) ISBN 9780091783839

Savill J – *101 Colour Schemes that Really Work* (BBC, 2001) ISBN 9780563534181

Storey S – *Lighting, Recipes and Ideas, Simple Solutions for the Home* (Chronicle Books, 2000) ISBN 9780811827164

Wolverton B – *Eco-Friendly House Plants: 50 Indoor Plants That Purify the Air* (Weidenfeld and Nicolson, 2000) ISBN 9780297834847

Journals

Homes and Gardens

House Beautiful

Delivery of personal, learning and thinking skills (PLTS)

The following table identifies the PLTS opportunities that have been included within the assessment criteria of this unit:

| Skill | When learners are ... |
|------------------------------|--|
| Independent enquirers | identifying flowers and plants used in interior design, identifying colour harmonies, textures and explaining how lighting is used in interior design constructing floristry designs and designing themes for rooms in the home or office |
| Creative thinkers | constructing floristry designs and designing themes for rooms in the home or office |
| Reflective learners | constructing floristry designs and designing themes for rooms in the home or office |
| Self-managers | designing themes for rooms in the home or office. |

Although PLTS opportunities are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

| Skill | When learners are ... |
|--------------------------------|--|
| Independent enquirers | researching interior designs |
| Creative thinkers | undertaking a range of practical techniques |
| Reflective learners | using a range of experiences of colour, texture and lighting |
| Effective participators | contributing to discussions and giving peer feedback. |

● Functional Skills – Level 2

| Skill | When learners are ... |
|--|--|
| ICT – Use ICT systems | |
| Select, interact with and use ICT systems independently for a complex task to meet a variety of needs | researching floristry interior design |
| Manage information storage to enable efficient retrieval | saving ongoing assessment work |
| ICT – Find and select information | |
| Select and use a variety of sources of information independently for a complex task | researching floristry interior design |
| Access, search for, select and use ICT-based information and evaluate its fitness for purpose | researching floristry interior design |
| ICT – Develop, present and communicate information | |
| Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> • text and tables • images • numbers • records | developing workbooks, presentations and mood boards |
| Bring together information to suit content and purpose | developing workbooks, presentations and mood boards |
| Present information in ways that are fit for purpose and audience | developing workbooks, presentations and mood boards |
| Mathematics | |
| Identify the situation or problem and the mathematical methods needed to tackle it | mixing colour harmonies using different proportions |
| English | |
| Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts | discussing and presenting ideas on floristry interior design |
| Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions | researching floristry interior design |
| Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively | developing workbooks, presentations and mood boards. |

Unit 6: Presentation and Service for Retailing in the Land-based Sector

Unit code: A/600/9356

QCF Level 2: BTEC First

Credit value: 10

Guided learning hours: 60

● Aim and purpose

This unit aims to introduce learners to the knowledge and skills needed in presentation and service for the layout of a land-based retail outlet and will learn about the products and services offered by a given land-based retail outlet, along with how they are stocked. They will demonstrate practical skills of how to display products and appropriate customer care skills.

● Unit introduction

Working within a land-based retail environment is varied and challenging, especially at busy times of the year. Meeting the need for ever changing products, seasonal demand and the needs of customers are essential to the success of retail businesses.

This unit covers the planning and layouts used within retail outlets, products and services available and the preparation and display of products for sale. It also covers the key areas of customer service and customer care. It is therefore essential that this unit is delivered in the context of the land-based sector learners are studying.

Throughout this unit learners will be made aware of the health and safety implications of the work they are carrying out and the related legislation. Learners will develop skills in a range of customer care activities including processing payments and investigating customer satisfaction.

On completion of this unit learners will have gained a basic understanding of working within a retail environment and be able to demonstrate skills that relate to their own sector. The unit will also prepare learners for a range of jobs within retail and provide a sound foundation for further study at a higher level.

● Learning outcomes

On completion of this unit a learner should:

- 1 Be able to design a suitable layout for a land-based retail outlet
- 2 Understand the products and services provided by a land-based retail outlet
- 3 Be able to prepare and display products for sale
- 4 Be able to demonstrate appropriate customer care skills.

Unit content

1 Be able to design a suitable layout for a land-based retail outlet

Retail outlets: eg superstore, shop, stall, discount store, in-store franchise.

Planning layout: space available, ease of movement, display areas, product positioning, layout style and evaluation

Health and safety: considerations eg access, egress, fire and accident procedures, first aid facilities, risk assessment, waste disposal

Current legislation: Sale of Goods Act 1979, Trade Descriptions Act 1968, The Supply of Goods and Services Act 1982, Sunday Trading Act 1994, Health and Safety at Work Act 1974; Pet Animals Act 1951

2 Understand the products and services provided by a land-based retail outlet

Land-based retail outlets: eg garden centre, nursery, florists, pet shop, tack shop, feed supplier, DIY store, machinery outlet, farm shop

Products and services: types of products, types of services available, seasonal and non-seasonal products; factors affecting choice eg cost, profit margin, lifespan and care of perishable and non-perishable products, marketing, availability, personal preference, delivery

3 Be able to prepare and display products for sale

Prepare products for sale: preparation of perishable and non-perishable products eg adding packaging, wrapping or trims to improve appearance and shelf life, removing damaged products; clear labelling eg price in line with relevant, current legislation, attracting customers eg sales, loyalty products, marketing.

Display products for sale: types of display eg themed, point of sale, window, racks, shelves; principles of display eg colour, texture, shape; health and safety eg tidiness, shelf life

Maintenance of products: stock control, stock rotation, shelf life, tidiness of displays, presentation, disposal of spoilt products and those that have reached their sell-by date

4 Be able to demonstrate appropriate customer care skills

Processing payments: procedures for payment by cash, cheques, debit and credit cards including chip and pin payments, correct procedures for handling payments, completing documentation eg purchases made on business accounts, basic checks for fraudulent payments with cash, cards, cheques, using a cash register; security

Dealing with customers: how to greet customers on the telephone and in person, presentation of self, interpreting body language, own use of body language, bringing out the selling points, offering assistance and advice, creating and closing a sale, dealing with difficult customers and situations

Customer satisfaction: quality and availability of products and services, quality of customer care skills, value for money, methods of identifying customer satisfaction eg questionnaire, analysis of complaints

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

| Assessment and grading criteria | | |
|---|---|---|
| To achieve a pass grade the evidence must show that the learner is able to: | To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to: | To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to: |
| P1 plan the layout for a land-based retail outlet [IE, SM] | M1 complete risk assessments for a given land-based retail outlet | |
| P2 report on the health and safety and legislative requirements of a retail outlet [SM] | | |
| P3 justify the layout of land-based retail outlet | | |
| P4 review products and/or services in a given land-based retail outlet [IE] | M2 suggest ways to add value to perishable and non-perishable products | |
| P5 evaluate factors influencing the choice of products and services for a given land-based retail outlet [IE, RL] | | |
| P6 describe the stocking requirements of products being sold in a given land-based retail outlet | | |
| P7 prepare products for sale [TW, SM] | M3 complete maintenance checks for a given land-based retail outlet | D1 explain how given displays attract customers |
| P8 display products for sale [TW, SM] | | |
| P9 maintain displays within a given land-based retail outlet [TW, SM] | | |

| Assessment and grading criteria | | |
|---|---|---|
| To achieve a pass grade the evidence must show that the learner is able to: | To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to: | To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to: |
| P10 perform customer care related activities – processing payments – dealing with customers – customer satisfaction [TW, SM] | M4 demonstrate appropriate customer service skills to meet given objectives | D2 produce easy to follow guidelines on customer care |
| P11 describe the importance of customer care in land-based retail outlets [CT] | | |

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

| | | | |
|------------|--|---|--|
| Key | IE – independent enquirers CT – creative thinkers | RL – reflective learners TW – team workers | SM – self-managers EP – effective participators |
|------------|--|---|--|

Essential guidance for tutors

Delivery

Tutors delivering this unit have opportunities to use an extensive range of techniques including, lectures, discussions, simulation, role play, case studies, site visits and practical activities, research using the internet and/or library resources and the use of personal and/or industrial experience. Delivery of this unit should stimulate, motivate and educate learners.

Health and safety issues relating to work must be stressed and reinforced regularly and risk assessments must be undertaken before practical activities. Learners should be taught safe working practices through demonstrations and supervised practical work. They should be given sufficient time and guidance to develop practical skills. The underpinning principles of customer care explored in this unit should be related to practical work and referred to during practical work in order to help learner link theory and practice.

The first part of the unit covers the design and layouts used in land-based retail outlets. Planned visits to a variety of these within the land-based sectors being studied will be useful. This will aid learning and should include activities that encourage learners to explore the scope and significance of work in different types of retail outlet. Centres may use their own retail facilities if they are appropriate to the sector being studied. Visiting expert speakers, for example a manager from a garden centre, nursery, florist, pet shop, tack shop, feed supplier, DIY store, machinery outlet or farm shop, could talk about their work and the designs they use. Emphasis should be placed on the health and safety and environmental aspects of the design, in order to increase learner awareness of their responsibilities in the workplace.

Through a range of formal lectures, discussions, supervised practicals and simulations, learners will develop their knowledge of the main products and services within the industry sector. It is expected that learners will look at the factors that affect customer product choice, and the product advice given to customers by retail staff or from the product itself. Off site visits to retail outlets, especially during seasonal times, could form part of delivery. Visiting expert speakers could add insight into the subject for learners and embed further skills and knowledge.

When preparing and displaying products, techniques should be varied, combining theory and practical sessions. Formal lectures, discussions, simulations and role play, practicals and learners presentations could form part of the delivery. Theory should be linked to practical situations found in appropriate retail outlets. Relevant visits or visiting speakers could add relevance of the subject for learners.

Customer care skills can be developed via formal lectures, demonstrations, simulations, case studies, role play and supervised practicals. Learners will also be able to develop knowledge and skills through work placements or by working in a centre's own retail facilities (if appropriate). It is expected that learners will develop a knowledge of appropriate responses to customers within a range of situations. Visiting customer service departments in a range of outlets will allow expert speakers to talk about the importance of their work.

Learners may have the opportunity to cover to parts of this unit while on work placements. They should be encouraged to ask for observation records and/or witness statements to be provided as evidence. Guidance on the use of observation records and witness statements is provided on the Edexcel website.

Tutors should integrate the delivery, private study and assessment relating to this unit with any other relevant units and assessment instruments in learners' programmes of study.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

| Topic and suggested assignments/activities and/assessment |
|--|
| Introduction and overview of the unit. |
| Assignment 1: Retail Outlet Design (P1, P2, P3, M1) |
| Tutor introduces assignment brief. |
| Theory-based sessions: safety at work, developing underpinning knowledge of the risks and hazards within retail outlets. |
| Theory-based sessions: Land-based retail outlets, design, products and services. |
| Off site visits. |
| Personal study. |
| Assignment 2: Prepare and Display Products for Sale (P4, P5, P6, P7, P8, P9, M2, M3, D1) |
| Tutor introduces assignment brief. |
| Theory-based sessions: preparation and display. |
| Practical demonstrations, observations and assessments on preparation and display. |
| Work-based activities. |
| Personal study. |
| Assignment 3: Customer Care (P10, P11, M4, D2) |
| Tutor introduces assignment brief. |
| Theory based sessions: customer care activities. |
| Practical demonstrations, observations and assessments on customer care activities. |
| Personal study. |
| Tutorial 1: help and guidance. |
| Unit review. |

Assessment

All the grading criteria are based on retailing for land-based outlets and, where possible should be related to a real outlet with links to the centre. However centres can make use good quality case study materials for those tasks that cannot be undertaken within a real retail context.

Learners will need to meet all the pass criteria to complete this unit.

For P1, learners have to plan a layout for a land-based retail outlet. Tutors may either choose the retail outlet or may agree it with learners. It must, however, be linked to the land-based sector being studied.

P2 looks at the health and safety and legislative requirements of a retail outlet. Learners should investigate legislation relating to themselves, customers and the general public, other employees and the employer in the context of a selected outlet. It is expected that evidence should be linked to the retail outlet in P1.

P3 requires learners to review the main products and services that are available in a given land-based retail outlet. This could again be the same retail outlet as used in P1.

Evidence for P1, P2 and P3 could take the form of a retail planning project including an annotated poster showing layout plans.

P4 requires learners to review the products and/or services of a given land-based outlet in terms of what is available, when it is available and how it is presented. Evidence could be in the form of a report. P5 and P6 require a simple evaluation of the factors that influence choice of products and services and a description of stocking requirements for a given outlet. Evidence for this could be linked to P4 and follows the review of products. Where possible, the size and complexity of the tasks should be the same for each learner to ensure assessment is fair.

P7 and P8 require learners to prepare and display products for sale. Where possible, the number and quantity of products in each category should be the same for each learner to ensure assessment is fair. Simulation exercises could be used to obtain evidence for these criteria. However, they could be assessed directly by the tutor during practical activities within a retail outlet. If this format is used, suitable evidence from guided activities would be observation records completed by the learner and tutor. If assessed during a work placement, witness statements should be provided by a suitable representative and verified by the tutor. Guidance on the use of observation records and witness statements is provided on the Edexcel website. In addition, risk assessments should be completed for all practical tasks.

For P9, learners are required to maintain displays and this should be linked to P7 and P8 and assessed in the same format.

P10 requires learners to perform the customer care related activities of processing payments and serving customers. This must be linked to the land-based sector learners are studying. Where possible, the payments and customers should be the same for each learner to ensure assessment is fair. Tutors may use difficult customers or scenarios during the assessment process, but these should be the same for all learners. Evidence may be gathered in a manner similar to that described for P7 and P8.

P11 requires learners to describe the importance of customer care in land-based retail outlets, this could be achieved using a report or a leaflet aimed at a new employee.

In addition to the pass criteria learners wishing to gain a merit grade will need to meet all the merit criteria.

M1 requires learners to complete risk assessments for the given land-based retail outlet and links with P2.

For M2, simulation exercises could be used to obtain evidence and may be linked directly to the retail outlet used in providing evidence for other grading criteria. It must, however, be linked to the land-based sector being studied. Where possible, the products should be the same for each learner to ensure assessment is fair. Evidence could be short-answer questions or through observations completed by the tutor/employer and learner.

M3 requires learners to complete a maintenance checklist, this should be related to the retail outlet identified in P1 and could take the form of a table included in the project.

For M4, simulation exercises could be used to obtain evidence and may be linked directly to the retail outlet used to provide evidence for other grading criteria. Objectives should cover correct processing of payments and good customer service including greeting, own presentation, use of body language, assisting with sales and difficult customers. Evidence is likely to be through observation records completed by the tutor/employer.

In addition to the merit criteria, learners wishing to gain a distinction grade will have to meet all the distinction criteria.

D1 requires learners to give valid explanations of how displays attract customers. Evidence could be an advertising poster or flyer highlighting the key points.

For D2, learners need to develop some easy to follow guidelines on ensuring customer satisfaction and dealing with complaints. This could be an annotated poster or guide to customer care for new employees.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources

| Criteria covered | Assignment title | Scenario | Assessment method |
|------------------------------------|---------------------------------------|---|---|
| P1, P2, P3, M1 | Retail Outlet Design | The layout and products of retail outlets not only attract customers but keep them coming back. In this assignment you will the knowledge to plan a layout and review the products of a retail outlet suitable for your own area of study. You will also consider the health and safety and legislation involved. | Retail planning project. Risk assessments. Annotated poster showing plans. |
| P4, P5, P6, P7, P8, P9, M2, M3, D1 | Prepare and Display Products for Sale | A practical assignment in which you will be required to prepare and display actual products for sale as well as add value. Maintenance checks, correct disposal of waste and evaluation skills will also be covered. | Observation records. Witness statements. Risk assessments. |
| P10, P11, M4, D2 | Customer Care | Customers are the reason you have a retail outlet. In this assignment you will carry out customer care-related activities including processing payments, demonstrating good customer service and describing ways of attracting the customer. | Observations records. Witness statements. Leaflet. Flyer. Employee guide and questionnaire. |

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Environmental and Land-based sector suite. This unit has particular links with the following unit titles in the Environmental and Land-based suite:

| Level 2 | Level 3 |
|--|--|
| Undertake Basic Floristry Display Techniques | Undertaking Floristry Display Techniques |
| | Understanding Floristry Marketing Strategies |

Essential resources

Access to a retail environment with a range of equipment and products is essential for delivery of this unit and must relate to learners' own area of study. Ideally this would be a commercial environment, but centres may use a simulated environment if necessary.

Internet access and support should also be available.

Employer engagement and vocational contexts

This unit focuses on retail design and customer care. Learners will be encouraged to develop an understanding of the risks and hazards while working in their chosen sector including health and safety of themselves, other employees, employers and customers. Centres are encouraged to develop links with local businesses within the land-based retail sector, so that learners can experience what it would be like to work within this area. This could be through off site visits or guest speakers.

Indicative reading for learners

Textbooks

Barrow C – *The Essence of Small Business* (FT Prentice Hall, 1998) ISBN 0137486413

Cox R and Brittain P – *Retailing: An Introduction* (FT Prentice Hall, 2004) ISBN 0273678191

Hammond R – *Smart Retail: Turn Your Store into a Sales Phenomenon* (Prentice Hall; 2 edition, 2007) ISBN 9780273712770

Johns T – *Perfect Customer Care* (Random House Business Books; 2nd New edition of Revised edition, 2003) ISBN 9781844131532

Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

| Skill | When learners are ... |
|------------------------------|--|
| Independent enquirers | planning the layout for a retail outlet exploring from different perspectives reviewing products and/or services evaluating factors influencing choice of products and services |
| Creative thinkers | describing the importance of customer care |
| Reflective learners | evaluating factors influencing choice of products and services |
| Team workers | preparing products for sale displaying products for sale maintaining displays performing customer care activities |
| Self-managers | report on health and safety and legislative requirements completing risk assessments preparing products for sale displaying products for sale maintaining displays. |

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

| Skill | When learners are ... |
|--------------------------------|---|
| Independent enquirers | justifying the layout of retail outlets describing ways to attract customers |
| Creative thinkers | completing maintenance checklists describing ways to attract customers |
| Reflective learners | suggesting ways to add value to products making recommendations for change with design |
| Self-managers | completing risk assessments suggesting ways to add value to products |
| Effective participators | making recommendations for change to designs. |

● Functional Skills – Level 2

| Skill | When learners are ... |
|--|---|
| ICT – Use ICT systems | |
| Select, interact with and use ICT systems independently for a complex task to meet a variety of needs | presenting information on planning a layout for a land-based retail outlet |
| ICT – Find and select information | |
| Select and use a variety of sources of information independently for a complex task | researching the internet for health and safety and legislative requirements of a retail outlet |
| ICT – Develop, present and communicate information | |
| Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> • text and tables • images • numbers • records | designing tables for maintenance plans presenting leaflets, flyers and posters producing risk assessments producing easy to follow guidelines on customer satisfaction and dealing with complaints |
| Present information in ways that are fit for purpose and audience | presenting a project on planning retail outlets |
| Mathematics | |
| Select and apply a range of skills to find solutions | producing a risk assessment for practical tasks |
| Use appropriate checking procedures and evaluate their effectiveness at each stage | measuring retail outlet sizes before planning their design |
| Draw conclusions and provide mathematical justifications | producing a risk assessment for practical tasks measuring retail outlet sizes before planning their design |
| English | |
| Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts | presenting information on planning a layout for a land-based retail outlet demonstrating good customer service |
| Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions | reviewing products being sold in land-based retail outlets |
| Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively | reporting on the health and safety and legislative requirements of a retail outlet describing the stocking requirements of products being sold in given land-based retail outlet describing the importance of customer care in land-based retail outlets. |

Unit 7: Plan, Prepare and Construct Tied Floristry Designs

Unit code: D/601/4971

QCF Level 2: BTEC First

Credit value: 10

Guided learning hours: 60

● Aim and purpose

The aim of this unit is to provide the learner with the knowledge, understanding and skills required to plan, prepare and assemble tied floristry designs using the appropriate materials under minimal direction or guidance.

● Unit introduction

This unit introduces learners to the planning, preparation and construction of commercial tied floristry designs. Flowers and foliage play an important part in celebrations and special events. For example, tied floral designs are very popular as gifts for birthdays, anniversaries and other special occasions. The skills and knowledge needed to create tied floristry designs will be developed during this unit, for example including producing designs for a variety of occasions.

Learners will use a range of materials (for example flowers and foliage) to create designs considering what the customer wants, and using appropriate equipment and tools.

Learners will understand how to interpret design specifications, using design elements and principles effectively and will consider the commercial viability of their designs. The importance of health and safety is emphasised throughout the unit.

● Learning outcomes

On completion of this unit a learner should:

- 1 Be able to plan, prepare and cost the assembly of tied floristry designs
- 2 Know how to plan, prepare and assemble tied floristry designs
- 3 Be able to assemble and maintain tied floristry designs
- 4 Understand how to evaluate tied floristry designs.

Unit content

1 Be able to plan, prepare and cost the assembly of tied floristry designs

Planning: requirements to construct different tied floristry designs; occasion, shape, style, size, choice of flower content, choice of accessories; current safe working practices and responsibilities within relevant legislation

Preparation: importance of maintaining tools in a clean and safe state; preparation and handling techniques required to minimise the damage to materials (fresh, manufactured, dried and preserved) and prolong their lifespan

Assembling: suitable conditions for maintaining and storing designs, including; temperature, humidity, light, space and storage; techniques used in creating tied floristry designs, including spiralled stems, support wiring methods, packaging methods, use of appropriate sundries to gift wrap and enhance designs

2 Know how to plan, prepare and assemble tied floristry designs

Planning: requirements for the work and necessary clarification concerning the design; tools clean and in good working order before to use, take the appropriate action if materials and tools are unsuitable for use; health and safety; risk assessments, appropriate use of PPE; budget; up and down costing, impact of speed on commercial viability, economic use of materials, choice of mechanics, choice of gift wrapping techniques, choice of flower and plant materials, seasonal availability, use of accessories

Materials selection of appropriate flower and plant material for design: fresh, manufactured/dried/preserved, accessories, floral materials in a suitable condition for use and sale; mechanics; support wiring techniques, packaging materials eg bows, decorative ties, boxes, wraps; construction; cutting; waterproof and non-waterproof eg cellophane, tissue, mesh; ancillary items eg cards, care instructions, food, delivery instructions; ready for transport

3 Be able to assemble and maintain tied floristry designs

Construct designs: according to the design specifications, to meet the needs of the customer and organisation eg relay, corporate branding, packaging as appropriate; handle materials and tools safely and in a way that minimises waste; select and position materials according to the principles and elements of design; secure the design using appropriate tying method to create shape, structure and robustness required

Packaging techniques: eg bows, decorative ties, boxes, wraps; construction; cutting; waterproof and non-waterproof eg cellophane, tissue, mesh

Storage of designs: prepare and package designs for storage before to delivery or collection in an environment that minimises deterioration and damage including storage of fresh materials, manufactured/dried/preserved; ancillary items eg cards, care instructions, food, delivery instructions; accessories

4 Understand how to evaluate tied floristry designs

Construction: problems encountered; mechanics chosen, materials used; selection of flower and plant material including fresh, manufactured, dried and preserved; gift wrapping methods and choice of materials, tools that are not suitable for use; remedial action that would be required

Elements and principles of design: including use of colour, form, space, texture, and line, movement; how the principles of design: including balance, contrast, dominance, harmony, proportion and rhythm can be used effectively

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

| Assessment and grading criteria | | |
|---|---|---|
| To achieve a pass grade the evidence must show that the learner is able to: | To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to: | To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to: |
| P1 plan the work to meet the requirements of the design and customer [IE, CT, RL, EP] | M1 describe factors that may affect the cost of a design and suggest how these can be minimised | D1 describe gift wrapping techniques for tied floristry designs |
| P2 select the appropriate materials and tools for the specified design [IE, CT, SM] | | |
| P3 prepare all materials in readiness for assembling the design [IE, RL, SM, EP] | | |
| P4 cost designs according to the order requirements [SM, EP, RL] | | |
| P5 describe how tools used for constructing arrangements are used and maintained [IE, CT, TW, SM] | M2 identify safe working practices for assembling tied floristry designs | |
| P6 describe the planning stages for the preparation of tied floristry designs [SM, EP] | | |
| P7 assemble the tied floristry designs [CT, EP] | M3 select and position materials in a way that minimises waste | D2 make recommendations for improvements in the assembly of tied floristry designs |
| P8 check the finished design in relation to the specification [IE, RL, EP] | | |
| P9 maintain and store the design [IE] | | |

| Assessment and grading criteria | | |
|---|---|---|
| To achieve a pass grade the evidence must show that the learner is able to: | To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to: | To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to: |
| <p>P10 evaluate how the elements and principles of design have been used effectively [IE, RL]</p> | <p>M4 explain problems encountered with the selection of flower and plant material</p> | |
| <p>P11 explain when it is necessary to vary the design from the specification and what action should be taken [IE, CT, RL, EP]</p> | | |
| <p>P12 explain the criteria used to evaluate designs against the specification and customer requirements [IE, RL, EP]</p> | | |
| <p>P13 evaluate the construction of tied floristry designs [IE, RL, EP]</p> | | |

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

| | | | |
|------------|--|---|--|
| Key | IE – independent enquirers CT – creative thinkers | RL – reflective learners TW – team workers | SM – self-managers EP – effective participators |
|------------|--|---|--|

Essential guidance for tutors

Delivery

Delivery of this unit will involve practical assessments, written assessments, visits to suitable collections and will link to industrial experience placements.

Delivery should stimulate, motivate, educate and enthuse learners. Tutors delivering this unit may use as wide a range of techniques as possible. Lectures, discussions, seminar presentations, site visits and practicals, research using the internet and/or library resources and the use of personal and/or industrial experience would all be suitable.

Work placements should be monitored regularly in order to ensure the quality of the learning experience. It would be beneficial if learners and supervisors were made aware of the requirements of this unit before any work-related activities, so that naturally occurring evidence can be collected at the time. For example, learners may have the opportunity to prepare and assemble tied floristry designs or prepare gift wrapping materials for tied designs and should be encouraged to ask for observations records and/or witness statements together with work logs, photographic and video evidence as appropriate to be provided. Guidance on the use of observation records and witness statements is provided on the Edexcel website.

Health and safety issues relating to working with designs in a medium must also be stressed and reinforced regularly, and risk assessments must be undertaken before practical activities.

Tutors could consider integrating the delivery, private study and assessment relating to this unit with any other relevant units and assessment instruments learners may also be taking as part of their programme of study.

Every opportunity should be taken to emphasise health and safety issues and where applicable, environmental considerations. Appropriate PPE should be used during all practical activities.

The designs in this unit must cover all the following:

- hostess bouquet
- cone wrap
- flat pack gift wrap
- natural posy
- compact tied posy
- limited flower bouquet
- tied sheaf
- single flower presentation
- using a variety of packaging materials.

Assessment methods should be appropriate to reflect the level of the unit and should assess both learner's understanding and ability to demonstrate the relevant skills.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan gives **an indication of the volume of learning it would take the average learner** to achieve the learning outcomes. It is **indicative and is one way of achieving the credit value**.

Learning time should address all learning (including assessment) relevant to the learning outcomes, regardless of where, when and how the learning has taken place.

| Topic and suggested assignments/activities and/assessment |
|--|
| Introduction to unit. |
| Assignment 1: A Guide to Planning, Preparing and Assembling Tied floristry designs (P1, P2, M1, M2, D1, P12) |
| Theory – planning, preparation and assembling tied floristry designs. |
| Theory – tied floristry designs and appropriate gift wrapping techniques. |
| Theory – how to evaluate tied floristry designs. |
| Assignment 2: Portfolio of Tied Floristry Designs (P3, P4, P5, P6, P7, P8, P9, P10, P11, P13, M3, M4, D2) |
| Practical – planning tied floristry designs. |
| Practical – assembling tied floristry designs. |
| Assessment – assembling tied floristry designs. |
| Practical/Theory – evaluating tied floristry designs. |

Assessment

P1, P2, M1, M2, D1, P12 could be assessed through learners producing a guide to planning, preparing and assembling tied floristry designs. Learners should describe the planning stages involved in the preparation of tied floristry designs. This should include a description of how tools used to construct tied floristry designs are used and maintained. Learners should identify safe working practices for assembling tied floristry designs. Factors which may affect the cost of a design should be described and learners should suggest ways to minimise these. Learners should describe the key characteristics of gift wrapping techniques for tied floristry designs. They should explain the criteria used to evaluate designs against the design and customer requirements.

P3, P4, P5, P6, P7, P8, P9, P10, P11, P13, M3, M4, D2 could be assessed through learners producing a portfolio of tied floristry designs. This should include a minimum of six designs. Learners should include evidence of how they planned the work to meet the requirements of the design and customer. This may include an annotated sketch of the design with suggested sizes. Evidence of their selection of appropriate materials and tools for the design should be included, as well as how they have prepared materials to construct the design. A costing should be given for each design. Evidence of assembled designs, a check of the design in relation to the specification and how the design is maintained and stored appropriately should be included. Learners should provide evidence of how they have selected and positioned materials in a way which minimises waste. The portfolio should go on to evaluate the designs including how the elements and principles of design have been used effectively, when it is necessary to vary the design for the specification and what action should be taken, the construction of the tied floristry designs, problems encountered with the selection of flower and plant material and recommendations for improvements in the assembly of tied floristry designs.

Programme of suggested assignments

The following table shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

| Criteria covered | Assignment title | Scenario | Assessment method |
|--|--|---|--|
| P1, P2, M1, M2, D1, P12 | Guide to Planning, Preparing and Assembling Tied Floristry Designs | You are helping prepare documents to train new staff in a flower shop. You have been asked to produce a guide to constructing tied floristry designs. You should include evidence of the planning and preparation required, types of design styles and gift wrapping techniques, construction tools and methods/materials and how designs may be evaluated. | Series of posters. Leaflet. Booklet. Report. Essay. Presentation. |
| P3, P4, P5, P6, P7, P8, P9, P10, P11, P13 M3, M4, D2 | Portfolio of Tied Floristry Designs | You are a florist attending a job interview and the shop has asked you to bring evidence of your ability to plan, prepare and assemble tied floristry designs. You need to produce a portfolio of your floristry skills and ability to evaluate your work. | Portfolio, photobook, presentation, report, website. |

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Land-based sector suite. This unit has particular links with:

| Level 2 | Level 3 |
|--|---|
| Undertake Work related Experience in the Land-based Industries | Plan, Prepare and Construct Diverse Tied Floral Designs |
| | Understanding Floristry Design |

Essential resources

Learners should have access to a wide range of cut flower and plant materials in fresh, dried and artificial materials, tools, equipment and sundries, and to a commercial floristry environment. The training environment should have suitable working conditions including ready access to water, tables at suitable heights, ground floor rooms and adequate lighting.

Visits to floristry events, flower and sundries wholesalers and floristry demonstrations/competitions would be useful.

Research resources should include library and internet access and access to specialist publications.

Employer engagement and vocational contexts

Centres are encouraged to develop links with florists to give learners insight into different tied floristry designs. This may be through a floristry shop, trade shows, exhibitions, demonstrations or competitions.

Indicative reading for learners

Textbooks

Batho R, Roberts S and Waugh B – *The Advanced Guide to Floristry* (Murdoch Books, 1998)
ISBN 9781853915178

Batho R and Kay J – *The Beginner's Guide to Floristry* (Murdoch Books, 2008) ISBN 9781741961881

Owen L – *Practical Floristry: The Interflora Training Manual* (Hodder Arnold H&S, 2009)
ISBN 9780340876817

Owen L – *Wedding Floristry* (Hodder Education, 1994) ISBN 9780340604854

Delivery of personal, learning and thinking skills (PLTS)

The following table identifies the PLTS opportunities that have been included within the assessment criteria of this unit:

| Skill | When learners are ... |
|--------------------------------|---|
| Independent enquirers | describing how to construct designs safely |
| Creative thinkers | assembling a range of designs to specifications |
| Reflective learners | evaluating designs against various criteria |
| Team workers | identifying safe working practices for the assembly of floral designs |
| Self-managers | selecting appropriate materials and tools for specified designs |
| Effective participators | planning, assembling and evaluating floral designs. |

Although PLTS opportunities are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

| Skill | When learners are ... |
|--------------------------------|--|
| Independent enquirers | planning research and practical activities appreciating the impact their preparation will have |
| Creative thinkers | generating ideas and trying new solutions to problems whilst assembling floral designs |
| Reflective learners | taking part in self-assessment and contributing to the assessment of other learners' designs |
| Team workers | working in a safe and constructive manner |
| Self-managers | organising their time and resources to make the most of practical and theory exercises |
| Effective participators | identifying improvements with their own and others' work. |

● Functional Skills – Level 2

| Skill | When learners are ... |
|--|--|
| ICT – Use ICT systems | |
| Select, interact with and use ICT systems independently for a complex task to meet a variety of needs | researching design characteristics, tools and materials |
| Manage information storage to enable efficient retrieval | saving work for ongoing development |
| ICT – Find and select information | |
| Access, search for, select and use ICT-based information and evaluate its fitness for purpose | searching for images of different floral designs |
| ICT – Develop, present and communicate information | |
| Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> • text and tables • images • numbers • records | developing leaflets, posters, booklets, portfolios and photobooks |
| Bring together information to suit content and purpose | developing leaflets, posters, booklets, portfolios and photobooks |
| Present information in ways that are fit for purpose and audience | developing leaflets, posters, booklets, portfolios and photobooks |
| Mathematics | |
| Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations | costing designs, working with proportions and deciding quantities of materials |
| Identify the situation or problem and the mathematical methods needed to tackle it | costing designs |
| Use appropriate checking procedures and evaluate their effectiveness at each stage | costing designs |
| English | |
| Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts | discussing design specifications and planning designs appropriately |
| Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions | researching design styles and safe working practices |
| Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively | producing leaflets, posters, booklets, presentations and portfolios. |



Unit 8: Plan, Prepare and Construct Floral Arrangements

Unit code: D/601/4923

QCF Level 2: BTEC First

Credit value: 10

Guided learning hours: 60

● Aim and purpose

The aim of this unit is to provide the learner with the knowledge, understanding and skills required to prepare and construct floral arrangements using the appropriate methods, bases, mediums and materials under minimal direction or guidance.

● Unit introduction

This unit introduces learners to the planning, preparation and construction of commercial floral arrangements. Flowers and foliage play an important part in the presentation of special events. For example, attractive floral designs can enhance the joy and colour of a special day, such as a birthday or anniversary. The skills and knowledge needed to create of these and other designs will be developed during this unit, including producing designs for gifts and other occasions using various mediums.

Learners will use a range of materials (for example flowers and foliage) to create designs considering what a customer wants, and using appropriate equipment and tools.

Learners will understand how to interpret design specifications, using design elements and principle effectively and will consider the commercial viability of their designs. The importance of health and safety is emphasised throughout the unit.

● Learning outcomes

On completion of this unit a learner should:

- 1 Be able to plan, prepare and cost construction of floral arrangements
- 2 Know how to plan, prepare and assemble tied floristry designs
- 3 Be able to construct floral arrangements
- 4 Understand how to evaluate constructed floral arrangements.

Unit content

1 Be able to plan, prepare and cost construction of floral arrangements

Planning: requirements to construct different types of designs covering decorative, form-linear and vegetative with reference to elements of design; key characteristics of decorative, form-linear, and vegetative design styles; current safe working practices and responsibilities contained within relevant legislation

Preparation: importance of maintaining tools in a clean and safe state; outline the preparation and handling techniques required to minimise the damage to materials (fresh, manufactured, dried and preserved) and prolong their lifespan

Assembling: containers and mediums as appropriate, suitable conditions for maintaining and storing designs, including temperature, humidity, light, space and storage

2 Know how to plan, prepare and assemble tied floristry designs

Planning: requirements for the work and any necessary clarification concerning the design; tools are clean and in good working order before use, appropriate action if materials and tools are unsuitable for use; health and safety; risk assessments, appropriate use of PPE; budget; up and down costing, impact of speed on commercial viability, economic use of materials, containers, mediums and flower and plant materials, seasonal availability, use of accessories

Materials: containers; appropriate selection for design eg pottery, plastic, clear glass, basket ware, metal, preparation of containers eg clean vases, water tight container, double lining baskets; selection of appropriate flower and plant material for design; fresh, manufactured/dried/preserved, accessories, floral materials in a suitable condition for use and sale; foam and non-foam medium

3 Be able to construct floral arrangements

Construct designs: according to the design specifications, to meet the needs of the customer and organisation eg relay, corporate branding, delivery details, complete with address card/labels; handle materials and tools safely and in a way that minimises waste; select and position materials according to the principles and elements of design; complete the design within commercial timescales

Storage of designs: prepare designs for storage before delivery or collection in an environment that minimises deterioration and damage, including storage of fresh materials including exotic varieties, manufactured/dried/preserved, accessories

4 Understand how to evaluate constructed floral arrangements

Construction: problems encountered; materials used; containers, mediums, selection of flower and plant material including fresh, manufactured, dried and preserved; tools that are not suitable for use; remedial action that would be required

Elements and principles of design: use of colour, form, space, texture, and line, movement; how the principles of design balance, contrast, dominance, harmony, proportion and rhythm can be used effectively

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

| Assessment and grading criteria | | |
|---|---|---|
| To achieve a pass grade the evidence must show that the learner is able to: | To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to: | To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to: |
| P1 plan the work to meet the requirements of the design and customer [IE, CT, RL, EP] | M2 describe factors that may affect the cost of a design and suggest how these can be minimised | D1 describe the key characteristics of decorative, form linear and vegetative design styles |
| P2 select the appropriate materials and tools for the specified design [IE, CT, SM] | | |
| P3 prepare all materials in readiness for assembling the design [IE, RL, SM, EP] | | |
| P4 cost designs according to the order requirements [SM, EP, RL] | | |
| P5 describe how tools used for constructing arrangements are used and maintained [IE, CT, TW, SM] | M1 identify safe working practices for assembling floral arrangements | |
| P6 describe the planning stages for the preparation of floral arrangements [SM, EP] | | |
| P7 assemble the floral arrangements [CT, EP] | M3 select and position materials in a way which minimises waste | D2 make recommendations for improvements in the assembly of floral arrangements |
| P8 check the finished design in relation to the specification [IE, RL, EP] | | |
| P9 maintain and store the design [IE] | | |

| Assessment and grading criteria | | |
|---|---|---|
| To achieve a pass grade the evidence must show that the learner is able to: | To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to: | To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to: |
| <p>P10 evaluate how the elements and principles of design have been used effectively [IE, RL]</p> | <p>M4 explain problems encountered with the selection of flower and plant material</p> | |
| <p>P11 explain when it is necessary to vary the design from the specification and what action should be taken [IE, CT, RL, EP]</p> | | |
| <p>P12 explain the criteria used to evaluate designs against the specification and customer requirements [IE, RL, EP]</p> | | |
| <p>P13 evaluate of the construction of floral arrangements [IE, RL, EP]</p> | | |

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

| | | | |
|------------|--|---|--|
| Key | IE – independent enquirers CT – creative thinkers | RL – reflective learners TW – team workers | SM – self-managers EP – effective participators |
|------------|--|---|--|

Essential guidance for tutors

Delivery

Delivery of this unit will involve practical assessments, written assessments, visits to suitable collections and will link to industrial experience placements.

Delivery should stimulate, motivate, educate and enthuse learners. Tutors delivering this unit may use as wide a range of techniques as possible. Lectures, discussions, seminar presentations, site visits and practicals, research using the internet and/or library resources and the use of personal and/or industrial experience would all be suitable.

Work placements should be monitored regularly in order to ensure the quality of the learning experience. It would be beneficial if learners and supervisors were made aware of the requirements of this unit before any work-related activities, so that naturally occurring evidence can be collected at the time. For example, learners may have the opportunity to prepare of floral arrangements and should be encouraged to ask for observations records and/or witness statements together with work logs, photographic and video evidence, as appropriate, to be provided. Guidance on the use of observation records and witness statements is provided on the Edexcel website.

Health and safety issues relating to working with designs in a medium must also be stressed and reinforced regularly, and risk assessments must be undertaken before practical activities.

Tutors could consider integrating the delivery, private study and assessment relating to this unit with any other relevant units and assessment instruments learners may also be taking as part of their programmes of study.

Every opportunity should be taken to emphasise health and safety issues and, where applicable, environmental considerations. Appropriate PPE should be used during all practical activities.

The designs in this unit must cover all of the following categories.

Floral arrangements to include decorative, vegetative and an example of form-linear:

- table arrangement
- posy arrangement
- basket arrangement
- symmetrical front facing arrangement
- parallel arrangement
- grouped/textured gift arrangement
- seasonal arrangement
- impulse design for peak period
- vase arrangement using alternative mediums.

The materials and mediums used should cover fresh, manufactured/dried/preserved, accessories and foam and non-foam mediums.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan gives **an indication of the volume of learning it would take the average learner** to achieve the learning outcomes. It is **indicative and is one way of achieving the credit value**.

Learning time should address all learning (including assessment) relevant to the learning outcomes, regardless of where, when and how the learning has taken place.

| Topic and suggested assignments/activities and/assessment |
|---|
| Introduction to unit. |
| Assignment 1: A Guide to Planning, Preparing and Assembling Floral Arrangements (P1, P2, M1, M2, D1, P12) |
| Theory – planning, preparation and assembling floral arrangements. |
| Theory – design styles. |
| Theory – how to evaluate floral arrangements. |
| Assignment 2 – Portfolio of Floral Arrangements (P3, P4, P5, P6, P7, P8, P9, P10, P11, P13, M3, M4, D2) |
| Practical – planning arrangements. |
| Practical – assembling arrangements. |
| Assessment – assembling arrangements. |
| Practical/Theory – evaluating arrangements. |

Assessment

P1, P2, M1, M2, D1, P12 could be assessed through learners producing a guide to planning, preparing and assembling floral arrangements. Learners should describe the planning stages for the preparation of floral arrangements. This should include a description of how tools used to construct floral arrangements are used and maintained. Learners should identify safe working practices for assembling floral arrangements. Factors which may affect the cost of a design should be described and learners should suggest ways to minimise these. Learners should describe the key characteristics of decorative, form-linear and vegetative floral arrangement styles. They should explain the criteria used to evaluate designs against the specification and customer requirements.

P3, P4, P5, P6, P7, P8, P9, P10, P11, P13, M3, M4, D2 could be assessed through learners producing a portfolio of floral arrangements. This should include a minimum of six designs. Learners should include evidence of how they planned the work to meet the requirements of the design and customer. This may include an annotated sketch of the design with suggested sizes. Evidence of their selection of appropriate materials and tools for the design should be included, as well as how they have prepared materials to construct the design. A costing should be given for each design. Evidence of assembled designs, a check of the design in relation to the specification and how the design is maintained and stored appropriately should be included. Learners should provide evidence of how they have selected and positioned materials in a way which minimises waste. The portfolio should go on to evaluate the designs including how the elements and principles of design have been used effectively, when it is necessary to vary the design for the specification and what action should be taken, the construction of the floral arrangements, problems encountered with the selection of flower and plant material, and recommendations for improvements in the assembly of floral arrangements.

Programme of suggested assignments

The following table shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

| Criteria covered | Assignment title | Scenario | Assessment method |
|---|---|--|--|
| P1, P2, M1, M2, D1, P12 | Guide to Planning, Preparing and Assembling Floral Arrangements | You are helping to prepare documents to train new staff in a flower shop. You have been asked to produce a guide to constructing floral arrangements. You should include evidence of the planning and preparation required, types of design styles, construction tools and methods/materials and how designs may be evaluated. | Series of posters. Leaflet. Booklet. Report. Essay. Presentation. |
| P3, P4, P5, P6, P7, P8, P9, P10, P11, P13, M3, M4, D2 | Portfolio of Floral Arrangements | You are a florist attending a job interview and the shop has asked you to bring evidence of your ability to plan, prepare and assemble floral arrangements. You need to produce a portfolio of your floristry skills and ability to evaluate your work. | Portfolio. Photobook. Presentation. Report. Website. |

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Land-based sector suite. This unit has particular links with:

| Level 2 | Level 3 |
|--|---|
| Undertake Work related Experience in the Land-based Industries | Plan, Prepare and Construct Diverse Floral Arrangements |
| | Understanding Floristry Design |

Essential resources

Learners should have access to a wide range of cut flower and plant materials in fresh, dried and artificial materials, tools, equipment and sundries, and to a commercial floristry environment. The training environment should provide suitable working conditions including ready access to water, tables at suitable heights, ground floor rooms and adequate lighting.

Visits to floristry events, flower and sundries wholesalers and floristry demonstrations or competitions would be useful.

Research resources should include library and internet access and access to specialist publications.

Employer engagement and vocational contexts

Centres are encouraged to develop links with florists to give learners insight into different floral arrangements. This may be through a floristry shop, trade shows, exhibitions, demonstrations or competitions.

Indicative reading for learners

Textbooks

Batho R, Roberts S and Waugh B – *The Advanced Guide to Floristry* (Murdoch Books, 1998)
ISBN 9781853915178

Batho R and Kay J – *The Beginner's Guide to Floristry* (Murdoch Books, 2008) ISBN 9781741961881

Owen L – *Practical Floristry: The Interflora Training Manual* (Hodder Arnold H&S, 2009)
ISBN 9780340876817

Owen L – *Wedding Floristry* (Hodder Education, 1994) ISBN 9780340604854

Delivery of personal, learning and thinking skills (PLTS)

The following table identifies the PLTS opportunities that have been included within the assessment criteria of this unit:

| Skill | When learners are ... |
|--------------------------------|---|
| Independent enquirers | describing how to construct designs safely |
| Creative thinkers | assembling a range of designs to specifications |
| Reflective learners | evaluating designs against various criteria |
| Team workers | identifying safe working practices for the assembly of floral designs |
| Self-managers | selecting appropriate materials and tools for specified designs |
| Effective participators | planning, assembling and evaluating floral designs. |

Although PLTS opportunities are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

| Skill | When learners are ... |
|--------------------------------|--|
| Independent enquirers | planning research and practical activities appreciating the impact their preparation will have |
| Creative thinkers | generating ideas and trying new solutions to problems whilst assembling floral designs |
| Reflective learners | taking part in self-assessment and contributing to assessment of other learners' designs |
| Team workers | working in a safe and constructive manner |
| Self-managers | organising their time and resources to make the most of practical and theory exercises |
| Effective participators | identifying improvements with their own and others' work. |

● Functional Skills – Level 2

| Skill | When learners are ... |
|--|--|
| ICT – Use ICT systems | |
| Select, interact with and use ICT systems independently for a complex task to meet a variety of needs | researching design styles, tools and materials |
| Manage information storage to enable efficient retrieval | saving work for ongoing development |
| ICT – Find and select information | |
| Access, search for, select and use ICT-based information and evaluate its fitness for purpose | searching for images of different floral designs |
| ICT – Develop, present and communicate information | |
| Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> • text and tables • images • numbers • records | developing leaflets, posters, booklets, portfolios and photobooks |
| Bring together information to suit content and purpose | developing leaflets, posters, booklets, portfolios and photobooks |
| Present information in ways that are fit for purpose and audience | developing leaflets, posters, booklets, portfolios and photobooks |
| Mathematics | |
| Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations | costing designs, working with proportions and deciding quantities of materials |
| Identify the situation or problem and the mathematical methods needed to tackle it | costing designs |
| Use appropriate checking procedures and evaluate their effectiveness at each stage | costing designs |
| English | |
| Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts | discussing design specifications and planning designs appropriately |
| Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions | researching design styles and safe working practices |
| Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively | producing leaflets, posters, booklets, presentations and portfolios. |

Unit 9: Plan, Prepare and Construct Wedding Designs with Floral Materials

Unit code: L/601/4920

QCF Level 2: BTEC First

Credit value: 10

Guided learning hours: 60

● Aim and purpose

This unit aims to introduce learners to the skills and knowledge needed to plan, prepare and construct wedding designs and how these can be applied in practice. It is designed for learners in centre-based settings looking to progress into the sector or onto further/higher education.

● Unit introduction

This unit introduces learners to the planning, preparation and construction of commercial wedding designs. Flowers and foliage play an important part in the presentation of weddings. For example, attractive floral designs can play a large part in the colour scheme, feel of venues and enjoyment of the special day. The skills and knowledge needed to create wedding designs will be developed during this unit including producing designs for members of the bridal party and other guests using a variety of mediums.

Learners will use a range of materials (for example flowers and foliage) to create designs considering what a customer wants and using appropriate equipment and tools.

Learners will understand how to interpret design specifications, using design elements and principles effectively and will consider the commercial viability of their designs. The importance of health and safety is emphasised throughout the unit.

● Learning outcomes

On completion of this unit a learner should:

- 1 Be able to plan, prepare and cost the construction of wedding designs
- 2 Know how to plan, prepare and construct wedding designs
- 3 Be able to construct wedding designs
- 4 Understand how to evaluate constructed wedding designs.

Unit content

1 Be able to plan, prepare and cost the construction of wedding designs

Planning: requirements to construct different wedding designs; characteristics of wedding designs that are wired, glued and in a medium eg light weight, finish of mechanics, shape and style, size, choice of flower content, choice of accessories; current safe working practices and responsibilities contained within relevant legislation

Preparation: importance of maintaining tools in a clean and safe state; preparation and handling techniques required to minimise the damage to materials (fresh, manufactured, dried and preserved) and prolong their lifespan

Assembling: mechanics and mediums as appropriate; suitable conditions for maintaining and storing designs, including temperature, humidity, light, space and storage; techniques used in creating wedding designs, including wiring methods, gluing methods, and use of appropriate mediums; packaging as appropriate

2 Know how to plan, prepare and construct wedding designs

Planning: requirements for the work and any necessary clarification concerning the design; tools are clean and in good working order before use, take the appropriate action if materials and tools are unsuitable for use; health and safety; risk assessments, appropriate use of PPE; budget; up and down costing, impact of speed on commercial viability, economic use of materials, choice of mechanics, choice of mediums, choice of flower and plant materials, seasonal availability, use of accessories; packaging as appropriate

Mechanics: wiring techniques; use of decorative wires, floral tapes, adhesives, foam-based mediums

Materials: selection of appropriate flower and plant material for design; fresh, manufactured/dried/preserved, accessories, floral materials in a suitable condition for use and sale

3 Be able to construct wedding designs

Construct designs: according to the design specifications, to meet the needs of the customer and organisation eg relay, corporate branding, packaging as appropriate; handle materials and tools safely and in a way that minimises waste; select and position materials according to the principles and elements of design; secure the design appropriate to mechanics, to create shape, structure and robustness required

Storage of designs: prepare and package designs for storage before delivery or collection in an environment that minimises deterioration and damage, including storage of fresh materials, manufactured/dried/preserved, accessories

4 Understand how to evaluate constructed wedding designs

Construction: problems encountered; mechanics chosen, materials used; mediums, selection of flower and plant material including fresh, manufactured, dried and preserved; tools that are not suitable for use; remedial action that would be required

Elements and principles of design: use of colour, form, space, texture, and line, movement; how the principles of design balance, contrast, dominance, harmony, proportion and rhythm can be used effectively

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

| Assessment and grading criteria | | |
|---|---|---|
| To achieve a pass grade the evidence must show that the learner is able to: | To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to: | To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to: |
| P1 plan the work to meet the requirements of the design and customer [IE, CT, RL, EP] | M1 describe factors that may affect the cost of a design and suggest how these can be minimised | D1 describe the key characteristics of wedding designs that are wired, glued and in a medium |
| P2 select the appropriate materials and tools for the specified design [IE, CT, SM] | | |
| P3 prepare all materials in readiness for assembling the design [IE, RL, SM, EP] | | |
| P4 cost designs according to the order requirements [SM, EP, RL] | | |
| P5 describe how tools used for constructing arrangements are used and maintained [IE, CT, TW, SM] | M2 identify safe working practices for assembling wedding design | |
| P6 describe the planning stages for the preparation of wedding designs [SM, EP] | | |
| P7 identify the range of sundries, mediums and materials and their use [IE, RL, EP] | | |
| P8 assemble the wedding designs [CT, EP] | M3 select and position materials in a way that minimises waste | D2 make recommendations for improvements in the assembly of wedding designs |
| P9 check the finished design in relation to the specification [IE, RL, EP] | | |
| P10 maintain and store the design [IE] | | |

| Assessment and grading criteria | | |
|---|---|---|
| To achieve a pass grade the evidence must show that the learner is able to: | To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to: | To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to: |
| <p>P11 evaluate how the elements and principles of design have been used effectively [IE, RL]</p> | <p>M4 explain problems encountered with the selection of flower and plant material</p> | |
| <p>P12 explain when it is necessary to vary the design from the specification and what action should be taken [IE, CT, RL, EP]</p> | | |
| <p>P13 explain the criteria used to evaluate designs against the specification and customer requirements [IE, RL, EP]</p> | | |
| <p>P14 evaluate the construction of wedding designs [IE, RL, EP]</p> | | |

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

| | | | |
|------------|--|---|--|
| Key | IE – independent enquirers CT – creative thinkers | RL – reflective learners TW – team workers | SM – self-managers EP – effective participators |
|------------|--|---|--|

Essential guidance for tutors

Delivery

Delivery of this unit will involve practical assessments, written assessments, visits to suitable collections and will link to industrial experience placements.

Delivery should stimulate, motivate, educate and enthuse learners. Tutors delivering this unit may use as wide a range of techniques as possible. Lectures, discussions, seminar presentations, site visits and practicals, research using the internet and/or library resources and the use of personal and/or industrial experience would all be suitable.

Work placements should be monitored regularly in order to ensure the quality of the learning experience. It would be beneficial if learners and supervisors were made aware of the requirements of this unit before any work-related activities, so that naturally occurring evidence can be collected at the time. For example, learners may have the opportunity to prepare wedding designs and should be encouraged to ask for observations records and/or witness statements together with work logs, photographic and video evidence, as appropriate, to be provided. Guidance on the use of observation records and witness statements is provided on the Edexcel website.

Health and safety issues relating to working with designs in a medium must also be stressed and reinforced regularly, and risk assessments must be undertaken before practical activities.

Tutors could consider integrating the delivery, private study and assessment relating to this unit with any other relevant units and assessment instruments learners may also be taking as part of their programmes of study.

Every opportunity should be taken to emphasise health and safety issues and where applicable, environmental considerations. Appropriate PPE should be used during all practical activities.

The designs in this unit must cover all of the following categories.

Materials should include:

- fresh materials
- dried/preserved and/or manufactured materials
- accessories.

Wedding designs should include the following:

A. Wired wedding designs:

- wired buttonhole
- wired boutonniere
- wired corsage
- wired circlet headdress (simple)
- wired bridesmaid contemporary novelty
- wired accessory or novelty for example wired wristlet or wired bag

B. Glued wedding designs:

- glued corsage (non-traditional)
- glued Alice band.

C. Foam-based wedding designs:

- bridesmaid pomander for a child
- bridesmaid posy for a child.

D. Packaging:

- presentation and transportation.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan gives **an indication of the volume of learning it would take the average learner** to achieve the learning outcomes. It is **indicative and is one way of achieving the credit value**.

Learning time should address all learning (including assessment) relevant to the learning outcomes, regardless of where, when and how the learning has taken place.

| Topic and suggested assignments/activities and/assessment |
|---|
| Introduction to unit. |
| Assignment 1: A Guide to Planning, Preparing and Assembling Wedding designs (P1, P2, M1, M2, D1, P13) |
| Theory – planning, preparing and assembling wedding designs. |
| Theory – wedding designs and appropriate mechanics. |
| Theory – how to evaluate wedding designs. |
| Assignment 2: Portfolio of Wedding Designs (P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P14, M3, M4, D2) |
| Practical – planning wedding designs. |
| Practical – assembling wedding designs. |
| Assessment – assembling wedding designs. |
| Practical/Theory – evaluating wedding designs. |
| Unit review. |

Assessment

P1, P2, M1, M2, D1, P13 could be assessed through learners producing a guide to planning, preparing and assembling wedding designs. Learners should describe the planning stages for the preparation of wedding designs. This should include a description of how tools used for constructing wedding designs are used and maintained. Learners should identify safe working practices for assembling wedding designs. Factors which may affect the cost of a design should be described and learners should suggest ways to minimise these. Learners should describe the key characteristics of wedding designs that are wired, glued and in a medium. They should explain the criteria used to evaluate designs against the design and customer requirements.

P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P14, M3, M4, D2 could be assessed through learners producing portfolio of wedding designs. This should include a minimum of six designs. Learners should include evidence of how they have planned the work to meet the requirements of the design and customer. This may include an annotated sketch of the design with suggested sizes. Learners should identify the range of sundries, mediums and materials and their use. Evidence of their selection of appropriate materials and tools for the design should be included as well as how they have prepared materials to construct the design. A costing should be given for each design. Evidence of assembled designs, a check of the design in relation to the specification and how the design is maintained and stored appropriately should be included. Learners should provide evidence of how they have selected and positioned materials in a way which minimises waste. The portfolio should go on to evaluate the designs including how the elements and principles of design have been used effectively, when it is necessary to vary the design for the specification and what action should be taken, the construction of the wedding designs, problems encountered with the selection of flower and plant material, and recommendations for improvements in the assembly of wedding designs.

Programme of suggested assignments

The following table shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

| Criteria covered | Assignment title | Scenario | Assessment method |
|---|---|--|--|
| P1, P2, M1, M2, D1, P13 | Guide to Planning, Preparing and Assembling Wedding Designs | You are helping to prepare documents to train new staff in a flower shop. You have been asked to produce a guide to constructing wedding designs. You should include evidence of the planning and preparation required, types of design styles, construction tools and methods/materials and how designs may be evaluated. | Series of posters. Leaflet. Booklet. Report. Essay. Presentation. |
| P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P14 M3, M4, D2 | Portfolio of Wedding Designs | You are a florist attending a job interview and the shop has asked you to bring evidence of your ability to plan, prepare and assemble wedding designs. You need to produce a portfolio of your floristry skills and ability to evaluate your work. | Portfolio. Photobook. Presentation. Report. Website. |

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Land-based sector suite. This unit has particular links with:

| Level 2 | Level 3 |
|--|---|
| Undertake Work related Experience in the Land-based Industries | Plan, Prepare and Construct Diverse Accessory and Novelty Designs |
| | Plan, Prepare and Construct Diverse Wedding Designs |
| | Understanding Floristry Design |

Essential resources

Learners should have access to a wide range of cut flower and plant materials in fresh, dried and artificial materials, tools, equipment and sundries and to a commercial floristry environment. The training environment should provide suitable working conditions including ready access to water, tables at suitable heights, ground floor rooms and adequate lighting.

Visits to floristry events, flower and sundries wholesalers and floristry demonstrations/competitions would be useful.

Research resources should include library and internet access and access to specialist publications.

Employer engagement and vocational contexts

Centres are encouraged to develop links with florists to give learners insight into different wedding designs. This may be through a floristry shop, trade shows, exhibitions, demonstrations or competitions.

Indicative reading for learners

Textbooks

Batho R, Roberts S and Waugh B – *The Advanced Guide to Floristry* (Murdoch Books, 1998)
ISBN 9781853915178

Batho R and Kay J – *The Beginner's Guide to Floristry* (Murdoch Books, 2008) ISBN 9781741961881

Owen L – *Practical Floristry: The Interflora Training Manual* (Hodder Arnold H&S, 2009)
ISBN 9780340876817

Owen L – *Wedding Floristry* (Hodder Education, 1994) ISBN 9780340604854

Delivery of personal, learning and thinking skills (PLTS)

The following table identifies the PLTS opportunities that have been included within the assessment criteria of this unit:

| Skill | When learners are ... |
|--------------------------------|---|
| Independent enquirers | describing how to construct designs safely |
| Creative thinkers | assembling a range of designs to specifications |
| Reflective learners | evaluating designs against various criteria |
| Team workers | identifying safe working practices for the assembly of floral designs |
| Self-managers | selecting appropriate materials and tools for specified designs |
| Effective participators | planning, assembling and evaluating floral designs. |

Although PLTS opportunities are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

| Skill | When learners are ... |
|--------------------------------|--|
| Independent enquirers | planning research and practical activities appreciating the impact their preparation will have |
| Creative thinkers | generating ideas and trying new solutions to problems whilst assembling floral designs |
| Reflective learners | taking part in self-assessment and contributing to assessment of other learners' designs |
| Team workers | working in a safe and constructive manner |
| Self-managers | organising their time and resources to make the most of practical and theory exercises |
| Effective participators | identifying improvements with their own and others' work. |

● Functional Skills – Level 2

| Skill | When learners are ... |
|--|---|
| ICT – Use ICT systems | |
| Select, interact with and use ICT systems independently for a complex task to meet a variety of needs | researching design characteristics, tools and materials |
| Manage information storage to enable efficient retrieval | saving work for ongoing development |
| ICT – Find and select information | |
| Access, search for, select and use ICT-based information and evaluate its fitness for purpose | searching for images of different floral designs |
| ICT – Develop, present and communicate information | |
| Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> • text and tables • images • numbers • records | developing leaflets, posters, booklets, portfolios and photobooks |
| Bring together information to suit content and purpose | developing leaflets, posters, booklets, portfolios and photobooks |
| Present information in ways that are fit for purpose and audience | developing leaflets, posters, booklets, portfolios and photobooks |
| Mathematics | |
| Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations | costing designs, working with proportions, deciding quantities of materials |
| Identify the situation or problem and the mathematical methods needed to tackle it | costing designs |
| Use appropriate checking procedures and evaluate their effectiveness at each stage | costing designs |
| English | |
| Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts | discussing design specifications and planning designs appropriately |
| Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions | researching design styles and safe working practices |
| Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively | producing leaflets, posters, booklets, presentations and portfolios. |

Unit 10: Plan, Prepare and Construct Funeral Designs

Unit code: R/601/4918

QCF Level 2: BTEC First

Credit value: 10

Guided learning hours: 60

● Aim and purpose

This unit aims to introduce learners to the skills and knowledge needed to plan, prepare and construct funeral designs and how these can be applied in practice. It is designed for learners in centre-based settings looking to progress into the sector or onto further/higher education.

● Unit introduction

This unit introduces learners to the planning, preparation and construction of commercial funeral designs. Flowers and foliage play an important part in funerals. The skills and knowledge needed to create funeral designs will be developed during this unit including producing a variety of designs and tributes suitable for funerals.

Learners will use a range of materials (for example flowers and foliage) to create designs considering to what a customer wants, and using appropriate equipment and tools.

Learners will understand how to interpret design specifications, using design elements and principles effectively, and will consider the commercial viability of their designs. The importance of health and safety is emphasised throughout the unit.

● Learning outcomes

On completion of this unit a learner should:

- 1 Be able to plan, prepare and cost the construction of funeral designs
- 2 Know how to plan, prepare and construct funeral designs
- 3 Be able to construct funeral designs
- 4 Understand how to evaluate constructed funeral designs.

Unit content

1 Be able to plan, prepare and cost the construction of funeral designs

Planning: requirements to construct different funeral designs; who the tribute is for, shape, style, size, choice of flower content, choice of accessories; current safe working practices and responsibilities contained within relevant legislation

Preparation: the importance of maintaining tools in a clean and safe state; the preparation and handling techniques required to minimise the damage to materials (fresh, manufactured, dried and preserved) and prolong their lifespan

Assembling: suitable conditions for maintaining and storing designs, including temperature, humidity, light, space and storage; the materials and techniques used in creating funeral designs, including open/loose, formal/based, edging techniques, floral foam, alternative mediums, support wiring methods, use of appropriate sundries to enhance designs

2 Know how to plan, prepare and construct funeral designs

Planning: the requirements for the work and any necessary clarification concerning the design; tools are clean and in good working order before use, take the appropriate action if materials and tools are unsuitable for use; health and safety; risk assessments, appropriate use of PPE; budget; up and down costing, impact of speed on commercial viability, economic use of materials, choice of mechanics, choice of techniques, choice of flower and plant materials, seasonal availability, use of accessories

Materials: appropriate flower and plant material for design; fresh, manufactured/dried/preserved, accessories, that floral materials in a suitable condition for use and sale; mediums; how to prepare mediums for use in funeral designs, including foam and non-foam to include shaping, cutting and preparing a base for the design, ensuring minimum waste; Mechanics; support wiring techniques, edging techniques, ancillary items eg cards, card completed correctly, spelling of names, delivery instructions; ready for transport

3 Be able to construct funeral designs

Construct designs: according to the design specifications, to meet the needs of the customer and organisation eg relay; handle materials and tools safely and in a way that minimises waste; select and position materials according to the principles and elements of design; secure edging to the design using appropriate mechanics to create shape, structure and robustness required; complete the design within commercial timescales

Storage of designs; prepare and package designs for storage before delivery or collection in an environment that minimises deterioration and damage including storage of fresh materials, manufactured/dried/preserved; ancillary items eg cards, card completed correctly and secured, delivery instructions; accessories

4 Understand how to evaluate constructed funeral designs

Construction: problems encountered; mechanics chosen, materials used; selection of flower and plant material including fresh, manufactured, dried and preserved; preparation of medium/framework, choice of materials, security of the card, tools that are not suitable for use; remedial action that would be required

Elements and principles of design: use of colour, form, scale, space, texture, and line, movement; how the principles of design balance, contrast, dominance, harmony, proportion and rhythm can be used effectively

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

| Assessment and grading criteria | | |
|---|---|---|
| To achieve a pass grade the evidence must show that the learner is able to: | To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to: | To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to: |
| P1 plan the work to meet the requirements of the design and customer [IE, CT, RL, EP] | M2 describe factors that may affect the cost of a design and suggest how these can be minimised | D1 describe finishing techniques for funeral designs |
| P2 select the appropriate materials and tools for the specified design [IE, CT, SM] | | |
| P3 prepare all materials in readiness for assembling the design [IE, RL, SM, EP] | | |
| P4 cost designs according to the order requirements [SM, EP, RL] | | |
| P5 describe how tools used for constructing arrangements are used and maintained [IE, CT, TW, SM] | M1 identify safe working practices for assembling funeral designs | |
| P6 describe the planning stages for the preparation of funeral designs [SM, EP] | | |
| P7 assemble the funeral designs [CT, EP] | M3 select and position materials in a way that minimises waste | D2 make recommendations for improvements in the assembly of funeral designs |
| P8 check the finished design in relation to the specification [IE, RL, EP] | | |
| P9 maintain and store the design [IE] | | |

| Assessment and grading criteria | | |
|---|---|---|
| To achieve a pass grade the evidence must show that the learner is able to: | To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to: | To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to: |
| <p>P10 evaluate how the elements and principles of design have been used effectively [IE, RL]</p> | <p>M4 explain problems encountered with the selection of flower and plant material</p> | |
| <p>P11 explain when it is necessary to vary the design from the specification and what action should be taken [IE, CT, RL, EP]</p> | | |
| <p>P12 explain the criteria used to evaluate designs against the design and customer requirements [IE, RL, EP]</p> | | |
| <p>P13 evaluate the construction of funeral designs [IE, RL, EP]</p> | | |

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

| | | | |
|------------|--|---|--|
| Key | IE – independent enquirers CT – creative thinkers | RL – reflective learners TW – team workers | SM – self-managers EP – effective participators |
|------------|--|---|--|

Essential guidance for tutors

Delivery

Delivery of this unit will involve practical assessments, written assessments, visits to suitable collections and will link to industrial experience placements.

Delivery should stimulate, motivate, educate and enthuse learners. Tutors delivering this unit may use as wide a range of techniques as possible. Lectures, discussions, seminar presentations, site visits and practicals, research using the internet and/or library resources and the use of personal and/or industrial experience would all be suitable.

Work placements should be monitored regularly in order to ensure the quality of the learning experience. It would be beneficial if learners and supervisors were made aware of the requirements of this unit before any work-related activities, so that naturally occurring evidence can be collected at the time. For example, learners may have the opportunity to prepare frameworks or edging for funeral designs, or prepare cards for funeral designs, and should be encouraged to ask for observations records and/or witness statements together with work logs, photographic and video evidence, as appropriate, to be provided. Guidance on the use of observation records and witness statements is provided on the Edexcel website.

Health and safety issues relating to working with designs in a medium must also be stressed and reinforced regularly, and risk assessments must be undertaken before practical activities.

Tutors could consider integrating the delivery, private study and assessment relating to this unit with any other relevant units and assessment instruments learners may also be taking as part of their programme of study.

Every opportunity should be taken to emphasise health and safety issues and where applicable, environmental considerations. Appropriate PPE should be used during all practical activities.

The designs in this unit must cover all the following categories:

- Minimum of two open/loose designs on a foam base: for example wreath, heart, letter
- Minimum of two formal/based designs on a foam base: for example wreath, cross, heart, posy pad – using different edging techniques
- Minimum of two alternative mediums for example foliage wreath, cross or chaplet, design suitable for environmentally aware funeral
- Informal designs in foam:
 - ◇ single ended spray
 - ◇ double ended spray.

Assessment methods should be appropriate to reflect the level of the unit and should assess both understanding and their ability to demonstrate the relevant skills.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan gives **an indication of the volume of learning it would take the average learner** to achieve the learning outcomes. It is **indicative and is one way of achieving the credit value**.

Learning time should address all learning (including assessment) relevant to the learning outcomes, regardless of where, when and how the learning has taken place.

Topic and suggested assignments/activities and/assessment

Introduction to unit.

Assignment 1: A Guide to Planning, Preparing and Assembling Funeral Designs (P1, P2, M1, M2, D1, P12)

Theory – planning, preparing and assembling funeral designs.

Theory – funeral designs, preparing frameworks and mediums and appropriate edging techniques and mechanics.

Theory – how to evaluate funeral designs.

Assignment 2: Portfolio of Funeral Designs (P3, P4, P5, P6, P7, P8, P9, P10, P11, P13, M3, M4, D2)

Practical – planning funeral designs.

Practical – assembling funeral designs.

Assessment – assembling funeral designs.

Practical/Theory – evaluating funeral designs.

Assessment

P1, P2, M1, M2, D1, P12 could be assessed through learners producing a guide to planning, preparing and assembling funeral designs. Learners should describe the planning stages for the preparation of funeral designs. This should include a description of how tools used for constructing funeral designs are used and maintained. Learners should identify safe working practices for assembling funeral designs. Factors which may affect the cost of a design should be described and learners should suggest ways to minimise these. Learners should describe the key characteristics of edging techniques for funeral designs including appropriate mechanics for attaching edging. They should explain the criteria used to evaluate designs against the specification and customer requirements.

P3, P4, P5, P6, P7, P8, P9, P10, P11, P13, M3, M4, D2 could be assessed through learners producing a portfolio of funeral designs. This should include a minimum of six designs. Learners should include evidence of how they planned the work to meet the requirements of the design and customer. This may include an annotated sketch of the design with suggested sizes. Evidence of their selection of appropriate materials and tools for the design should be included, as well as how they have prepared materials to construct the design. A costing should be given for each design. Evidence of assembled designs, a check of the design in relation to the specification and how the design is maintained and stored appropriately should be included. Learners should give evidence of how they have selected and positioned materials in a way which minimises waste. The portfolio should go on to evaluate the designs including how the elements and principles of design have been used effectively, when it is necessary to vary the design for the specification and what action should be taken, the construction of the funeral designs, problems encountered with the selection of flower and plant material and recommendations for improvements in the assembly of funeral designs.

Programme of suggested assignments

The following table shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

| Criteria covered | Assignment title | Scenario | Assessment method |
|--|---|---|--|
| P1, P2, M1, M2, D1, P12 | Guide to Planning, Preparing and Assembling Funeral Designs | You are helping to prepare documents to train new staff in a flower shop. You have been asked to produce a guide to constructing funeral designs. You should include evidence of the planning and preparation required, types of tribute styles and edging techniques, construction tools and methods/materials and how designs may be evaluated. | Series of posters. Leaflet. Booklet. Report. Essay. Presentation. |
| P3, P4, P5, P6, P7, P8, P9, P10, P11, P13 M3, M4, D2 | Portfolio of Funeral Designs | You are a florist attending a job interview and the shop has asked you to bring evidence of your ability to plan, prepare and assemble funeral designs. You need to produce a portfolio of your floristry skills and ability to evaluate your work. | Portfolio. Photobook. Presentation. Report. Website. |

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Land-based sector suite. This unit has particular links with:

| Level 2 | Level 3 |
|--|--|
| Undertake Work related Experience in the Land-based Industries | Plan, Prepare and Construct Diverse Sympathy Designs |
| | Understanding Floristry Design |

Essential resources

Learners should have access to a wide range of cut flower and plant materials in fresh, dried and artificial materials, tools, equipment and sundries, and to a commercial floristry environment. The training environment should provide suitable working conditions including easy access to water, tables at suitable heights, ground floor rooms and adequate lighting.

Visits to floristry events, flower and sundries wholesalers and floristry demonstrations/competitions would be useful.

Research resources should include library and, internet access and access to specialist publications.

Employer engagement and vocational contexts

Centres are encouraged to develop links with florists to give learners insight into different funeral designs. This may be through a floristry shop, trade shows, exhibitions, demonstrations or, competitions.

Indicative reading for learners

Textbooks

Batho R, Roberts S and Waugh B – *The Advanced Guide to Floristry* (Murdoch Books, 1998)
ISBN 9781853915178

Batho R and Kay J – *The Beginner's Guide to Floristry* (Murdoch Books, 2008) ISBN 9781741961881

Owen L – *Practical Floristry: The Interflora Training Manual* (Hodder Arnold H&S, 2009)
ISBN 9780340876817

Delivery of personal, learning and thinking skills (PLTS)

The following table identifies the PLTS opportunities that have been included within the assessment criteria of this unit:

| Skill | When learners are ... |
|--------------------------------|---|
| Independent enquirers | describing how to construct designs safely |
| Creative thinkers | assembling a range of designs to specifications |
| Reflective learners | evaluating designs against various criteria |
| Team workers | identifying safe working practices for the assembly of floral designs |
| Self-managers | selecting appropriate materials and tools for specified designs |
| Effective participators | planning, assembling and evaluating floral designs. |

Although PLTS opportunities are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

| Skill | When learners are ... |
|--------------------------------|--|
| Independent enquirers | planning research and practical activities appreciating the impact their preparation will have |
| Creative thinkers | generating ideas and trying new solutions to problems whilst assembling floral designs |
| Reflective learners | taking part in self-assessment and contributing to assessment of other learners' designs |
| Team workers | working in a safe and constructive manner |
| Self-managers | organising their time and resources to make the most of practical and theory exercises |
| Effective participators | identifying improvements with their own and others' work. |

● Functional Skills – Level 2

| Skill | When learners are ... |
|--|--|
| ICT – Use ICT systems | |
| Select, interact with and use ICT systems independently for a complex task to meet a variety of needs | researching design characteristics, tools, materials |
| Manage information storage to enable efficient retrieval | saving work for ongoing development |
| ICT – Find and select information | |
| Access, search for, select and use ICT-based information and evaluate its fitness for purpose | searching for images of different floral designs |
| ICT – Develop, present and communicate information | |
| Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> • text and tables • images • numbers • records | developing leaflets, posters, booklets, portfolios and photobooks |
| Bring together information to suit content and purpose | developing leaflets, posters, booklets, portfolios and photobooks |
| Present information in ways that are fit for purpose and audience | developing leaflets, posters, booklets, portfolios and photobooks |
| Mathematics | |
| Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations | costing designs, working with proportions and deciding quantities of materials |
| Identify the situation or problem and the mathematical methods needed to tackle it | costing designs |
| Use appropriate checking procedures and evaluate their effectiveness at each stage | costing designs |
| English | |
| Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts | discussing design specifications and planning designs appropriately |
| Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions | researching design styles and, safe working practices |
| Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively | producing leaflets, posters, booklets, presentations and portfolios. |

Unit 11: Identify, Check and Monitor the Quality of Incoming Cut Materials

Unit code: T/601/4913

QCF Level 2: BTEC First

Credit value: 10

Guided learning hours: 60

● Aim and purpose

The aim of this unit is to provide the learner with the knowledge, understanding and skills required to identify, check and monitor the quality of cut materials under minimal direction or guidance. It also covers cutting, sealing and feeding.

● Unit introduction

The demand for cut flowers and foliage is growing in the UK. Those working in the floristry industry need to understand how to identify, check and monitor the quality of commercially available cut flowers and foliage.

This unit begins by looking at the types of available commercial cut materials, including seasonal availability. Learners will look at ways of storing a variety of floral materials, taking into account the monitoring of optimum environmental conditions that are needed in storage. Learners will inspect, condition and handle cut flowers and foliage, including the use of flower food and the investigation of more specialised conditioning methods.

Learners will monitor and control the quality of cut flowers and foliage.

● Learning outcomes

On completion of this unit a learner should:

- 1 Be able to identify incoming cut materials
- 2 Understand the conditioning and monitoring process
- 3 Be able to condition incoming cut materials
- 4 Be able to monitor and control the quality of cut materials
- 5 Know how to check incoming cut materials for problems.

Unit content

1 Be able to identify incoming cut materials

Identification: full botanical names (genus) to cover a range of stem types including, 20 cut flowers, 10 cut foliage/berried, five cut materials which have a limited season of availability; differences between, genus, variety of a cultivar; stem structures; soft stem, semi-woody stem, woody stem, hollow stem, latex stem

Identify: key exporting countries of plant material; product range, seasonal availability

2 Understand the conditioning and monitoring process

Conditioning: reasons for conditioning; conditioning techniques (cutting, sealing, feeding, specialised conditioning methods); inspection; priorities; handling and unwrapping; appropriate conditioning methods according to stem type; use and purpose of cut flower foods; waste; disposal of waste, recycling of waste; types of waste and packaging

Monitoring: importance of monitoring the quality of cut materials, signs of deterioration, how to plan the control of fresh materials; time plans to ensure suitable for intended purpose eg open lilys for weddings and funerals; how to change environments to ensure development of fresh materials is timely eg use of sun light, temperature; principles of stock rotation, maintenance of stock; cleaning buckets, re-cutting stems, fresh flower food and water

Storage: storage areas; correct environmental conditions for storage; refrigeration; temperature; health and safety; how environmental conditions affect fresh materials including temperature, humidity, light, ethylene gas

Safe working practices: responsibilities contained within relevant legislation; HASAW, Sale of Goods Act and COSHH

3 Be able to condition incoming cut materials

Checking incoming materials: to confirm that they are of the correct/appropriate type, quantity and acceptable quality

Preparation for conditioning process: product handling and unpacking techniques required for; bunched flowers wrapped in paper and/or plastic film, boxed flowers with and without water tube, poisonous and/or irritant materials; appropriate containers, tools, protective clothing and equipment for the fresh materials being conditioned ensuring correct health and safety and hygiene procedures are followed

Conditioning: a range of materials showing cutting, watering and feeding; the need for correct hygiene procedures when conditioning cut materials; using tools and conditioning materials safely and correctly

4 Be able to monitor and control the quality of cut materials

Stock control: when cut materials must be available for sale and appropriate action to control the expected development of the product; appropriate hygiene procedures to maintain quality of stock; appropriate procedures to record and dispose of cut materials that are no longer in a saleable condition

5 Know how to check incoming cut materials for problems

Problems: procedure to be followed if there are problems with the type, quantity or quality of incoming cut materials; check incoming cut materials for problems; inform the appropriate person of any problems with the type, quantity or quality of incoming cut materials including evidence of pests and disease

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

| Assessment and grading criteria | | |
|--|--|---|
| To achieve a pass grade the evidence must show that the learner is able to: | To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to: | To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to: |
| P1 describe the difference between the terms genus, species, variety and cultivar [IE] | M1 describe the seasonal availability for five cut materials | D1 create a stock rotation plan for three different cut materials to include cut flower, cut foliage and an exotic materials |
| P2 identify 30 cut materials [IE] | | |
| P3 identify three key exporting countries of plant materials and their product range [IE] | | |
| P4 explain how environmental conditions affect fresh materials [IE] | M2 explain how to plan and control the development of cut materials to ensure they are ready for sale at the correct time | |
| P5 describe the importance of monitoring the quality of cut materials [IE] | | |
| P6 outline the principles and methods of stock rotation and maintenance for cut materials [IE] | | |
| P7 outline how to plan and control the development of cut materials to ensure they are ready for sale at the correct time | | |
| P8 describe appropriate methods of disposing/ recycling waste packaging and plant material [IE, RL] | | |

| Assessment and grading criteria | | |
|--|---|---|
| To achieve a pass grade the evidence must show that the learner is able to: | To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to: | To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to: |
| P9 check incoming cut materials [IE, RL, SM, EP] | M3 select appropriate PPE for the conditioning process | D2 describe the importance of hygiene during the conditioning and monitoring of cut materials |
| P10 outline the method for conditioning cut materials [IE, RL] | | |
| P11 prepare for the conditioning process [IE, SM] | | |
| P12 condition a range of incoming cut materials to show appropriate cutting, watering, feeding, storing [SM, IE, CT, RL] | | |
| P13 work in a way which promotes health and safety [TW, SM, EP] | M4 explain the appropriate procedure for disposing of stock that is no longer in a saleable conditions | |
| P14 implement and monitor a realistic stock rotation plan for cut materials using appropriate hygiene procedures [IE, SM, EP] | | |
| P15 identify and check incoming cut materials to confirm that they are of the correct/ appropriate type, quantity and acceptable quality [IE, SM, EP] | | |

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

| | | | |
|------------|--|---|--|
| Key | IE – independent enquirers CT – creative thinkers | RL – reflective learners TW – team workers | SM – self-managers EP – effective participators |
|------------|--|---|--|

Essential guidance for tutors

Delivery

Delivery of this unit will involve practical assessments, written assessments, visits to suitable collections and will link to industrial experience placements.

Cut materials should include:

- flowers (including exotic and seasonal flowers)
- foliage
- berried material.

Tutors delivering this unit have opportunities to use as wide a range of techniques as possible. Lectures, discussions, workshops, site visits and supervised practicals, research using library resources and the use of personal and/or industrial experience would all be suitable. Learners should have sufficient opportunities to see professional practice to identify care, maintenance and conditioning techniques in a commercial context. Delivery should stimulate, motivate, educate and enthuse learners.

Work placements should be monitored regularly in order to ensure the quality of the learning experience. It would be beneficial if learners and supervisors were made aware of the requirements of this unit before any work-related activities, so that naturally occurring evidence can be collected at the time. For example, a learner could assist on a florist's display. Learners should be encouraged to ask for observations records and/or witness statements to be provided as evidence.

At all times the health and safety of learners should be paramount. Learners must develop the confidence and skills needed to use potentially hazardous equipment safely, for example when using scissors or a knife, and to select and use appropriate PPE.

Tutors should consider integrating the delivery, private study and assessment relating to this unit with any other relevant units and assessment instruments learners may also be taking as part of their programme of study.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan gives **an indication of the volume of learning it would take the average learner** to achieve the learning outcomes. It is **indicative and is one way of achieving the credit value**.

Learning time should address all learning (including assessment) relevant to the learning outcomes, regardless of where, when and how the learning has taken place.

| Topic and suggested assignments/activities and/assessment |
|--|
| Introduction to unit. |
| Assignment 1: Cut Materials Workbook (P1, P2, P3, P4, P5, P6, P7, P9, M1, M2, M3, D1, D2) |
| Theory – identifying cut materials. |
| Theory – understanding the conditioning process. |

| Topic and suggested assignments/activities and/assessment |
|---|
| Theory – understanding the monitoring process. |
| Practical – conditioning cut materials. |
| Assignment 2: Conditioning Cut Materials Practical Assessment (P8, P10, P11, P12, P13, M3) |
| Practical – monitoring and controlling cut materials. |
| Assignment 3: Monitoring and Controlling Cut Materials Practical Assessment (P14, P15) |

Assessment

Assessment for P1, P2, P3, P4, P5, P6, P7, P9, M1, M2, M3, D1, D2 could take the form of a Cut Materials Workbook. This could be designed to complete a variety of research and identification tasks that can be completed on an ongoing basis. Learners could fulfil the identification criteria through a series of identification tests that are evidenced in the workbook. This could include flowers that learners are familiar with to help prepare them for tests including cut materials that are used in other modules or in the work place environment. Learners should evidence their understanding of the monitoring environmental changes and quality of cut materials as well as stock rotation planning. This could take the form of completing diagrams of suitable and non suitable environments, and/or flow diagrams of suitable stock rotation methods. The workbook should help prepare learners for the practical activities with regard to health and safety for the practical aspects of the conditioning for this module.

Assessment for P8, P10, P11, P12, P13 and M3 could take the form of practical conditioning activities that are carried out under assessment conditions. Evidence could be provided in various formats including tutor or work placement observation reports, pictorial evidence or video evidence. Learners could produce a report on their practical assessment to produce evidence in possibly a short film format or a pictorial guide to the conditioning process. It is likely that this could be undertaken as a group activity for which each learner is assessed for their contribution. Learners should be given the opportunity to deal with cut materials that are of an excellent, good and poor quality. They should also have the opportunity to work with different stem structures and seasonal cut materials. For P11 learners should be able to evidence conditioning a minimum of 30 different cut materials to show appropriate cutting, watering, feeding and storing. These could be of different flower and foliage materials and should include a minimum of 5 seasonal products.

Assessment for P14, P15 could be linked to that for P8, P10, P11, P12, M3. It is likely that this will take a similar format for assessment and evidence as it will be linked directly with the conditioning process.

Programme of suggested assignments

The following table shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

| Criteria covered | Assignment title | Scenario | Assessment method |
|--|------------------------|--|--|
| P1, P2, P3, P4, P5, P6, P7, P9, M1, M2, M3, D1, D2 | Cut Materials Workbook | You are a junior florist and you require a reference book to help you in your conditioning and stock control duties. | Workbook. Presentation. Identification test. Website. |

| Criteria covered | Assignment title | Scenario | Assessment method |
|----------------------------|--|---|---|
| P8, P10, P11, P12, P13, M3 | Conditioning Cut Materials | You work in a flower shop and your duties include conditioning a wide range of cut materials each week. This week your performance is being monitored by your manager and you are being given feedback as part of the annual review of your role. | Practical assessment. Observation records. Video presentation. Photo workbook. |
| P14, P15 | Monitoring and Controlling Cut Materials | You work in a flower shop and are in charge of the stock rotation for cut materials on a weekly basis. This week your performance is being monitored by your manager and you are being given feedback as part of the annual review of your role. | Practical assessment. Observation records. Video presentation. Photo workbook. |

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Land-based sector suite. This unit has particular links with:

| Level 2 | Level 3 |
|--|---|
| Undertake Work-related Experience in the Land-based Sector | Conditioning Cut Flower Materials |
| Identification and Use of Flowers and Foliage | Undertake and Review Work-related Experience in the Land-based Sector |

Essential resources

Learners should have access to a wide range of cut flower/foilage materials, tools and equipment and access to suitable storage facilities.

Links to businesses within the sector would be useful.

Research resources should include a library with textbooks, periodicals, specialist publications, videos, and internet access. A visit to a relevant site for example, a floristry event, wholesaler, demonstration, and/or grower, would be useful.

Indicative reading for learners

Textbooks

Batho R and Kay J – *The Beginner's Guide to Floristry* (Murdoch Books, 2001) ISBN 9781853917875

Batho R, Kay J and Waugh B – *The Advanced Guide to Floristry* (Murdoch Books, 1998) ISBN 9781853915178

Flower Council of Holland – *Cut Flower Booklet, Cut Flower Care Booklet*

Owen L – *Practical Floristry: Interflora Training Manual* (Hodder Arnold, H&S, 20069) ISBN 9780340876817

Video

Flower Council of Holland – *Care and Handling Video*

Other publications

Cut flower publications by Guernsey Flowers, Jersey Flowers and Carmel

Delivery of personal, learning and thinking skills (PLTS)

The following table identifies the PLTS opportunities that have been included within the assessment criteria of this unit:

| Skill | When learners are ... |
|--------------------------------|---|
| Independent enquirers | identifying and describing a range of cut materials, countries of production, conditioning and stock control techniques and plans |
| Creative thinkers | creating stock control plans |
| Reflective learners | checking and conditioning cut materials |
| Team workers | working in a way to promote health and safety |
| Self-managers | conditioning and monitoring a range of cut materials |
| Effective participators | implementing and monitoring stock, explaining how to dispose of stock. |

Although PLTS opportunities are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

| Skill | When learners are ... |
|--------------------------------|---|
| Independent enquirers | researching conditioning techniques |
| Reflective learners | developing an understanding of different cut materials and how they develop over time |
| Team workers | carrying out conditioning and monitoring practical work in work-based and educational environments |
| Self-managers | carrying out conditioning and monitoring practical work in work-based and educational environments |
| Effective participators | carrying out conditioning and monitoring practical work in work-based and educational environments. |

● Functional Skills – Level 2

| Skill | When learners are ... |
|--|--|
| ICT – Use ICT systems | |
| Select, interact with and use ICT systems independently for a complex task to meet a variety of needs | researching cut materials |
| Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used | creating stock control plans |
| Manage information storage to enable efficient retrieval | saving ongoing assessment work |
| ICT – Find and select information | |
| Select and use a variety of sources of information independently for a complex task | researching cut materials and legislation |
| Access, search for, select and use ICT-based information and evaluate its fitness for purpose | researching countries of production and relevant legislation |
| ICT – Develop, present and communicate information | |
| Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> • text and tables • images • numbers • records | developing presentations, plans, reports and workbooks |
| Bring together information to suit content and purpose | developing presentations, plans, reports and workbooks |
| Present information in ways that are fit for purpose and audience | developing presentations, plans, reports and workbooks |
| Mathematics | |
| Identify the situation or problem and the mathematical methods needed to tackle it | monitoring incoming cut material quantities |
| Use appropriate checking procedures and evaluate their effectiveness at each stage | counting incoming stock |
| English | |
| Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts | discussing problems and methods to improve stock rotation |
| Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions | researching cut materials and conditioning methods |
| Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively | developing presentations, plans, reports and workbooks. |

Unit 12: Identify and Maintain the Condition of Plants and Planted Designs

Unit code: K/601/4911

QCF Level 2: BTEC First

Credit value: 5

Guided learning hours: 30

● Aim and purpose

The aim of this unit is to provide the learner with the knowledge, understanding and skills required to identify and maintain the condition and appearance of a variety of plants and planted designs under minimal direction or guidance. It covers foliage, flowering plants, bulbs/corms, succulent cacti, berried plants, planted bowls and pot-et-fleur.

● Unit introduction

Indoor plants are extremely popular in the UK. As well as being decorative, they can reduce stress, remove harmful chemicals from the air and provide a natural distraction from our busy lives. Caring for plants requires specific knowledge and skills which are vital for those working in the commercial floristry/plant sector.

This unit introduces learners to pests, diseases and disorders that commonly affect indoor plants and how these can be prevented and remedied.

The unit begins by exploring the different kinds of indoor plant, their lifespan, flowering periods and availability. Learners will learn how to display and store indoor plants, and understand why environmental conditions are important.

The unit concludes with learners caring for and maintaining indoor plants including feeding, use of equipment, grooming and ways to encourage healthy plant growth and long life.

Learners will also understand the importance of stock rotation. Health and safety is reinforced throughout this unit.

● Learning outcomes

On completion of this unit a learner should:

- 1 Be able to identify plants, pests and diseases
- 2 Know the functions of plants
- 3 Be able to maintain the condition of plants and planted designs
- 4 Understand stock rotation.

Unit content

1 Be able to identify plants, pests and diseases

The botanical names of plants: genus and typical cultivars/varieties covering the following pot plants: foliage, flowering, berried, succulents, cacti, bulbs/corms and orchids; season of availability of plants

Pests and diseases: aphids; red spider mites; vine weevil; scale; rust; detritus

Dangerous and/or poisonous plants: how they should be handled

Care and maintenance of the different plant groups: foliage, flowering, berried, succulents, cacti, bulbs/corms and orchids and planted designs; implications of HASAW, Sale of Goods Act and COSHH; common indicators of pests and disease

Prevention and treatment: procedures to prevent and treat pests/diseases/disorders eg wiping, spraying, use of insecticides/pesticides, environmental conditions; environmental issues eg hazards, adverse effects; health and safety

2 Know the functions of plants

Functions: botanical plant structures and their purposes; purpose of photosynthesis, osmosis, respiration, transpiration and tropisms

3 Be able to maintain the condition of plants and planted designs

Maintain condition: maintain their saleable value; plants that should be removed and the appropriate action to take

Grooming of plants and planted designs: tools and equipment eg scissors, knife, secateurs, watering can, water sprayers/misters; personal protective equipment (PPE); materials eg indoor plant foods, leaf shine/leaf wipes, insecticide, plant ties, labels; feeding regimes

Grooming techniques: eg cleaning/checking containers, repotting, dead-heading, trimming, basic pruning; health and safety; appropriate methods for handling and grooming plants according to plant types and conditions

Methods of watering and feeding plants and planted design: necessary supplies of food and water to maintain the condition of plants

Pot plants: foliage; flowering; berried; succulents; cacti; bulbs/corms; orchids

Planted designs: planted bowl; planted basket; pot-et-fleur; large planted display

4 Understand stock rotation

Plan and control the growth and maturation of plants and planted designs: ready for sale at the correct time; within the available facilities

Control the condition of plants and planted designs: the optimum condition for sale; appropriate stock rotation plan

Monitoring: development of new plants against the stock rotation plan; appropriate action if there are any problems; current safe working practices and responsibilities contained within relevant legislation

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

| Assessment and grading criteria | | |
|---|--|---|
| To achieve a pass grade the evidence must show that the learner is able to: | To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to: | To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to: |
| P1 identify at least 20 common pot plants [SM, IE,RL] | M1 describe the correct procedures to prevent and treat specified pests, diseases and disorders for indoor plants | D1 evaluate alternative pest and disease treatments for specified indoor planting considering health and safety and environmental issues |
| P2 identify pests and disease [SM, IE,EP, RL] | | |
| P3 state the botanical functions of a plant [IE,SM, EP, RL] | M2 describe the processes of botanical functions of a plant | |
| P4 check the condition of plants and planted designs [IE,SM, CT,TW] | M3 describe why preparation and grooming techniques are important | D2 evaluate feeding regimes and environmental conditions for specified indoor plants and make recommendations for improvement |
| P5 maintain optimum conditions for the plants and planted designs | | |
| P6 provide the care that incoming plants and planted designs require | | |
| P7 explain the principles of stock rotation as they relate to plants [IE, SM, CT, TW] | M4 identify current safe working practices and responsibilities contained within relevant legislation | |

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

| | | | |
|------------|--|---|--|
| Key | IE – independent enquirers CT – creative thinkers | RL – reflective learners TW – team workers | SM – self-managers EP – effective participators |
|------------|--|---|--|

Essential guidance for tutors

Delivery

Delivery of this unit will involve practical assessments, written assessments, visits to suitable collections and will link to industrial experience placements.

Delivery should stimulate, motivate, educate and enthuse learners. Tutors delivering this unit have opportunities to use as wide a range of techniques as possible. Lectures, discussions, workshops, site visits and practicals, research using library resources and the use of personal and/or industrial experience would all be suitable. Learners should have sufficient opportunities to see professional practice to identify care, maintenance and grooming techniques in a commercial context.

At all times the health and safety of learners should be paramount. Learners must develop the confidence and skills needed to use hazardous equipment safely, for example when pruning a plant.

Tutors should consider integrating the delivery, private study and assessment relating to this unit with any other relevant units and assessment instruments learners may also be taking as part of their programme of study.

Work placements should be monitored regularly in order to ensure the quality of the learning experience. It would be beneficial if learners and supervisors were made aware of the requirements of this unit before to any work-related activities, so that naturally occurring evidence can be collected at the time. For example, a learner could maintain indoor plants for an organisation. Learners should be encouraged to ask for observations records and/or witness statements to be provided as evidence.

Learning outcome 1 requires learners to identify commercially available indoor plants. Learners also are required to identify common indoor plants along with the associated pests, diseases and disorders. This will be delivered through lectures, seminars and supervised practicals. Wherever possible, learners should have access to live indoor plant specimens. The use of high quality visual/audio-visual materials would be appropriate, in addition to identification exercises covering the signs of pests, diseases and disorders as identified in the unit content. Learners should be encouraged to explore prevention and remedy procedures that relate to different pests, diseases and disorders in a minimum of five contrasting indoor plants. Health and safety and the correct use of PPE should be reinforced regularly, particularly when handling chemical substances.

Learning outcome 2 requires learners to identify botanical plant structures and their purposes. Learners will need to show an understanding of the purpose of photosynthesis, osmosis, respiration, transpiration and tropisms. This will be delivered through lectures, seminars and supervised practicals.

Learning outcome 3 requires learners to be able to care for and maintain indoor plants. Learners will need to show knowledge of compatible plants whilst taking into account environmental conditions, as well as developing the skills needed to maintain and feed plant displays. Again, this is likely to be delivered through supervised practicals with the more theoretical aspects delivered through lectures, visiting speakers and the use of visual aids. Delivery should involve learners gaining experience in the use of tools and equipment, materials (including plant food), feeding regimes and grooming techniques as detailed in the unit content.

Learning outcome 4 requires learners to explain the principles of stock rotation as they relate to plants, adapt and implement stock rotation plans.

Learners should also be able to identify current safe working practices and responsibilities contained within relevant legislation. This is likely to be delivered through supervised practicals, lectures and seminars.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan gives **an indication of the volume of learning it would take the average learner** to achieve the learning outcomes. It is **indicative and is one way of achieving the credit value**.

Learning time should address all learning (including assessment) relevant to the learning outcomes, regardless of where, when and how the learning has taken place.

| Topic and suggested assignments/activities and/assessment |
|---|
| Introduction to unit. |
| Theory on botanical processes and functions. |
| Assignment 1: Portfolio on House Plants (P1, P2, M1, D1) |
| Practical session: identifying and grooming methods for 10 house plants. |
| Practical session: identifying and grooming methods for a further 10 house plants. |
| Theory on pests common to house plants. |
| Practical on planted or hanging baskets. |
| Theory on diseases common to house plants. |
| Theory on alternative pest and disease treatments for specified indoor plants. |
| Assignment 2: Maintaining a Plant Display (P4, P5, P6, P7, M3, M4, D2) |
| Theory on environmental conditions for a selection of plants. |
| Practical session: selecting suitable plants, containers and mediums to create an indoor plant display. |
| Assignment 3: Identify Botanical Plant Structures and their Processes (P3, M2) |
| Practical maintaining an indoor plant display – grooming feeding and stock rotation of plants. |
| Theory on current safe working practices and responsibilities contained within relevant legislation. |

Assessment

Assessment for this unit is likely to be direct practical observation with appropriate evidence and written work.

For P1, P2, M1 and D1 learners need to produce a portfolio of evidence on a range of 20 common house plants, covering a selection from each of the follow plant groups, foliage, flowering, berried, succulents, cacti, bulbs/corns and orchids. Learners need to identify and treat five pest and diseases covering a range from the following groups, aphids, red spider mites, vine weevil, scale, rust, and detritus

Evidence can take the form of a written portfolio, or a PowerPoint presentation. A visual identification test for the house plants and pest and diseases would also produced using IT software evidence.

To achieve P4, P5, P6, P7, M3, M4, and D2 learners must develop practical skills in planting and caring for a selection of house plants. The range covered should include three of the following designs, planted bowl, planted basket, pot-et-fleur and large planted display. Learners must be able to maximise the lifespan of the plant through correct storage and display methods and grooming techniques. Learners would be expected to keep a log of maintaining the plants and how environmental conditions affect the display. Reference to health and safety issues should be made. Stock rotation and management should also be referenced. Evidence can take the form of a written logbook over a period of time, video recording over a period of time, or a presentation either in PowerPoint or an alternative style of presentation.

To achieve P3 and M2, learners must develop their knowledge and understanding of a range of indoor plants with differing leaf and flower structures and for each label diagrams of plant structures, identifying key areas of the plant structure clearly. Learners are also required to describe named processes in relation to botanical plants, covering the following topics, photosynthesis, osmosis, respiration, transpiration and tropisms. Assessment may take the form of a written examination or essay.

Programme of suggested assignments

The following table shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

| Criteria covered | Assignment Title | Scenario | Assessment Method |
|----------------------------|---|--|--|
| P1, P2, M1, D1 | Portfolio on House Plants | Learners are asked to identify 20 common house plants – evidencing each with a photograph, genus and typical cultivars/varieties, care and environmental conditions. Learners are also required to identify five pest and diseases giving details of preventing and controlling each. Alternative methods of control would enable learners to gain D1. | PowerPoint presentation. Written portfolio. Visual identification test for the house plants and pest and diseases. |
| P4, P5, P6, P7, M3, M4, D2 | Maintaining a Plant Display | Learners are asked to design and make a large planted display for a fictional customer. The location of the display should be identified with relevant plant selections tolerant to the conditions. Learners would be expected to keep a log of maintaining the plants and how environmental conditions affect the display. Reference to health and safety issues should be made. Stock rotation and management should also be referenced. | Written logbook with photographic evidence. Video diary. PowerPoint presentation. |
| P3, M2 | Identify Botanical Plant Structures and their Processes | Learners are asked to label diagrams of plant structures. Learners are asked to describe named processes in relation to botanical plants. | Label diagram – written. Written test. |

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Land-based sector suite. This unit has particular links with:

| Level 2 | Level 3 |
|--|---|
| Undertake Work Related Experience in the Land-based Industries | Undertake and Review Work Related Experience in the Land-based Industries |
| Floristry Interior Design | |

Essential resources

Learners will need access to a wide range of house plants and grooming and maintenance equipment. Learners should have the opportunity to use a variety of suitable tools and access to a full range of accessories and sundries materials.

It is desirable that learners have access to a commercial floristry environment, and are given the opportunity to complete an indoor plant display.

Learners should have access to a well-stocked, up to date library or resource centre, and the use of ICT facilities within the centre.

Employer engagement and vocational contexts

Tutors should be able to evidence regular contact with the industry and technical updating.

Centres are encouraged to develop links with local industry professionals, to give learners an insight into good practices of plant display, grooming and stock rotation. This may be through a selection of garden centres, flower shops and retail trade events. This could be visits to the establishments, guest lecturers from suitable organisations or work experience.

Indicative reading for learners

Textbooks

Dorling Kindersley – *The Visual Dictionary of Plants* (DK, 1994) ISBN 9780863188336

Flower Council of Holland – *House Plant Booklet* (updated yearly)

Hessayon D G – *The House Plant Expert* (Transworld Publishers, 1996) ISBN 9780903505352

Reader's Digest – *New Encyclopaedia of Garden Plants and Flowers* (Reader's Digest, 2001)
ISBN 9780276421914

Journals

The Flower Arranger Magazine

Fusion Flowers

Horticulture Week

Websites

www.flowercouncil.org

www.flowers.org.uk

www.hortweek.com

The Flower Council of Holland

The Plants and Flowers Association

Horticulture Week – Online Edition

Delivery of personal, learning and thinking skills (PLTS)

The following table identifies the PLTS opportunities that have been included within the assessment criteria of this unit:

| Skill | When learners are ... |
|--------------------------------|--|
| Independent enquirers | describing plant structures and processes understanding and acknowledging legislation, in accordance with the floristry industry and health and safety |
| Creative thinkers | developing planting designs through practical sessions, tackling problems and working towards a solution. |
| Reflective learners | setting and evaluating their own goals, understanding and monitoring their own performances. seeking feedback from others on tasks completed. welcoming criticism in order to improve in the future. |
| Team workers | working within groups to achieve an end goal, group researching or presenting discussing findings and research with others |
| Self-managers | to prioritise and managing self, working on own assignments in a controlled and committed manner. welcoming input and challenges |
| Effective participators | to participating fully in discussions and group activities, enjoying the opportunity to interact with guest speakers and educational visits to gain further knowledge and different perspectives from others. |

Although PLTS opportunities are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

| Skill | When learners are ... |
|--------------------------------|---|
| Independent enquirers | planning and carrying out research linked to related indoor plant care tasks drawing conclusions from relevant information on current market trends in the horticultural and floristry retail industry |
| Creative thinkers | asking questions to gain further knowledge on the subject experimenting with different ideas adapting ideas as circumstances change eg environmental conditions |
| Reflective learners | setting achievable goals continually reviewing progress in practical and coursework related tasks |
| Team workers | developing skills for leadership and task completion. organising the 'team' to complete horticultural-related tasks to a commercially viable goals |
| Self-managers | showing commitment, dealing with the stress and pressure of completing tasks within timescale and course structures |
| Effective participators | discussing environmental issues and carbon footprint concerns within the floristry and horticultural industry. |

● Functional skills – Level 2

| Skill | When learners are ... |
|--|---|
| ICT – Use ICT systems | |
| Select, interact with and use ICT systems independently for a complex task to meet a variety of needs | <p>using centre IT facilities completing their course work, using smart boards and PCs, using interactive materials, researching subjects on the internet.</p> <p>using ICT packages to complete assignments</p> |
| Mathematics | |
| Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations | <p>suggesting plant content for a given indoor display, calculating the amount of plant, mediums and quantities required to enable the plant display to be created.</p> <p>maintaining and managing qualities of stock and rotation of stock.</p> <p>measuring ratios of pesticides correctly</p> |
| English | |
| Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts | <p>reading material on the subject from a variety of sources for their assignment work.</p> <p>producing clear and concise documents using correct floristry/ horticultural terminology.</p> |

Further information

For further information please call Customer Services on 0844 576 0026 (calls may be recorded for training purposes) or visit our website (www.edexcel.com).

Useful publications

Further copies of this document and related publications can be obtained from:

Edexcel Publications

Adamsway

Mansfield

Nottinghamshire NG18 4FN

Telephone: 01623 467 467

Fax: 01623 450 481

Email: publication.orders@edexcel.com

Related information and publications include:

- *Guidance for Centres Offering Edexcel/BTEC QCF Accredited Programmes* (Edexcel, distributed to centres annually)
- Functional Skills publications – specifications, tutor support materials and question papers
- *Regulatory Arrangements for the Qualification and Credit Framework* (Ofqual, August 2008)
- the current Edexcel publications catalogue and update catalogue.

Edexcel publications concerning the Quality Assurance System and the internal and external verification of vocationally related programmes can be found on the Edexcel website and in the Edexcel publications catalogue.

NB: Most of our publications are priced. There is also a charge for postage and packing. Please check the cost when you order.

How to obtain National Occupational Standards

Lantra

Lantra House,

Stoneleigh Park,

Coventry

CV8 2LG

Telephone: 0845 707 8007

Email: connect@lantra.co.uk

Professional development and training

Edexcel supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing student-centred learning and teaching approaches
- building Functional Skills into your programme
- building in effective and efficient quality assurance systems.

The national programme of training we offer can be viewed on our website (www.edexcel.com/training). You can request customised training through the website or by contacting one of our advisers in the Training from Edexcel team via Customer Services to discuss your training needs.

Our customer service numbers are:

| | |
|-------------------------------|---------------|
| BTEC and NVQ | 0844 576 0026 |
| GCSE | 0844 576 0027 |
| GCE | 0844 576 0025 |
| The Diploma | 0844 576 0028 |
| DIDA and other qualifications | 0844 576 0031 |

Calls may be recorded for training purposes.

The training we provide:

- is active – ideas are developed and applied
- is designed to be supportive and thought provoking
- builds on best practice.

Our training is underpinned by the LLUK standards for those preparing to teach and for those seeking evidence for their continuing professional development.



Annexe A

The Edexcel BTEC qualification framework for the environmental and land-based sector

Progression opportunities within the framework.

| QCF Level | General qualifications | BTEC full vocationally-related qualifications | BTEC Short Courses | NVQ/occupational |
|-----------|---|--|--------------------|--|
| 5 | | Edexcel BTEC Level 5 HND Diplomas in Animal Management, Environmental Conservation, Horse Management, Horticulture | | |
| 4 | | Edexcel BTEC Level 4 HNC Diplomas in Animal Management, Environmental Conservation, Horse Management, Horticulture | | |
| 3 | Edexcel Level 3 Diploma in Environmental and Land-based Studies | Edexcel BTEC Level 3 Certificates, Subsidiary Diplomas, Diploma and Extended Diplomas in Floristry, Animal Management, Blacksmithing and Metalworking, Countryside Management, Fish Management, Floristry, Forestry and Arboriculture, Horse Management, Horticulture, Land-based Technology | | Diploma in Work-based Environmental Conservation |
| 2 | Edexcel Level 2 Diploma in Environmental and Land-based Studies | Edexcel BTEC Level 2 Certificate, Extended Certificate and Diploma in Floristry, Agriculture, Animal Care, Blacksmithing and Metalworking, Countryside and Environment, Fish Husbandry, Horse Care, Horticulture, Land-based Technology | | Diploma in Work-based Environmental Conservation |
| 1 | Edexcel Level 1 Diploma in Environmental and Land-based Studies | BTEC Foundation Learning in Land-based Studies | | |
| Entry | | BTEC Foundation Learning in Land-based Studies | | |



Annexe B

Grading domains: BTEC Level 2 generic grading domains

| Grading domain 1 | Indicative characteristics – merit | Indicative characteristics – distinction |
|---|--|---|
| Application of knowledge and understanding (Learning outcome stem <i>understand or know</i>) | <ul style="list-style-type: none"> • Show depth of knowledge and development of understanding in given situations (for example explain why, make judgements based on analysis). • Apply and/or select relevant concepts. • Apply knowledge to different contexts. • Apply knowledge to non-routine contexts (ie assessor selection). • Make comparisons. • Show relationships between pass criteria. | <ul style="list-style-type: none"> • Synthesise knowledge and understanding across pass/merit criteria. • Evaluate concepts/ideas/actions. • Analyse/research and make recommendations. • Judges implications of application of knowledge/understanding. • Applies knowledge and understanding to complex activities/contexts. |
| Grading domain 2 | Indicative characteristics – merit | Indicative characteristics – distinction |
| Development of practical and technical skills (Learning outcome stem <i>be able to</i>) | <ul style="list-style-type: none"> • Use advanced techniques/processes/skills successfully. • Act under limited supervision/demonstrate independence (note: pass cannot require support). • Apply to non-routine activities. • Demonstrate within time and/or resource constraints. • Produce varied solutions (including non-routine). • Modify techniques/processes to situations. | <ul style="list-style-type: none"> • Demonstrate creativity/originality/own ideas. • Apply skill(s) to achieve higher order outcome. • Select and use successfully from a range of advanced techniques/processes/skills. • Reflects on skill acquisition and application. • Justifies application of skills/methods. • Makes judgements about risks and limitations of techniques/processes. • Innovates or generates of application of techniques/processes for new situations. |

| Grading domain 3 | Indicative characteristics – merit | Indicative characteristics – distinction |
|---|---|--|
| Personal development for occupational roles (Any learning outcome stem) | <ul style="list-style-type: none"> • Takes responsibility in planning and undertaking activities. • Reviews own development needs. • Finds and uses relevant information sources. • Acts within a given work-related context showing understanding of responsibilities. • Identifies responsibilities of employers to the community and the environment. • Applies qualities related to the vocational sector. • Internalises skills/attributes (creating confidence). | <ul style="list-style-type: none"> • Manages self to achieve outcomes successfully. • Plans for own learning and development through the activities. • Analyses and manipulates information to draw conclusions. • Applies initiative appropriately. • Assesses how different work-related contexts or constraints would change performance. • Takes decisions related to work contexts. • Applies divergent and lateral thinking in work-related contexts. • Understands interdependence. |
| Grading domain 4 | Indicative characteristics – merit | Indicative characteristics – distinction |
| Application of generic skills (Any learning outcome stem) | <ul style="list-style-type: none"> • Communicates using appropriate technical/professional language. • Makes judgements in contexts with explanations. • Explains how to contribute within a team. • Makes adjustments to meet the needs/expectations of others (negotiation skills). • Select and justify solutions for specified problems. | <ul style="list-style-type: none"> • Presents self and communicates information to meet the needs of a typical audience. • Takes decisions in contexts with justifications. • Produces outputs subject to time/resource constraints. • Reflects on own contribution to working within a team. • Generate new or alternative solutions to specified problems. |

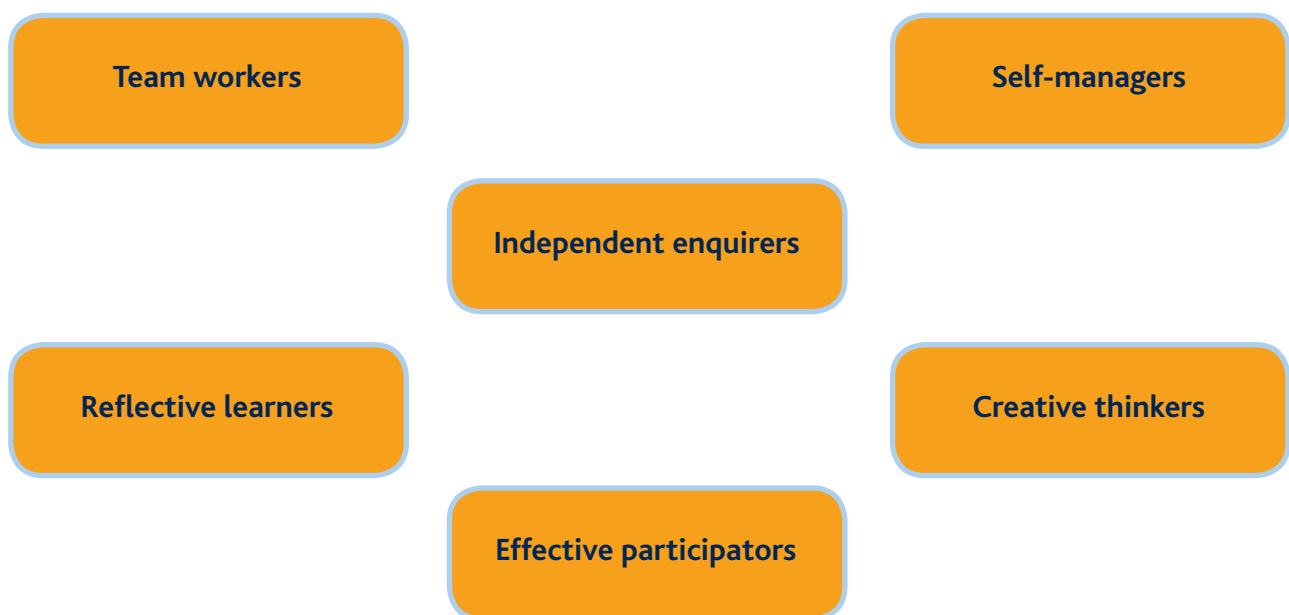
Annexe C

Personal, learning and thinking skills

A FRAMEWORK OF PERSONAL, LEARNING AND THINKING SKILLS 11-19 IN ENGLAND

The framework comprises six groups of skills that, together with the Functional Skills of English, mathematics and ICT, are essential to success in learning, life and work. In essence the framework captures the essential skills of: managing self; managing relationships with others; and managing own learning, performance and work. It is these skills that will enable young people to enter work and adult life confident and capable.

The titles of the six groups of skills are set out below.



For each group there is a focus statement that sums up the range of skills. This is followed by a set of outcome statements that are indicative of the skills, behaviours and personal qualities associated with each group.

Each group is distinctive and coherent. The groups are also inter-connected. Young people are likely to encounter skills from several groups in any one learning experience. For example an independent enquirer would set goals for their research with clear success criteria (reflective learner) and organise and manage their time and resources effectively to achieve these (self-manager). In order to acquire and develop fundamental concepts such as organising oneself, managing change, taking responsibility and perseverance, learners will need to apply skills from all six groups in a wide range of learning contexts 11-19.

The Skills

Independent enquirers

Focus:

Young people process and evaluate information in their investigations, planning what to do and how to go about it. They take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes.

Young people:

- identify questions to answer and problems to resolve
- plan and carry out research, appreciating the consequences of decisions
- explore issues, events or problems from different perspectives
- analyse and evaluate information, judging its relevance and value
- consider the influence of circumstances, beliefs and feelings on decisions and events
- support conclusions, using reasoned arguments and evidence.

Creative thinkers

Focus:

Young people think creatively by generating and exploring ideas, making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value.

Young people:

- generate ideas and explore possibilities
- ask questions to extend their thinking
- connect their own and others' ideas and experiences in inventive ways
- question their own and others' assumptions
- try out alternatives or new solutions and follow ideas through
- adapt ideas as circumstances change.

Reflective learners

Focus:

Young people evaluate their strengths and limitations, setting themselves realistic goals with criteria for success. They monitor their own performance and progress, inviting feedback from others and making changes to further their learning.

Young people:

- assess themselves and others, identifying opportunities and achievements
- set goals with success criteria for their development and work
- review progress, acting on the outcomes
- invite feedback and deal positively with praise, setbacks and criticism
- evaluate experiences and learning to inform future progress
- communicate their learning in relevant ways for different audiences.

Team workers

Focus:

Young people work confidently with others, adapting to different contexts and taking responsibility for their own part. They listen to and take account of different views. They form collaborative relationships, resolving issues to reach agreed outcomes.

Young people:

- collaborate with others to work towards common goals
- reach agreements, managing discussions to achieve results
- adapt behaviour to suit different roles and situations, including leadership role
- show fairness and consideration to others
- take responsibility, showing confidence in themselves and their contribution
- provide constructive support and feedback to others.

Self-managers

Focus:

Young people organise themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement. They actively embrace change, responding positively to new priorities, coping with challenges and looking for opportunities.

Young people:

- seek out challenges or new responsibilities and show flexibility when priorities change
- work towards goals, showing initiative, commitment and perseverance
- organise time and resources, prioritising actions
- anticipate, take and manage risks
- deal with competing pressures, including personal and work-related demands
- respond positively to change, seeking advice and support when needed
- manage their emotions, and build and maintain relationships.

Effective participators

Focus:

Young people actively engage with issues that affect them and those around them. They play a full part in the life of their school, college, workplace or wider community by taking responsible action to bring improvements for others as well as themselves.

Young people:

- discuss issues of concern, seeking resolution where needed
- present a persuasive case for action
- propose practical ways forward, breaking these down into manageable steps
- identify improvements that would benefit others as well as themselves
- try to influence others, negotiating and balancing diverse views to reach workable solutions
- act as an advocate for views and beliefs that may differ from their own.

PLTS performance indicator (suggested recording sheet)

| | | | | | |
|---|--|---|---|---|---|
| Name: | Date: | | | | |
| | Level of success 1 = low, 5 = high | | | | |
| Independent enquirers | | | | | |
| Identify questions to answer and problems to resolve | 1 | 2 | 3 | 4 | 5 |
| Plan and carry out research, appreciating the consequences of decisions | 1 | 2 | 3 | 4 | 5 |
| Explore issues, events or problems from different perspectives | 1 | 2 | 3 | 4 | 5 |
| Analyse and evaluate information, judging its relevance and value | 1 | 2 | 3 | 4 | 5 |
| Consider the influence of circumstances, beliefs and feelings on decisions and events | 1 | 2 | 3 | 4 | 5 |
| Support conclusions, using reasoned arguments and evidence | 1 | 2 | 3 | 4 | 5 |
| Creative thinkers | | | | | |
| Generate ideas and explore possibilities | 1 | 2 | 3 | 4 | 5 |
| Ask questions to extend their thinking | 1 | 2 | 3 | 4 | 5 |
| Connect their own and others' ideas and experiences in inventive ways | 1 | 2 | 3 | 4 | 5 |
| Question their own and others' assumptions | 1 | 2 | 3 | 4 | 5 |
| Try out alternatives or new solutions and follow ideas through | 1 | 2 | 3 | 4 | 5 |
| Adapt ideas as circumstances change | 1 | 2 | 3 | 4 | 5 |
| Reflective learners | | | | | |
| Assess themselves and others, identifying opportunities and achievements | 1 | 2 | 3 | 4 | 5 |
| Set goals with success criteria for their development and work | 1 | 2 | 3 | 4 | 5 |
| Review progress, acting on the outcomes | 1 | 2 | 3 | 4 | 5 |
| Invite feedback and deal positively with praise, setbacks and criticism | 1 | 2 | 3 | 4 | 5 |
| Evaluate experiences and learning to inform future progress | 1 | 2 | 3 | 4 | 5 |
| Communicate their learning in relevant ways for different audiences | 1 | 2 | 3 | 4 | 5 |

| | | | | | |
|--|---|---|---|---|---|
| Team workers | | | | | |
| Collaborate with others to work towards common goals | 1 | 2 | 3 | 4 | 5 |
| Reach agreements, managing discussions to achieve results | 1 | 2 | 3 | 4 | 5 |
| Adapt behaviour to suit different roles and situations, including leadership roles | 1 | 2 | 3 | 4 | 5 |
| Show fairness and consideration to others | 1 | 2 | 3 | 4 | 5 |
| Take responsibility, showing confidence in themselves and their contribution | 1 | 2 | 3 | 4 | 5 |
| Provide constructive support and feedback to others | 1 | 2 | 3 | 4 | 5 |
| Self-managers | | | | | |
| Seek out challenges or new responsibilities and show flexibility when priorities change | 1 | 2 | 3 | 4 | 5 |
| Work towards goals, showing initiative, commitment and perseverance | 1 | 2 | 3 | 4 | 5 |
| Organise time and resources, prioritising actions | 1 | 2 | 3 | 4 | 5 |
| Anticipate, take and manage risks | 1 | 2 | 3 | 4 | 5 |
| Deal with competing pressures, including personal and work-related demands | 1 | 2 | 3 | 4 | 5 |
| Respond positively to change, seeking advice and support when needed | 1 | 2 | 3 | 4 | 5 |
| Manage their emotions, and build and maintain relationships. | 1 | 2 | 3 | 4 | 5 |
| Effective participants | | | | | |
| Discuss issues of concern, seeking resolution where needed | 1 | 2 | 3 | 4 | 5 |
| Present a persuasive case for action | 1 | 2 | 3 | 4 | 5 |
| Propose practical ways forward, breaking these down into manageable steps | 1 | 2 | 3 | 4 | 5 |
| Identify improvements that would benefit others as well as themselves | 1 | 2 | 3 | 4 | 5 |
| Try to influence others, negotiating and balancing diverse views to reach workable solutions | 1 | 2 | 3 | 4 | 5 |
| Act as an advocate for views and beliefs that may differ from their own | 1 | 2 | 3 | 4 | 5 |

Note to learner: The circled number represents an indication of your PLTS performance so far.

Note to tutor: Indicate the level of success by circling the appropriate number during your feedback with the learner.

Summary of the PLTS coverage throughout the programme

| Personal, learning and thinking skills | Unit | | | | | | | | | | | |
|--|------|---|---|---|---|---|---|---|---|----|----|----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| Independent enquirers | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Creative thinkers | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Reflective learners | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Team workers | | | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Self-managers | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Effective participators | | | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| ✓ – opportunities for development | | | | | | | | | | | | |

Annexe D

Wider curriculum mapping

Study of the Edexcel BTEC Level 2 Firsts in Floristry gives learners opportunities to develop an understanding of spiritual, moral, ethical, social and cultural issues as well as an awareness of citizenship, environmental issues, European developments, health and safety considerations and equal opportunities issues.

The Edexcel BTEC Level 2 Firsts in Floristry makes a positive contribution to wider curricular areas as appropriate.

Spiritual, moral, ethical, social and cultural issues

The qualification contributes to an understanding of:

- social and cultural issues – for example issues around the role of floral arts in society.

Citizenship issues

Learners undertaking the Edexcel BTEC Level 2 Firsts in Floristry will have the opportunity to develop their understanding of citizenship issues, for example public and private involvement in floral designs, the use of flowers in for example ceremonies.

Environmental issues

Learners undertaking the Edexcel BTEC Level 2 Firsts in Floristry will have the opportunity to develop their understanding of environmental issues throughout the units.

European developments

Much of the content of the Edexcel BTEC Level 2 Firsts in Floristry applies throughout Europe even though delivery is in a UK context.

Health and safety considerations

The Edexcel BTEC Level 2 Firsts in Floristry are practically based and health and safety issues are encountered throughout the units.

Equal opportunities issues

Equal opportunities issues are implicit throughout the Edexcel BTEC Level 2 Firsts in Floristry.

Wider curriculum mapping

Level 2

| | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 | Unit 7 | Unit 8 | Unit 9 | Unit 10 | Unit 11 | Unit 12 |
|----------------------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
| Spiritual | | | | | | | | | | | | |
| Moral and ethical | ✓ | ✓ | | | | ✓ | | | | | | |
| Social and cultural | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Citizenship issues | | | | | | | | | | | | |
| Environmental issues | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| European developments | ✓ | ✓ | | | | | | | | | | |
| Health and safety considerations | ✓ | | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Equal opportunities issues | | ✓ | | ✓ | | ✓ | | | | | | |

Annexe E

National Occupational Standards/mapping with NVQs

The grid below maps the knowledge covered in the Edexcel BTEC Level 2 Certificate, Extended Certificate and Diploma in Floristry against the underpinning knowledge of the Level 2 NVQ in Floristry and Level 2 NVQ in Photo Imaging.

KEY

- ✓ indicates that the Edexcel BTEC Level 2 Firsts cover all of the underpinning knowledge of the NVQ unit
- # indicates partial coverage of the NVQ unit
- a blank space indicates no coverage of the underpinning knowledge

| NVQs | Units | | | | | | | | | | | |
|------------------------------|-------|---|---|---|---|---|---|---|---|----|----|----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| Level 2 NVQ in Floristry | | | | | | | | | | | | |
| Element CU68.1, 2, 3 | | | | | | | # | | | | | |
| Element CU69.1, 2, 3 | | | | | | | | | # | | | |
| Element FL1.1 | | | | | | | | | | | | # |
| Element FL2 | | | | | | | | | | | # | |
| Element FL3.1, 2 | | | | | | | | | | # | | |
| Element FL4.1, 2 | | | | | | | | | # | | | |
| Element FL5.1 | | | | | | | | # | | | | |
| Element FL5.2 | | | | | | | | | | | | |
| Level 2 NVQ in Photo Imaging | | | | | | | | | | | | |
| Unit C.13 | | | # | | | | | | | | | |
| Unit C.2 | | | # | | | | | | | | | |



Annexe F

Unit mapping overview

BTEC First in Floristry legacy (specification end date 31/08/2010)/new QCF versions of the BTEC First qualifications in Floristry (specification start date 01/09/2010) – the BTEC Level 2 Certificate in Floristry, BTEC Level 2 Extended Certificate in Floristry and the BTEC Level 2 Diploma in Floristry.

| Old units New units | | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 | Unit 7 | Unit 8 | Unit 9 |
|------------------------|---|--------|--------|--------|--------|--------|--------|--------|--------|
| Unit 1 | F | | | | | | | | |
| Unit 2 | | P | | | | | | | |
| Unit 3 | | | P | | | | | | |
| Unit 4 | | | | P | | | | | |
| Unit 5 | | | | | | | P | | |
| Unit 6 | | | | | | | | P | |
| Unit 7 | | | | | P | P | | | |
| Unit 8 | | | | | P | P | | | |
| Unit 9 | | | | | P | P | | | |
| Unit 10 | | | | | P | P | | | |
| Unit 11 | | | | | P | P | | | |
| Unit 12 | | | | | | | | | P |

KEY

P – Partial mapping (some topics from the old unit appear in the new unit)

F – Full mapping (topics in old unit match new unit exactly or almost exactly)

X – Full mapping + new (all the topics from the old unit appear in the new unit, but new unit also contains new topic(s))

Unit mapping in depth

BTEC First in Floristry legacy (specification end date 31/08/2010)/new QCF versions of the BTEC First qualifications in Floristry (specification start date 01/09/2010) – the BTEC Level 2 Certificate in Floristry, BTEC Level 2 Extended Certificate in Floristry and the BTEC Level 2 Diploma in Floristry.

| New units | | Old units | | Mapping/comments (new topics in italics) |
|---------------|---|--------------------------|--|---|
| Number | Name | Number | Name | |
| Unit 1 | Undertake Work Related Experience in the Land-based Industries | Unit 1 | Work Related Experience in Floristry | Focus on undertaking and documenting work experience in land based industry. Purpose and structure of a business or organisation removed from unit. |
| Unit 2 | Environmental and Land-based Business | Unit 2 | Floristry Industry and Organisations | Principles of sustainable development removed from unit. <i>Carrying out simple administrative tasks.</i> <i>Common business operations.</i> |
| Unit 3 | Undertake Basic Floristry Display Techniques | Unit 3 | Basic Floristry Display Techniques | N/A |
| Unit 4 | Identification and Use of Flowers and Foliage | Unit 4 | Flower and Foliage Identification and Use | N/A |
| Unit 5 | Floristry Interior Design | Unit 7 | Floristry Interior Design | N/A |
| Unit 6 | Presentation and Service for Retailing in the Land-based Sector | Unit 8 | Land-based Retail and Customer Service | Be able to design a suitable layout for a land-based retail outlet. |
| Unit 7 | Plan Prepare and Construct Tied Floristry Designs | Unit 5 and Unit 6 | Assembled Floristry Designs Floristry Designs in a Medium | Unit combines parts of 2 units to create a new unit focused on tied floristry designs. <i>Be able to plan, prepare and cost the assembly of tied floristry designs.</i> <i>Know how to plan, prepare and assemble tied floristry designs.</i> <i>Be able to assemble and maintain tied floristry designs.</i> <i>Understand how to evaluate tied floristry designs.</i> |

| New units | | Old units | | Mapping/comments (new topics in italics) |
|----------------|---|--------------------------|--|---|
| Number | Name | Number | Name | |
| Unit 8 | Plan Prepare and Construct Floral arrangements | Unit 5 and Unit 6 | Assembled Floristry Designs Floristry Designs in a Medium | Unit combines parts of 2 units to create a new unit focused on floral arrangements. <i>Be able to plan, prepare and cost construction of floral arrangements.</i> <i>Know how to plan, prepare and assemble tied floristry designs.</i> <i>Be able to construct floral arrangements.</i> <i>Understand how to evaluate constructed floral arrangements.</i> |
| Unit 9 | Plan Prepare and Construct Wedding Designs with Floral Materials | Unit 5 and Unit 6 | Assembled Floristry Designs Floristry Designs in a Medium | Unit combines parts of 2 units to create a new unit focused on wedding design and floral materials. <i>Be able to plan, prepare and cost the construction of wedding designs.</i> <i>Know how to plan, prepare and construct wedding designs.</i> <i>Be able to construct wedding designs.</i> <i>Understand how to evaluate constructed wedding designs.</i> |
| Unit 10 | Plan Prepare and Construct Funeral Designs | Unit 5 and Unit 6 | Assembled Floristry Designs Floristry Designs in a Medium | Unit combines parts of 2 units to create a new unit focused on funeral design. <i>Be able to plan, prepare and cost the construction of funeral designs.</i> <i>Know how to plan, prepare and construct funeral designs.</i> <i>Be able to construct funeral designs.</i> <i>Understand how to evaluate constructed funeral designs.</i> |
| Unit 11 | Identify Check and Monitor the Quality of Incoming Cut Materials | | N/A | N/A |
| Unit 12 | Identify and Maintain the Condition of Plants and Planted Designs | Unit 9 | Indoor Plant Care | Unit provides more focus on maintenance of indoor plants. <i>Understand stock rotation.</i> |



Annexe G

Examples of calculation of qualification grade above pass grade

Edexcel will automatically calculate the qualification grade for your learners when your learner unit grades are submitted.

The generic examples below demonstrate how the qualification grade above pass is calculated using the following two tables which are also shown in the section earlier on in the specification *Calculation of the qualification grades above pass grade*.

Points available for credits achieved at different QCF levels and unit grades

The table below shows the **number of points scored per credit** at the unit level and grade.

| Unit QCF level | Points per credit | | |
|----------------|-------------------|----------|-------------|
| | Pass | Merit | Distinction |
| Level 1 | 3 | 4 | 5 |
| Level 2 | 5 | 6 | 7 |
| Level 3 | 7 | 8 | 9 |

Learners who achieve the correct number of points within the ranges shown in the 'qualification grade' table below will achieve the qualification merit or distinction or distinction* grade.

| Qualification | Points range above pass grade | | |
|-----------------------------------|-------------------------------|-------------|---------------|
| | Merit | Distinction | Distinction* |
| BTEC Level 2 Certificate | 85–94 | 95–99 | 100 and above |
| BTEC Level 2 Extended Certificate | 170–189 | 190–199 | 200 and above |
| BTEC Level 2 Diploma | 340–379 | 380–399 | 400 and above |

Example 1

Achievement of pass qualification grade

A learner completing a 15-credit Edexcel BTEC Level 2 Certificate achieves the credit required to gain a pass qualification grade and does not achieve the points to gain a merit grade.

| | Level | Credit | Grade | Grade points | Points per unit = credit x grade |
|-----------------------------------|-------|-----------|-------------|--------------|-------------------------------------|
| Unit 1 | 2 | 5 | Pass | 5 | $5 \times 5 = 25$ |
| Unit 2 | 2 | 5 | Pass | 5 | $5 \times 5 = 25$ |
| Unit 3 | 2 | 5 | Merit | 6 | $5 \times 6 = 30$ |
| Qualification grade totals | | 15 | Pass | | 80 |

Example 2

Achievement of merit qualification grade

A learner completing a 15-credit Edexcel BTEC Level 2 Certificate achieves the points required to gain a merit qualification grade.

| | Level | Credit | Grade | Grade points | Points per unit = credit x grade |
|-----------------------------------|-------|-----------|--------------|--------------|-------------------------------------|
| Unit 1 | 2 | 5 | Pass | 5 | $5 \times 5 = 25$ |
| Unit 2 | 2 | 5 | Merit | 6 | $5 \times 6 = 30$ |
| Unit 3 | 2 | 5 | Merit | 6 | $5 \times 6 = 30$ |
| Qualification grade totals | | 15 | Merit | | 85 |

Example 3

Achievement of distinction qualification grade

A learner completing a 15-credit Edexcel BTEC Level 2 Certificate achieves the points required to gain a distinction qualification grade.

| | Level | Credit | Grade | Grade points | Points per unit = credit x grade |
|-----------------------------------|-------|-----------|--------------------|--------------|-------------------------------------|
| Unit 1 | 2 | 5 | Merit | 6 | $5 \times 6 = 30$ |
| Unit 2 | 2 | 5 | Merit | 6 | $5 \times 6 = 30$ |
| Unit 3 | 2 | 5 | Distinction | 7 | $5 \times 7 = 35$ |
| Qualification grade totals | | 15 | Distinction | | 95 |

Example 4

Achievement of merit qualification grade

A learner completing a 30-credit Edexcel BTEC Level 2 Extended Certificate achieves the points required to gain a merit qualification grade.

| | Level | Credit | Grade | Grade points | Points per unit = credit x grade |
|-----------------------------------|-------|-----------|--------------|--------------|-------------------------------------|
| Unit 1 | 2 | 5 | Merit | 6 | $5 \times 6 = 30$ |
| Unit 2 | 2 | 5 | Pass | 5 | $5 \times 5 = 25$ |
| Unit 3 | 2 | 5 | Distinction | 7 | $5 \times 7 = 35$ |
| Unit 6 | 2 | 10 | Pass | 5 | $10 \times 5 = 50$ |
| Unit 8 | 3 | 5 | Pass | 7 | $5 \times 7 = 35$ |
| Qualification grade totals | | 30 | Merit | | 175 |

Example 5

Achievement of merit qualification grade

A learner completing a 60-credit Edexcel BTEC Level 2 Diploma achieves the points required to gain a merit qualification grade.

| | Level | Credit | Grade | Grade points | Points per unit = credit x grade |
|-----------------------------------|-------|-----------|--------------|--------------|-------------------------------------|
| Unit 1 | 2 | 5 | Merit | 6 | $5 \times 6 = 30$ |
| Unit 2 | 2 | 5 | Pass | 5 | $5 \times 5 = 25$ |
| Unit 3 | 2 | 5 | Distinction | 7 | $5 \times 7 = 35$ |
| Unit 6 | 2 | 10 | Merit | 6 | $10 \times 6 = 60$ |
| Unit 9 | 1 | 5 | Merit | 4 | $5 \times 4 = 20$ |
| Unit 10 | 2 | 10 | Distinction | 7 | $10 \times 7 = 70$ |
| Unit 11 | 2 | 10 | Merit | 6 | $10 \times 6 = 60$ |
| Unit 14 | 2 | 10 | Merit | 6 | $10 \times 6 = 60$ |
| Qualification grade totals | | 60 | Merit | | 360 |

Ofqual




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