

Unit 11: Plan, Assemble and Evaluate Diverse Floral Designs

Unit code:	A/601/4928
QCF Level 3:	BTEC National
Credit value:	10
Guided learning hours:	60

● Aim and purpose

This unit aims to introduce learners to the skills and knowledge associated with floral arrangement 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

In this unit learners will develop the skills needed to produce a range of diverse floral arrangement designs using different mediums and structures. Those employed in all aspects of floristry must have the knowledge and skills to carry out customer orders for arrangements and provide a reliable quality service.

Learners will look at the preparation processes associated with diverse floral arrangement designs. They will advise clients, take orders, choose materials, give reasons for their choice of materials, and consider the availability, quality, condition and preparation of suitable materials.

Learners will develop the practical skills needed to produce diverse floral arrangement designs and experiment with methods of enhancing flower materials. They will recognise the importance of good workmanship and finish.

Learners will be able to define the principles and elements of design as they apply to floristry. This includes suggesting suitable materials, producing design ideas, costing the order effectively and presenting the final product to the client. Evaluation of the process will enable learners to recognise the importance of each stage in producing floral arrangement designs for clients.

● Learning outcomes

On completion of this unit a learner should:

- 1 Understand how to assemble diverse floral designs
- 2 Be able to plan, prepare and cost the assembly of diverse floral designs
- 3 Be able to assemble diverse floral designs
- 4 Understand diverse floral designs.

Unit content

1 Understand how to assemble diverse floral designs

Design schema arrangement styles: decorative, form-linear (parallel and horizontal), and vegetative design styles; use of the principles and elements of design for diverse floral arrangements; recognise the features of diverse floral arrangement designs; use of different mediums, wet, dry and coloured; structures incorporating wiring, binding, gluing techniques

Construction methods: using different mediums, wiring, binding, gluing

Physiological effects: on the development of materials inserted into floral mediums (temperature, light, ventilation and preservatives); physiological reasons for those effects

Techniques: eg grouping, veiling, terracing, caging, framing, shadowing, sheltering, zoning

Customer requirements: identification and resolution of complex customer/order requirements; criteria used to evaluate designs (commercial standards, client requirements; workmanship and finish)

Safe working: safe working practices to be used for assembly, manual handling and transportation of diverse floral arrangement designs; current safe working practices and responsibilities contained within relevant legislation eg HASAW 1974, sale of goods legislation, COSHH and risk assessment

2 Be able to plan, prepare and cost the assembly of diverse floral designs

Interpretation of design specification: planning and preparation of customer arrangement orders; plans and sketches which are accurate, realistic; assessment of the customer's design requirements from available information eg date, seasonal availability of flowers, theme, colour scheme; budget constraints; quote for clients; compilation of market buying lists; cost up, cost down; order of suitable materials, checking quality and condition of materials eg yellowing leaves, broken flowers and leaves, specialist conditioning treatments and appropriate storage of materials, storage of completed designs; preparation of sundry items and delivery methods

Design and client requirements: lifespan; standard design; designer or customised; special adaptation of designs; use of accessories

3 Be able to assemble diverse floral designs

Floral arrangement designs: decorative, form-linear and vegetative: top table arrangement, waterfall/cascade arrangement, large-scale arrangement, parallel, design to include framework, textured group design, 2D/3D hanging design, gift design eg posy, contract design fresh, manufactured, dried, preserved materials; accessories; wet foam, dry foam and coloured foam mediums; selection and correct preparation and security of appropriate floral materials, sundries, mediums, containers, bases and structures.

Quality criteria: conditioned correctly, suitable for the design, appropriate to the customer's needs; to a high technical standard in line with decorative, form-linear, or vegetative design principles as appropriate

Techniques: selection and utilisation of techniques eg grouping, veiling, terracing, caging, framing, shadowing, sheltering, zoning, incorporation of appropriate accessories securely where applicable; to meet specification requirements; necessary modifications

Tools and equipment: handling tools, materials and equipment safely and in a manner that minimises wastage, damage and contamination; records that are accurate, legible and stored correctly

4 Understand diverse floral designs

Evaluation criteria: budget, lasting qualities, and seasonal availability, content, occasion, design style, client requirements that will improve business sustainability and reduce waste; customer's design requirements eg date, seasonal availability of flowers, theme, colour scheme; budget constraints

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 explain the characteristics of diverse floral designs [IE, RL]		D1 explain the problems with the planning of large-scale floral arrangement designs recommending valid remedial action
P2 explain the reasons and methods for supporting vulnerable materials [IE, RL]		
P3 explain how the use of non-traditional methods can aid innovation when creating diverse floral arrangement designs [IE, RL]		
P4 state a minimum of 8 traditional and/or non-traditional techniques effectively used within diverse floral designs		
P5 plan diverse floral designs to meet customer requirements [TW, CT, SM]		
P6 calculate the retail cost of diverse floral designs		
	M1 explain how materials and costings meet customer requirements for a selected design	

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 select floral materials for diverse floral designs [CT, SM, EP]	M2 complete selected floral arrangement designs, including packaging for delivery, within commercial timescales	D2 evaluate, in detail, the completed selected design against specified criteria, making appropriate recommendations for improvement
P8 construct specified designs [CT, SM, EP]		
P9 review the developing design [CT, SM, EP]		
P10 complete diverse floral designs within commercial timescales [CT, SM, EP]		
P11 evaluate the completed design against the customer specification [RL]	M3 explain the criteria used to evaluate a selected diverse floral arrangement design	
P12 identify improvements to work practices [RL, 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 work experience placements.

Tutors delivering this unit have opportunities to use as wide a range of techniques as possible. Lectures, discussions, seminar presentations, site visits, supervised floristry practicals, internet and/or library-based research and the use of personal and/or industrial experience would all be suitable. 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 are undertaken, so that naturally occurring evidence can be collected at the time. For example, learners may have the opportunity to produce or package floral arrangement designs and they should ask for observation records and/or witness statements to be provided as evidence of this. Guidance on the use of observation records and witness statements is provided on the Edexcel website.

Whichever delivery methods are used, it is essential that tutors stress the importance of a safe working environment.

Health and safety issues relating to working in a floristry environment 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 for this unit with other relevant units and assessment instruments learners are taking as part of their programme of study.

Learning outcome 1 looks at the theory behind assembling diverse floral arrangement designs. Delivery is likely to include formal lectures, discussions, demonstrations, site visits, for example to wholesalers, sundry wholesalers, growers, trade shows, and independent learner research.

Learning outcome 2 considers the planning, preparing and costing of assembled diverse floral arrangement designs. Delivery is likely to include formal lectures, discussions, demonstrations, supervised practical sessions, site visits and independent learner research. Visiting expert speakers could add to the relevance of the subject for learners. For example, practising florists could talk about how they work with clients to plan suitable designs.

Learning outcome 3 explores the construction and completion of assembled diverse floral arrangement designs to specifications. Delivery is likely to include formal lectures, discussions, demonstrations, supervised practical sessions, site visits and independent learner research. Learners should have sufficient access to professional practice in order to experience designs being produced in a commercial context.

Learning outcome 4 covers the evaluation of diverse floral arrangement designs including interpretation of client requirements, materials costs, packaging, delivery and collection.

To facilitate regional, seasonal, and business variations learners may negotiate and produce alternative evidence within each design style, provided that the designs are of an equivalent range and level of complexity.

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: Introduction to Diverse Floral Arrangement Designs (P1, P2, P3, P4)
Theory – basic techniques and methods, health and safety considerations including safe use of tools and equipment, risk assessment.
Customer requirements – client brief, costings.
Theory – materials, physiological effects.
Practice – basic techniques and methods, quality checks and standards of workmanship.
Assignment 2: Planning, Preparing and Costing Diverse Floral Arrangement Designs (P5, P6, M1, D1)
Planning and preparing orders.
Assignment 3: Assembling and Evaluating Diverse Floral Arrangement Designs (P7, P8, P9, P10, P11, P12, M2, M3, D2)
Theory – risk assessment, record keeping.
Practical – selection of materials and safe construction of diverse floral arrangement designs.
Practical – package designs for storage and transportation.
Theory – evaluation of completed designs against relevant criteria.
Unit review.

Assessment

Learners must plan, construct and evaluate a minimum of five diverse floral arrangement designs using different mediums and structures.

They need to detail different floral arrangement designs, construction methods, arrangement styles, physiological influences and techniques.

P1, P2, P3, P4 and M1 could be assessed through learners producing of a guide for florists on diverse floral arrangement designs. Learners need to explain arrangement styles and characteristics for at least eight diverse floral arrangement designs including construction methods, methods of supporting vulnerable materials, and use of non-traditional methods to aid innovation. They also need to state a minimum of five techniques which can be used effectively with diverse floral arrangement designs.

P5, P6, M2, D1 could be assessed through a role play exercise to give learners the appropriate information to produce planning documents. The learner could carry out a consultation discussing client requirements. Learners must plan appropriate designs and select the materials, techniques and methods necessary within budget constraints and explain how these meet customer requirements. They should calculate the retail costs of their proposed designs correctly. They should also explain possible problems within the planning process of large scale floral arrangements and how these could be solved.

P7, P8, P9, P10, M3 P11, P12, M4, D2 could be assessed through the production of a portfolio of floral arrangement designs. This should include a minimum of eight assessed floral arrangement designs. This could take the form of a photobook or other similar professional portfolio. This could be presented by learners at the end of the unit. Learners must carry out an evaluation of completed arrangement designs which identifies possible improvements.

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	Introduction to Diverse Floral Arrangement Designs	You are a freelance floral designer. You need to detail different floral arrangement designs, construction methods, arrangement styles, physiological influences and techniques.	Essay. Presentation. Podcast. Workbook.
P5, P6, M2, D1	Planning, Preparing and Costing for Diverse Floral Arrangement Designs	Carry out a consultation for a stated seasonal/themed function discussing client requirements. You must plan appropriate designs and select the materials, techniques and methods necessary, within budget constraints. Explain possible problems and how these could be solved.	Video. Presentation. Mood board. Role play.
P7, P8, P9, P10, P11, P12, M3, D2	Assembling and Evaluating Diverse Floral Arrangement Designs	Create a portfolio of diverse floral arrangement designs. Carry out an evaluation of completed floral arrangement designs which identifies possible improvements.	Photobook. e-portfolio. Presentation.

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 Wedding Designs with Floral Materials	Plan, Assemble and Evaluate Accessories and Novelty Designs

Essential resources

Learners will need access to a wide range of cut flowers and foliage, flowering and foliage plants, in fresh, dried and synthetic materials. A range of different mediums must be used. 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 as wide a range of designs as possible. Tutors should be able to evidence regular contact with the industry and technical updating.

Employer engagement and vocational contexts

Centres are encouraged to develop links with florists to give learners an insight into different diverse floral arrangement designs. This may be through a floristry shop, trade shows, wedding exhibitions etc.

Indicative reading for learners

Textbooks

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

Batho R, Kay J and Waugh B – *The Beginner's Guide to Floristry, 2nd Edition* (Murdoch Books, 2001)
ISBN 9781853917875

Benjamin P, Van de Sluis M and De Bryne T – *Creativity with flower series* (Stichting Kunstboek BVBA, 2008)
ISBN 9789058562791

Gregor Lersch – *Principles of floral Design* (Donau Verlag) ISBN 9783871700668

Heinrichs B and Potthoff J – *100 Floral Ideas* (Floral Design Edition) ISBN 9783938521212

Journals and magazines

Cut Flower booklet – Flower Council of Holland

Cut Flower Care booklet – Flower Council of Holland

Fleur Creative

Floral Design

Fusion Flowers

The Flower Arranger

The Wholesale Florist and Buyer

Websites

www.flowercouncil.org

Flower Council of Holland

www.flowers.org.uk

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	consulting with and researching client requirements identifying problems and suggesting remedial actions
Creative thinkers	generating ideas for plans connecting own and others' ideas for floral arrangement designs
Reflective learners	reviewing the progress of floral arrangement designs setting goals with success criteria working within time constraints to complete diverse floral arrangement designs
Team workers	showing fairness and consideration to others when planning and developing designs taking responsibility, showing confidence in themselves and their contribution in relation to peer evaluation or evaluation of designs
Self-managers	organising time and resources, prioritising actions when planning and constructing designs anticipating, taking and managing risks as appropriate
Effective participators	proposing practical ways forward, breaking these down into manageable steps, when planning floral arrangement designs identifying improvements to designs that would benefit others as well as themselves.

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	taking part in discussions, and peer evaluation, exploring techniques and methods
Creative thinkers	planning and sketching designs
Reflective learners	evaluating processes during the construction of designs
Team workers	taking part in peer evaluation and group discussion
Self-managers	managing their time and assignment work, producing completed work in the required format for assessment.
Effective participators	working effectively in a group.

● 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 and compiling portfolios and presentations
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	
Manage information storage to enable efficient retrieval	
Follow and understand the need for safety and security practices	
Troubleshoot	
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	researching and compiling portfolios
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	
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 	researching and compiling portfolios and presentations such as a buying list, spreadsheet for costings
Bring together information to suit content and purpose	
Present information in ways that are fit for purpose and audience	
Evaluate the selection and use of ICT tools and facilities used to present information	
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	presenting information electronically

Skill	When learners are ...
Mathematics	
Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations	costing up and costing down within budgetary constraints producing site plans, quotations, spreadsheets and buying lists
Identify the situation or problem and the mathematical methods needed to tackle it	
Select and apply a range of skills to find solutions	
Use appropriate checking procedures and evaluate their effectiveness at each stage	
Interpret and communicate solutions to practical problems in familiar and unfamiliar routine contexts and situations	
Draw conclusions and provide mathematical justifications	
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	liaising and discussing customer requirements, presenting ideas and information verbally producing a written supporting letter and quotations researching and compiling portfolios and presentations.
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	