

Unit 12: Plan, Assemble and Evaluate Diverse Sympathy Floristry

Unit code:	M/601/4974
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 needed to create sympathy tributes 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 will help learners to develop the skills needed to produce a range of diverse sympathy designs in a variety of mediums. People working in all aspects of floristry must be able to produce sympathy tributes and provide a reliable quality service.

Learners will look at the preparation processes associated with sympathy tributes. They will advise customers, 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 sympathy tributes and experiment with methods of enhancing flower materials. They will recognise the importance of good workmanship and finish and 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 producing the final product to satisfy the customer's specification. Evaluation of the process will enable learners to recognise the importance of each stage in producing sympathy tributes for customers.

● Learning outcomes

On completion of this unit a learner should:

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

Unit content

1 Understand how to assemble diverse sympathy tributes

Design schema arrangement styles: decorative, form-linear, vegetative influences; features of diverse sympathy tributes using the principles and elements of design including wiring, binding, and tying

Physiological effects: eg of temperature, light, ventilation and preservatives on the materials inserted into floral medium

Selection of techniques: eg basing, clustering, layering, pave, pleating, pillowing, pinning, and stapling

Customer requirements: identification and resolution of complex customer/order requirements; possible problems with the planning of sympathy tributes and valid remedial action

Safe working practices: for assembly, manual handling and transportation of diverse sympathy tributes; current safe working practices and responsibilities contained within relevant legislation eg HASAW, sale of goods legislation and COSHH

2 Be able to plan, prepare and cost the assembly of diverse sympathy tributes

Plan, prepare and cost: sympathy designs, showing a diverse range of design styles; ordering of suitable materials at correct time; storage; preparation of sundry items eg large tributes and methods of soaking foam for these, preparation of edgings for tribute

Customer requirements: identification of customer order requirements from available information; accurate and realistic plans and design sketches; cost up and cost down

3 Be able to assemble diverse sympathy tributes

Materials: conditioned correctly; suitable for the design; appropriate to the customer's specifications

Tools and equipment: handle tools, materials, and equipment safely; minimise wastage, damage and contamination

Sympathy tributes decorative, vegetative and form-linear influenced, for example: tied sheaf; based designs, eg shapes, cross, heart; textured designs, eg cushion, posy; 2D or 3D tribute, eg emblem, tribute for a child, international tribute; customised tribute with accessories; coffin spray, for example single-ended, double-ended; biodegradable tribute, eg planted vegetative design

Select and prepare correctly: appropriate sundries, fresh materials, mediums (wet foam, moss/straw), accessories and containers, bases; techniques including mount wiring (single and double leg), support wiring, loop stitch, and binding, basing and layering techniques; selection of flower materials

Construction techniques: to a high technical standard; in line with decorative, form-linear, or vegetative design principles as appropriate; secure attachment of floral and other sundry materials to sympathy tributes; safe delivery of sympathy tributes, via the use of packaging materials, for presentation, protection and transportation

Customer specification: any necessary modifications within the terms of the design requirements

Record keeping: appropriate records; accurate, legible and stored correctly

4 Be able to evaluate diverse sympathy tributes

Criteria: budget, lasting qualities, and seasonal availability (budget, content, occasion, design style, customer requirements)

Areas for improvement: business sustainability; reduce waste; working practices; principles and the elements of design; commercial viability; packaging

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 sympathy tributes [CT, SM, RL]	M1 discuss a selection of sympathy tributes and the use of elements and principles of design, along with manipulation techniques	D1 explain, in detail, possible problems with the planning of sympathy tributes, recommending valid remedial action
P2 explain the reasons and methods for supporting vulnerable materials [CT, RL, IE]		
P3 explain how the use of non-traditional methods can aid innovation when creating sympathy tributes [IE]		
P4 state traditional and/or non-traditional techniques used to create sympathy tributes [CT, TW]		
P5 plan diverse floral tributes to meet customer requirements [CT, TW]	M2 explain how materials and costings meet customer requirements for a selected design	
P6 calculate the retail cost of sympathy tributes [IE]		
P7 select floral materials for sympathy tributes [SM, CT, IE]	M3 complete selected sympathy tributes demonstrating the use of a range of techniques and mediums	
P8 construct specified designs [CT, SM]		
P9 review the developing design [CT, IE]		
P10 complete diverse floral tributes within commercial timescales [CT, 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:
<p>P11 evaluate the completed design against the customer specification [RL, EP]</p>	<p>M4 evaluate a selection of designs in terms of commercial viability.</p>	<p>D2 evaluate, in detail, the completed design against criteria for diverse sympathy tributes, making appropriate recommendations for improvement.</p>
<p>P12 identify improvements to work practices. [RL, EP, TW]</p>		

PLTS: This summary references where applicable in the pass criteria, in the square brackets, the elements of the personal, learning and thinking skills. 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
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Essential guidance for tutors

Delivery

Delivery of this unit will involve practical assessments, written assessments, visits to suitable organisations 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 designs for a sympathy tribute. Assessors should complete observation records and/or witness statements as evidence of this. Guidance on the use of observation records and witness statements are 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 diverse sympathy. Delivery is likely to include formal lectures, discussions, demonstrations, site visits and independent learner research. Site visits could include wholesalers, sundry wholesalers, growers, trade shows, funeral directors etc.

Learning outcome 2 considers the planning, preparation and costing of sympathy tributes. 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 designs to meet customer specifications. Delivery is likely to include formal lectures, discussions, demonstrations, supervised practical sessions, site visits and independent learner research. Learners should have sufficient opportunity to observe professional practice in order to experience designs in a medium being produced in a commercial context.

Learning outcome 4 covers the evaluation of sympathy tributes, 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 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 and floristry facilities.
Assignment 1: Introduction to Sympathy Tributes (P1, P2, P3, P4, M1, D1)
Research a variety of sympathy tributes and the suitability of each design.
Theory – recap on principles and elements of design – introduction of techniques.
Practical – work through a selection of sympathy designs using a range of mediums and techniques.
Assignment 2: Calculating and Budgeting for Sympathy Designs (P5, P6, M2)
Theory – calculating and budgeting for a sympathy tribute, calculating both up and down.
Practical – work through a selection of sympathy designs using a range of mediums and techniques.
Assignment 3: Portfolio of Designs (P7, P8, P9, P10, M3)
Theory – producing a portfolio taking photographs and producing a CV.
Assignment 4: Evaluation and Reflection (P11, P12, M4, D2)
Theory on how to evaluate work – use of principles and elements of design.
Customer specifications and expectations.
Identify how to improve work practices.

Assessment

Learners must plan, construct and evaluate a minimum of five designs covering wired, glued and designs in a medium to achieve the assessment criteria for this unit.

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

P1, P2, P3, P4, M1 and D1 could be evidenced through learners producing of a reference tool for florists on diverse floral designs for sympathy tributes. Learners need to explain the arrangement styles and characteristics of at least eight sympathy tributes 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 manipulation techniques which can be used effectively with sympathy tributes.

Evidence for P5, P6 and M2 could be a detailed buying list for a number of sympathy tributes for a fictional customer. Learners need to research a selection of wholesalers for fresh products and sundries. They need to provide details of the quantities required for a selection of designs, showing an understanding of wrap sizes and differences in the availability of products according to price fluctuation. Learners should cost up and down and show the differences between wholesaler and retail prices, including skill/labour charges and profit.

P7, P8, P9, P10 and M3 could be assessed in practical sessions creating designs. A minimum of ten designs should be produced, showing workmanship and effective use of design principles and elements. The designs could be presented in several different formats to encourage learners to use technology.

For P11, P12, M4 and D2, learners could research and source four designs to evaluate in terms of the effective use of design principles and elements, identifying techniques and reflecting on commercial viability. Learners should consider the use of materials, seasonal availability and cost. Learners could then repeat the process for their own designs. This will help to develop learners' skills in evaluation, peer assessment and identifying commercial viability.

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, D1	Introduction to Sympathy Tributes	As a senior member of the floristry team in a flower shop you have been asked to design a reference tool for junior staff to refer to when advising customers about sympathy orders, including each type of sympathy tribute and the mediums used, along with the suitability for each customer's requirements (eight design styles suggested).	Practical sessions. Presentation. Work placement for feedback from employers.
P5, P6, M2	Calculating and Budgeting for Sympathy Designs	You are a freelance floral designer and a customer has requested four sympathy designs from your website and requires a total price for the designs. Produce a buying list including consideration of wrap size and stem amounts, availability, and relationship of wholesale price to retail price, clearly showing a skill/labour charge.	Written assignment.
P7, P8, P9, P10, M3	Portfolio of Designs	As a final piece of work produce a portfolio of 10 sympathy designs and a CV to take to an interview.	Practical sessions. Portfolio of evidence. Observation records.
P11, P12, M4, D2	Evaluation and Reflection	In order to improve design work we must reflect on it. Choose four sympathy designs from floral designers and evaluate each tribute in terms of commercial viability, customer expectations, cost/budget and areas for improvement. Choose a further four tributes from your own portfolio to discuss.	Written assignment. Presentation. Photographs. Videos.

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	Principles of Flower and Foliage Material Conditioning
Identification and Use of Flowers and Foliage	Practical Conditioning of Flower and Foliage Material

Essential resources

Learners should have access to a range of fresh and artificial materials for practical sessions, along with the appropriate sundries required to complete the tasks.

Employer engagement and vocational contexts

Centres are encouraged to develop links with local industry professionals, to give learners an insight into alternative ways of providing floral-related services, for example freelance florists, flower shops, flower wholesalers or sundry suppliers. Visits to establishments, use of guest lecturers from suitable organisations or work experience would enhance unit delivery and provide vocational context.

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

Cowling, Elizabeth – *Sympathy floristry for 21st century: Straight from the heart* (Billet Doux, 2002)
ISBN 9780954196011

Hessayon D – *The House Plant Expert: Book Two, 2nd Edition* (Expert, 2005) ISBN 9780903505611

Royal Horticultural Society – *Encyclopaedia of House Plants* (Whitecap Books, 1995) ISBN 9781551103075

The Society of Floristry – *Foliage for Florists, 2nd Edition* (The Society of Floristry, 2006) ISBN 9780955304309

The Society of Floristry – *Floristry Techniques Definitions booklet* (Society of Floristry, 2008)

Journals and magazines

Cut Flower – Flower Council of Holland

Cut Flower Care – Flower Council of Holland

Fleur Creatif

Flower for Funerals

Fusion Flowers

The Flower Arranger

The Florist and Wholesale Buyer

Websites

www.flowercouncil.org

Flower Council of Holland

www.flowers.org.uk

The Flowers and Plants Association

www.nafd.org.uk/funeral-profession/funeral-profession-home

The National Association of Funeral Directors

www.thrivefloristry.com

Thrive Floristry

DVDs

Smithers Oasis – *Baseline training and development of professional florist*

Professional floral tributes – volume 2

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 floral work, looking at a variety of construction methods explaining legislation related to the floristry industry
Creative thinkers	developing new concepts and designs through practical floral 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 completed tasks to improve in the future
Team workers	working within groups to achieve an end goal, carry out research or give team presentations on floral design concepts to the rest of the group
Self-managers	prioritising and managing self, working on own floral designs in a controlled and committed manner
Effective participators	participating fully in discussions and group activities interacting with guest speakers, and on 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 analysing information on current market trends
Creative thinkers	asking questions to gain further knowledge on the subject experimenting with new concepts adapting ideas as circumstances change eg current retail climate
Reflective learners	setting achievable goals reviewing progress of practical and assignment tasks
Team workers	developing skills for leadership organising the 'team' to complete floral-related tasks within a commercially viable timescale
Self-managers	showing commitment, dealing with the stress and pressure at peak periods of trading in the floristry industry
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	using ICT facilities within the centre to complete their course work using smart boards and PCs in class using interactive materials for teaching and learning researching subjects on the internet
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	
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 	
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	

Skill	When learners are ...
Mathematics	
Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations	suggesting flower content for any given sympathy tribute calculating the number of flowers required, the wrap size to be purchased and the relationship of wholesale to retail prices calculating skill/labour charge and profit costing up and down any sympathy tributes. considering how the customers perceived value will impact on calculating prices
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	reading material on the subject from a variety of sources for their assignment work producing clear and concise documents using correct floristry terminology
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	writing assignments taking session notes demonstrating listening, speaking and writing skills when taking order requests from customers.