

# Unit 14: Plan, Assemble and Evaluate Diverse Cultural Floristry Designs

<b>Unit code:</b>	<b>L/602/0734</b>
<b>QCF Level 3:</b>	<b>BTEC National</b>
<b>Credit value:</b>	<b>10</b>
<b>Guided learning hours:</b>	<b>60</b>

## ● Aim and purpose

This unit aims to introduce learners to the skills and knowledge needed to plan, assemble and evaluate diverse cultural floristry 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

The need to interpret floristry designs for different cultures and countries has become increasingly important and relevant in the UK. Those employed in the floristry industry should have the knowledge and skills to plan and construct a variety of floristry designs, for a range of occasions, specific to different cultures and countries.

This unit enables learners to investigate the use of flowers across a range of different cultures and countries. It will raise learner awareness of how flowers are used internationally, and within specific religions, for weddings, funerals, festivals, feast days and other special occasions.

The range of cultures and countries studied may be selected according to the cultural make up of the local area and learner group. This will make research more relevant and vocationally useful and enable the use of readily available resources. Through this unit learners will understand multicultural influences and apply them to commercial floristry situations.

Learners will look at the context of different festivals, feast days and special occasions for different cultural groups. Learners will research the events and the associated use of flowers. They will plan, assemble and evaluate suitable floral designs for a selection of events.

Learners will look at wedding and funeral ceremonies for a range of cultural groups and construct suitable floral designs.

## ● Learning outcomes

**On completion of this unit a learner should:**

- 1 Know feast days and festivals associated with different cultural groups and countries
- 2 Know floristry designs for marriage ceremonies for different cultural groups
- 3 Know floristry designs for funerals for different cultural groups
- 4 Be able to create a portfolio of diverse cultural floristry designs.

## Unit content

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### 1 Know feast days and festivals associated with different cultural groups and countries

*Cultural groups:* eg Christians, Hindus, Jews, Sikhs, Greek Orthodox, Buddhists, Muslims

*Floristry designs:* representative of and suitable for use in celebrating feast days, festivals, special occasions eg Advent, Chinese New Year, Diwali, Succot, harvest festivals, Pongal, Vesakha Puja, Holi, Tu B'Shevat

*Relevance to floristry industry:* understanding communities, commercially viable designs, themed displays, marketing opportunities, inclusive customer service

### 2 Know floristry designs for marriage ceremonies for different cultural groups

*Marriage ceremonies:* diverse range; to include a group which celebrate using a decorated canopy eg Jewish Chuppah, Hindu Mandap

*Floristry designs:* sequence of events; typical bridal attire; typical floristry designs for bridal and attendant flowers; typical quantities of flowers; use of colour; types of flowers and foliage; who is likely to order the flowers and who is likely to pay for them; when and for how long the flowers are kept in place; typical costs

*Relevance to floristry industry:* understanding communities, commercially viable designs, themed displays, marketing opportunities, inclusive customer service

### 3 Know floristry designs for funerals for different cultural groups

*Cultural and international groups:* a diverse range to include European and American

*Floristry designs:* this should cover symbolic or representative funeral designs, emblems; sequence of events; typical designs; typical quantities of flowers; use of colour; types of flowers and foliage; who is likely to order the flowers and who is likely to pay for them; typical costs; where, when and for how long the flowers are kept in place occasions where floral tributes are inappropriate

*Relevance to floristry industry:* understanding communities, commercially viable designs, themed displays, marketing opportunities, inclusive customer service

### 4 Be able to create a portfolio of diverse cultural floristry designs

*Floristry designs:* feast days/festivals, marriage ceremonies and funerals; portfolio display techniques and layout, use of appropriate information technology

*Evidence of planning diverse cultural floristry designs:* significance of the design, plans and sketches which are accurate, realistic; assessment of design requirements from available information; cost up, cost down, compilation of market buying lists; ordering materials to ensure optimum condition for the occasion, sources of materials

*Evidence of constructing diverse cultural floristry designs:* variety of construction methods eg hand tied, wired, glued and in a medium where appropriate; safe use of tools and equipment, risk assessment, appropriate PPE; use of fresh, dried and preserved materials where appropriate; use of accessories to enhance designs eg beads, sequins, fabric

*Evidence of evaluating diverse cultural floristry designs:* suitability for occasion; content, budget, technical standards and workmanship; client requirements; against original plans, principles and elements of design; recommendations to improve business sustainability and waste management; presentation in portfolio

## 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:
<p><b>P1</b> describe the use of flowers in selected festivals, feast days and special occasions associated with different cultural groups [IE, RL, SM, EP]</p>	<p><b>M1</b> explain the sequence of events associated with selected festivals, feast days and special occasions for different cultural groups</p>	<p><b>D1</b> explain, in detail, the relevance of selected festivals, feast days, weddings, funerals, for different cultural groups, to the floristry industry</p>
<p><b>P2</b> construct floristry designs which could be used during selected festivals, feast days and special occasions for different cultural groups [CT, TW, SM]</p>		
<p><b>P3</b> explain the significance of floristry designs constructed for festivals, feast days and special occasions for different cultural groups [IE, EP, CT]</p>		
<p><b>P4</b> identify and describe selected cultural floristry marriage designs and typical bridal attire [IE, RL, SM]</p>	<p><b>M2</b> explain the sequence of events associated with selected weddings for different cultural groups</p>	
<p><b>P5</b> construct designs which could be used for selected cultural and international weddings [CT, TW, SM]</p>		
<p><b>P6</b> explain the significance of designs constructed for the selected weddings [IE, EP, CT]</p>		

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:
<b>P7</b> identify and describe selected cultural floristry designs for funerals [IE, RL, SM]	<b>M3</b> explain the sequence of events associated with selected funerals for different cultural groups	<b>D2</b> evaluate, in detail, diverse floristry designs for selected cultures and/or countries making appropriate recommendations for improvements.
<b>P8</b> construct designs which could be used for selected cultural and international funerals [CT, TW, SM]		
<b>P9</b> explain the significance of designs constructed for selected funerals [IE, EP, SM]		
<b>P10</b> create a portfolio of diverse floristry designs for selected cultures and/or countries [CT, SM]	<b>M4</b> explain the choice of construction methods and materials used to achieve planned designs.	
<b>P11</b> suggest prices for selected designs [CT, IE]		
<b>P12</b> state sources of the specialist materials used. [IE, CT]		

**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	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

# Essential guidance for tutors

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## 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, visits to organisations and places of worship, visiting speakers, supervised practicals, internet and/or library-based research and the use of personal and/or industry experience would 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 construct designs for a cultural or international wedding or funeral, 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 gaining a good understanding of cultural and international influences.

Health and safety issues relating to working with plant materials and floristry equipment 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.

The cultural and international groups covered should be selected with tutor guidance so that learners are working on the same groups. Tutors should select the cultural groups to be studied according to the make up of the local community and learner group. For example, it would be advantageous to research Sikh wedding ceremonies if there is a large Sikh community locally, as resources and expert visitors will be easier to access. The cultural experience within the learner group should also be considered.

Learning outcome 1 covers the investigation of various feast days, festivals and special occasions and the design and construction of floristry designs which would typically be used in these events. This is likely to be delivered through formal lectures, discussion, site visits, supervised practicals and individual research. Visiting expert speakers could add to the relevance of the subject for learners. For example, representatives from the Hindu community could talk about the significance and celebration of Hindu festivals.

Learning outcome 2 covers research into the ceremonies for different cultural and international weddings and the design and construction of typical floristry designs. This is likely to be delivered through formal lectures, discussion, site visits, supervised practical sessions and individual research. Visiting expert speakers could add to the relevance of the subject for learners. For example, representatives from the Jewish community could talk about the Jewish wedding ceremony and the significance of the flowers used.

Learning outcome 3 covers research into the ceremonies for different cultural and international funerals and the design and construction of typical floristry designs. This is likely to be delivered through formal lectures, discussion, site visits, practical sessions and individual research. Visiting expert speakers could add to the relevance of the subject for learners. For example, florists experienced in multicultural floral design could talk about their work, typical designs used and the significance of these.

Learning outcome 4 covers the creation of a portfolio of work, which provides evidence of learner research into weddings and funerals. Photographic evidence of practical work should also be included. Price points for each featured design should be included together with the sources of specialist materials. It is expected that formal lectures, discussions, supervised practicals and individual learner research should form part of the delivery.

## 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.
<b>Assignment 1: Special Occasions, Feast Days and Festivals</b> (P1, P2, P3, M1, D1)
Theory – special occasions, feast days and festivals.
Practical – special occasion, feast day and festival designs including discussion of relevance to the floristry industry.
<b>Assignment 2: Portfolio of Cultural and International Floristry Designs</b> (P4, P5, P6, P7, P8, P9, P10, P11, P12, M2, M3, M4, D2)
Theory – portfolio design techniques, use of information technology in planning designs for inclusion in portfolios, costing, evaluation criteria for construction, health and safety and risk assessment.
Theory – cultural and international wedding ceremonies and floristry design, planning designs for wedding ceremonies, ordering specialist materials.
Practical – construction of designs for cultural and international wedding ceremonies.
Theory – cultural and international funeral ceremonies and floristry design, planning designs for funeral ceremonies, ordering specialist materials.
Practical – construction of designs for cultural and international funeral ceremonies.
Practical/theory – portfolio design and construction.
Theory – evaluation of designs against relevant criteria.
Unit review.

## Assessment

Learners must construct a minimum of 10 different designs covering a variety of mediums. They should study a minimum of five different cultures and/ or countries.

P1, P2, P3, M1, D1 could be assessed through learners producing a special occasions, feast days and festivals year book. Learners need to investigate a variety of cultural groups and identify at least 12 special occasions, feast days or festivals which are relevant to florists throughout the year. Learners need to describe the use of flowers for these events, possibly including pictorial evidence, explain the sequence of events and the relevance of these events to the floristry industry. They should construct a minimum of four designs which could be used at these events and explain the significance of the constructed designs.

P4, P5, P6, P7, P8, P9, P10, P11, P12, M2, M3, M4, D2 could be assessed through learners producing a portfolio of cultural and international floristry designs. Learners could identify and describe selected marriage and funeral designs for cultural groups. Learners should identify and describe appropriate wedding designs, bridal attire and explain the sequence of events for the ceremonies. They should plan and produce relevant documents in preparation for constructing designs, including suggested price and where to source specialist materials. They must construct a minimum of two designs for marriage ceremonies, including a culture which celebrates using a decorated canopy and two funeral designs including one European and one American funeral design. They should use a variety of construction methods to include hand tied, wired, glued and in a medium. They could create a portfolio, possibly using information technology, and evaluate completed pieces for suitability for inclusion in the portfolio, including recommendations for improvements where appropriate.

### 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, D1	Special Occasions, Feast Days and Festivals	You are a manager in a floristry shop and are planning your shop displays for the year. You need to detail different events which would be relevant to a range of cultural groups throughout the year, including a record of how to construct certain designs, cost them and where to source specialist materials.	Video. Calendar. Photobook. Essay. Presentation. Workbook.
P4, P5, P6, P7, P8, P9, P10, P11, P12, M2, M3, M4, D2	Portfolio of Cultural and International Floristry Designs	You are a freelance florist who works on a variety of cultural weddings and funerals both in the UK and abroad. You should create a portfolio of your work showing your understanding of marriage and funeral ceremonies, giving examples of appropriate designs you have constructed.	Photobook. e-portfolio. Presentation. 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
Plan Prepare and Construct Wedding Designs with Floral Materials	Plan, Assemble and Evaluate Diverse Wedding Designs
Plan, Prepare and Construct Funeral Designs	Plan, Assemble and Evaluate Diverse Funeral Designs
	Plan, Assemble and Evaluate Accessories and Novelty 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.

Learners will need access to a studio or classroom, tables of a suitable height, good lighting and computers.

Textbooks, journals, magazines, IT and internet support should be available to provide and underpin knowledge.

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 cultural designs. This may be through a floristry shop, trade shows, wedding exhibitions, cultural events and celebrations etc.

Visits should be arranged to places of worship and to various reception venues. Contact should be made with local multicultural and international associations, and retail florists who specialise in producing floral designs for different cultural groups.

## Indicative reading for learners

### Textbooks

Lakhani S and Lakhani J – *Hinduism for Schools* (Vivekananda Centre London, 2005) ISBN 9780954956707

Malouf L – *Behind the Scenes at Special Events: Flowers, Props, and Design* (John Wiley and Sons, 1998) ISBN 9780471254911

Ost D – *East Meets West* (Editions Lannoo SA, 2006) ISBN 9789020966053

Ost D and Gabriel J – *Remaining Flowers* (Lannoo Printers & Publishers, 2005) ISBN 9789020966053

Warrier S and Walshe J – *Dates and Meanings of Religious and other Multi-Ethnic Festivals 2002–2005* (Foulsham, 2001) ISBN 9780572026592

### Journals and magazines

*Asian Wedding*

*Asiana Bride*

*Florist & Wholesale Buyer*

*Fusion Flowers*

*Wedding Flowers*

### Websites

[www.bbc.co.uk](http://www.bbc.co.uk)

BBC

[www.festivalshop.co.uk](http://www.festivalshop.co.uk)

The Festival Shop

[www.flowercouncil.org.uk](http://www.flowercouncil.org.uk)

Flower Council of Holland

[www.flowers.org.uk](http://www.flowers.org.uk)

The Flowers and Plants Association

[www.metz.nl](http://www.metz.nl)

Metz Flowers and Plants

[www.smithersoasis.com](http://www.smithersoasis.com)

Smithers-Oasis Company



## 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 ...
<b>Independent enquirers</b>	researching events for different cultural groups costing designs for the commercial environment reporting on the significance of flowers for selected events
<b>Creative thinkers</b>	planning designs for selected cultural events, including selecting materials to construct designs suggesting solutions to possible problems constructing designs for selected cultural events creating a portfolio of their designs
<b>Reflective learners</b>	evaluating and reflecting on constructed designs explaining the relevance of cultural events to the floristry industry
<b>Team workers</b>	carrying out practical tasks safely creating documentation such as year books or material lists that other professionals could use working on large-scale designs as part of a team, such as decorating a canopy
<b>Self-managers</b>	selecting appropriate tools and equipment for assembling cultural designs
<b>Effective participators</b>	describing how to improve the construction of cultural 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 ...
<b>Independent enquirers</b>	investigating current health and safety legislation and the use of risk assessments working with clients to create design specifications
<b>Creative thinkers</b>	applying techniques and theory to assemble commercial cultural designs
<b>Reflective learners</b>	evaluating own performance evaluating selected designs action planning and target setting for future activities
<b>Team workers</b>	providing help and support to peers during tasks
<b>Self-managers</b>	completing risk assessments completing cultural designs
<b>Effective participators</b>	investigating problems that occur when tools and equipment are used incorrectly.

## ● Functional Skills — Level 2

Skill	When learners are ...
<b>ICT – Use ICT systems</b>	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	presenting information on cultural designs
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	presenting buying lists for appropriate fresh materials and sundries
Manage information storage to enable efficient retrieval	saving word processed work over a period of time to present a final piece of work
Follow and understand the need for safety and security practices	
Troubleshoot	
<b>ICT – Find and select information</b>	
Select and use a variety of sources of information independently for a complex task	researching the internet for cultural events
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	researching different design styles
<b>ICT – Develop, present and communicate information</b>	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> <li>• text and tables</li> <li>• images</li> <li>• numbers</li> <li>• records</li> </ul>	creating a portfolio of designs
Bring together information to suit content and purpose	creating year books and portfolios
Present information in ways that are fit for purpose and audience	presenting their design portfolios
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	
<b>Mathematics</b>	
Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations	costing designs
Identify the situation or problem and the mathematical methods needed to tackle it	costing designs

Skill	When learners are ...
Select and apply a range of skills to find solutions	costing designs constructing designs in proportion and with appropriate quantities of flowers
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	presenting information regarding cultural events and floristry design
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	researching cultures, events and floristry designs
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	reporting on cultural events, sequence of events and floristry designs suitable for these events reporting on the construction methods used explaining the significance of designs explaining relevance of festivals to commercial floristry evaluating and reflecting on constructed designs.