

# Unit 7: Issues and Legislation in Floristry

<b>Unit code:</b>	<b>F/602/0729</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 related to issues and legislation in floristry 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 their skills in applying and managing health and safety in the floristry workplace effectively. By looking closely at health and safety legislation and carrying out risk assessments, learners will become more aware of the risks associated with their industry and of their own role in establishing, maintaining and improving safe working practices for themselves and others.

Learners will explore why a good health and safety policy is essential in the workplace and the responsibility of all employees to follow and maintain the policy.

Learners will consider how to record accidents and incidents, not only for their own wellbeing and that of their colleagues, but also to comply with the law. Evacuation in the case of a fire, bomb alert or other emergencies will also be considered.

## ● Learning outcomes

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

- 1 Know the main legislative and enforcement processes
- 2 Understand safe working practices in retail floristry
- 3 Know chemicals and other substances hazardous to health
- 4 Understand staff training and health and safety.

# Unit content

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## 1 Know the main legislative and enforcement processes

*Legislation:* current relevant legislation eg Offices, Shops and Railway Premises Act 1963, Employers Liability (Compulsory Insurance) Act 1969, Health and Safety at Work Act 1974, Control of Substances Hazardous to Health (COSHH) Regulations 2002, Electricity at Work Regulations 1989, Workplace (Health, Safety and Welfare) Regulations 1992, Personal Protective Equipment at Work Regulations 1992, Provision and Use of Work Equipment Regulations 1998, Plant Health (Great Britain) Order 1993 (and amendments), Agriculture and Horticulture Act 1964, Working Time Regulations 1998 (and amendments), Fire Precautions Act 1971, Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 1995, Health and Safety (First Aid) Regulations 1981; enforcers (Health and Safety Executive (HSE), Local Authority, police, fire service); jurisdiction of enforcers; enforcement eg warnings, fines, prohibition, prosecution and imprisonment; working hours, rest periods, minimum pay

## 2 Understand safe working practices in retail floristry

*Common hazards and appropriate control measures:* safety policy; risk assessment; accident and sickness records; inspection of equipment; hazards eg wet floor, organic debris, chemicals, tools, equipment

*Safety:* use of electrical equipment; Portable Appliance Testing (PAT); disposal of debris; building displays; ventilation; heating; sanitation; lighting; first aid (materials, equipment, personnel); correct use of fire extinguishers, blankets; evacuation drills for fire and bombs; recording of accidents and incidents; use of tools and equipment; procedures for security of cash and premises (personal belongings, money security, credit card data); personal safety in threatening situations eg menace, robbery; manual handling and lifting techniques; money security; minimisation of risks

## 3 Know chemicals and other substances hazardous to health

*Hazardous substances:* cleaning materials; spray paints; pesticides; fertilisers; materials eg wet and dry foam; flower and plant food; poisonous plant materials (recognition, symptoms and treatment); dusts; vapours; micro-organisms; effects of exposure to hazardous substances eg burns, inflammation, respiratory sensitisation, asthma, emphysema, cancer; teratogenic effects, infection

*Chemicals:* toxic substances (materials which may be hazardous to health commonly found in a retail florist shop); control, use and suitable methods of storage; use of labels, pictograms; current relevant legislation eg Control of Substances Hazardous to Health (COSHH) Regulations 2002

## 4 Understand staff training and health and safety

*Health and safety policy and manual:* eg health and safety meetings, discussions, instruction, method of sharing and disseminating information, risk assessments, systems of work; accident records eg use of accident records, statistics and comparisons of theory with practice; staff training methods (motivation, involvement in decisions); use of health and safety signs and posters

## 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:
<b>P1</b> identify current legislation and regulation relevant to floristry workplaces [IE]	<b>M1</b> discuss selected enforcement agencies appropriate to floristry workplaces	<b>D1</b> evaluate the effectiveness of a selected health and safety policy for a floristry workplace making recommendations for improvement
<b>P2</b> describe enforcement processes appropriate to floristry workplaces [IE, RL, EP]		
<b>P3</b> explain safe working practices within retail floristry [CT, IE, TW, EP]		
<b>P4</b> suggest appropriate health and safety policy [CT, EP, TW, RL]		
<b>P5</b> describe risks and hazards common to floristry workplaces [IE, RL]	<b>M3</b> complete risk assessments for selected common chemicals and substances hazardous to health in the floristry workplace	<b>D2</b> assess the effectiveness and security for the storage and management of selected chemicals in a selected floristry workplace
<b>P6</b> outline common chemicals and substances hazardous to health in the floristry workplace [IE, RL]		
<b>P7</b> describe health and safety requirements in a floristry workplace [IE, TW, EP]		
<b>P8</b> explain how staff training could improve health and safety in the floristry workplace [IE, RL, TW, EP]	<b>M4</b> explain methods of raising staff awareness of health and safety issues in the floristry workplace	

**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.

<b>Key</b>	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 assessment, visits to suitable collections and will link to industrial experience placements.

Tutors delivering this unit have opportunities to use as wide a range of techniques as possible. Lectures, discussions, seminar presentations, site visits, 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 undertaking any work-related activities so that naturally occurring evidence can be collected at the time. For example, learners may have the opportunity to discuss safety control methods or methods of storing and managing chemicals within a retail florist environment. Appropriate observation records and/or witness statements should be completed by assessors/supervisors 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 health and safety, sound environmental management and the need to manage the resource using approved methods.

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

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.

## 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: Floristry Health and Safety Policy</b> (P1, P2, P3, P4, M1, M2, D1)
Theory – legislation.
Theory – enforcement and enforcement agencies.
Theory – safeworking practices and control methods.
Theory – producing health and safety policies.
<b>Assignment 2: Florist's Guide To COSHH</b> (P5, P6, P7, P8, M3, M4, D2)
Theory – health and safety requirements in the floristry workplace.
Theory – risks and hazards in floristry.
Theory – common chemicals and substances hazardous to health.

## Topic and suggested assignments/activities and/assessment

Theory – COSHH assessments.

Theory – staff training and awareness.

Unit review.

## Assessment

P1, P2, P3, P4, M1, M2 and D1 could be assessed through learners producing a health and safety policy for a florist's shop. By way of an introduction to the policy, learners could identify relevant current health and safety legislation. Learners should identify a minimum of four pieces of current legislation that apply to the floristry workplace. They should discuss the enforcement process for these pieces of legislation and the agencies who enforce them. They should also explain safe working practices within retail floristry. Learners should suggest appropriate health and safety policy for a minimum of four areas within retail floristry and explain a minimum of eight control methods used to minimise health and safety hazards. They should evaluate the effectiveness of a selected health and safety policy for floristry workplace recommending improvements.

P5, P6, P7, P8, M3, M4 and D2 could be assessed through learners creating a florist's guide to COSHH. Learners should describe a minimum of 10 risks and hazards common to floristry workplaces and outline a minimum of eight common chemicals and/or substances hazardous to health within the floristry industry. They should complete COSHH risk assessments for five of these. Learners should describe health and safety requirements in a floristry workplace. They should also explain how staff training can improve health and safety. They should explain four methods of raising staff awareness of health and safety issues. Finally, learners should assess the effectiveness and security for the storage and management of chemicals and substances hazardous to health in the selected floristry workplace.

## 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, M2, D1	Floristry Health and Safety Policy	You are the manager of a busy flower shop which employs six staff. You are to produce a health and safety policy highlighting significant, current legislation that applies to your shop.	Report. Booklet. Presentation.
P5, P6, P7, P8, M3, M4, D2	Florist's Guide to COSHH	You own a flower shop and recently your staffing team has changed. You are to produce a training manual on the issues your new staff should be aware of with regard to health and safety and in particular, the common chemicals and substances hazardous to health that they will be working with.	Booklet. Presentation.Video.

## 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 Land-based Industries	Undertake and Review Work Related Experience in the Land-based Industries

### Essential resources

The Health and Safety Executive's website, leaflets and booklets give further information that can be used as a basis for formulating a health and safety policy relevant to the floristry industry. Researching other internet sites will add to learners' ability to recognise poisonous and irritant plants and foliages, chemicals and other substances commonly used in a retail florist which can be hazardous to health.

Other useful contacts include Lantra and the local authority (Environmental Health Department). The police authority may be willing to send a representative to speak to learners on the security of money, premises and property. The fire service can give advice and information and they too may be willing to provide an expert speaker.

### Employer engagement and vocational contexts

Centres are encouraged to develop links with florists to give learners an insight into different safe working practices and ways of minimising health and safety risks in the floristry workplace. This may be through visiting floristry shops, trade shows, and freelance florists.

Visits should be arranged to appropriate floristry workplaces to show health and safety issues and legislation in practice. Contact should be made with local businesses, retail florists, flower wholesalers, floristry industry professionals and health and safety professionals to give guest lectures on specific areas of health and safety issues and legislation.

### Indicative reading for learners

#### Websites

[www.hse.gov.uk](http://www.hse.gov.uk)

Health and Safety Executive

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

Lantra Sector Skills Council

#### Other

HM Government leaflets – *particularly those published by the Health and Safety Executive*

## 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>	identifying current legislation, discussing enforcement processes and agencies and evaluating health and safety policies
<b>Creative thinkers</b>	completing risk assessments, explaining methods of raising staff awareness to minimise risks in the floristry workplace
<b>Reflective learners</b>	evaluating the effectiveness of health and safety policies and procedures in the floristry workplace
<b>Team workers</b>	explaining how staff training could improve health and safety in the workplace
<b>Effective participators</b>	describing health and safety requirements in the workplace.

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>	considering the influence of legislation and working practices in the floristry workplace and the impact on the health and safety of staff
<b>Creative thinkers</b>	researching health and safety legislation
<b>Team workers</b>	providing feedback and support to other learners during class discussions and in group work scenarios
<b>Self-managers</b>	organising their time for research and development of ideas
<b>Effective participators</b>	identifying improvements that would benefit their own health and safety and that of others in the workplace.

## ● 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	researching current legislation
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	producing presentations and reports on health and safety issues
Manage information storage to enable efficient retrieval	saving work for ongoing development
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 safe working practices and common chemicals hazardous to health in the floristry industry.
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	
<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>	developing reports, leaflets, booklets and presentations on health and safety issues and legislation
Bring together information to suit content and purpose	developing reports, leaflets, booklets and presentations on health and safety issues and legislation
Present information in ways that are fit for purpose and audience	developing reports, leaflets, booklets and presentations on health and safety issues and legislation
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 ...
<b>Mathematics</b>	
Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations	creating COSHH assessments
Identify the situation or problem and the mathematical methods needed to tackle it	creating COSHH assessments
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	
<b>English</b>	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	presenting work and evaluating the effectiveness of health and safety policies produced by others
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	researching issues and legislation in the floristry industry
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	producing reports, presentations and other documents on issues and legislation in the floristry industry