QUALIFICATION HANDBOOK

Level 1/2/3 Awards/Certificates in Floral Design (7144)

October 2017 Version 1.1

City & Guilds

Qualification at a glance

Subject area	**Floral Design**
City & Guilds number	7144
Age group approved	16 – 18, 19+
Entry requirements	N/A
Assessment	Assignments
Fast track	Available
Support materials	Centre handbook Assessment pack
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Title and level	City & Guilds number	Accreditation number
Level 1 Award in Floral Design (Contemporary Flower Arrangement - Free Standing)	7144-01	600/4461/5
Level 1 Award in Floral Design (Contemporary Flower Arrangement - Table Décor)	7144-01	600/4462/7
Level 1 Award in Floral Design (Traditional Flower Arrangement - Free Standing)	7144-01	600/4463/9
Level 1 Award in Floral Design (Traditional Flower Arrangement - Table Décor)	7144-01	600/4464/0
Level 2 Award in Floral Design (Contemporary Flower Arrangement - Free Standing)	7144-02	600/4498/6
Level 2 Award in Floral Design (Contemporary Flower Arrangement - Table Décor)	7144-02	600/4458/5
Level 2 Award in Floral Design (Traditional Flower Arrangement - Free Standing)	7144-02	600/4459/7
Level 2 Award in Floral Design (Traditional Flower Arrangement - Table Décor)	7144-02	600/4460/3
Level 3 Award in Floral Design (Contemporary Flower Arrangement - Free Standing)	7144-03	600/4465/2
Level 3 Award in Floral Design (Contemporary Flower Arrangement - Table Décor)	7144-03	600/4466/4

Level 3 Award in Floral Design (Traditional Flower Arrangement - Free Standing)	7144-03	600/4467/6
Level 3 Award in Floral Design (Traditional Flower Arrangement - Table Décor)	7144-03	600/4468/8
Level 1 Certificate in Floral Design	7144-11	600/4516/4
Level 2 Certificate in Floral Design	7144-12	600/4515/2
Level 3 Certificate in Floral Design	7144-13	600/4514/0

Version and date	Change detail	Section
1.1 October 2017	Added TQT and GLH details Deleted QCF	Qualification at a Glance, Structure Appendix

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1 Introduction

This document tells you what you need to do to deliver the qualifications:

Area	Description
Who is are the qualifications for?	For candidates with an interest in Floral design
What do the qualifications cover?	They allow candidates to learn, develop and practise the skills required for career progression into the floristry sector.
What opportunities for progression are there?	They allow candidates to progress on to the following **City & Guilds NPTC** qualifications: • Level 2 Award, Certificate and Diploma in Floristry (0351-02) • Level 3 Award, Certificate and Diploma in Floristry (0351-03)

Structure

Level 1 Awards

To achieve the Level 1 Award in Floral Design (Contemporary Flower Arrangement - Free Standing), learners must achieve **4** credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
D/503/7141	103	Contemporary flower arrangement - free standing	4

To achieve the Level 1 Award in Floral Design (Contemporary Flower Arrangement - Table Décor), learners must achieve **4** credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
H/503/7142	104	Contemporary flower arrangement - table décor	4

To achieve the Level 1 Award in Floral Design (Traditional Flower Arrangement - Free Standing), learners must achieve **4** credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
K/503/7143	105	Traditional flower arrangement - free standing	4

To achieve the Level 1 Award in Floral Design (Traditional Flower Arrangement - Table Décor), learners must achieve **4** credits from the mandatory unit.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
M/503/7144	106	Traditional flower arrangement - table décor	4

Level 2 Awards

To achieve the Level 2 Award in Floral Design (Contemporary Flower Arrangement - Free Standing), learners must achieve **6** credits from the mandatory unit

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
L/503/7149	203	Contemporary flower arrangement - free standing	6

To achieve the Level 2 Award in Floral Design (Contemporary Flower Arrangement - Table Décor), learners must achieve **6** credits from the mandatory unit

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
J/503/7151	204	Contemporary flower arrangement - table décor	6

To achieve the Level 2 Award in Floral Design (Traditional Flower Arrangement - Free Standing), learners must achieve **6** credits from the mandatory unit

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
L/503/7152	205	Traditional flower arrangement - free standing	6

To achieve the Level 2 Award in Floral Design (Traditional Flower Arrangement - Table Décor), learners must achieve **6** credits from the mandatory unit

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
R/503/7153	206	Traditional flower arrangement - table décor	6

Level 3 awards

To achieve the Level 3 Award in Floral Design (Contemporary Flower Arrangement - Free Standing), learners must achieve **10** credits from the mandatory units

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
D/503/7169	303	Contemporary flower arrangement - free standing	10

To achieve the Level 3 Award in Floral Design (Contemporary Flower Arrangement - Table Décor), learners must achieve **10** credits from the mandatory units

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
R/503/7170	304	Contemporary flower arrangement - table décor	10

To achieve the Level 3 Award in Floral Design (Traditional Flower Arrangement - Free Standing), learners must achieve **10** credits from the mandatory units

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Y/503/7171	305	Traditional flower arrangement - free standing	10

To achieve the Level 3 Award in Floral Design (Traditional Flower Arrangement - Table Décor), learners must achieve **10** credits from the mandatory units

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
D/503/7172	306	Traditional flower arrangement - table décor	10

Certificates

To achieve the **Level 1 Certificate in Floral Design (7144-11)** learners must achieve **6** credits from the mandatory units and **8** credits from the optional units.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
H/503/7139	101	Explore design ideas	3
Y/503/7140	102	Exploring ideas and techniques for floral design	3
Optional			
D/503/7141	103	Contemporary flower arrangement - free standing	4
H/503/7142	104	Contemporary flower arrangement - table décor	4
K/503/7143	105	Traditional flower arrangement - free standing	4
M/503/7144	106	Traditional flower arrangement - table décor	4

To achieve the **Level 2 Certificate in Floral Design (7144-12)** learners must achieve **8** credits from the mandatory units and **12** credits from the optional units.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
F/503/7147	201	Developing design ideas	4
J/503/7148	202	Exploring ideas and techniques for floral designs	4
Optional			
L/503/7149	203	Contemporary flower arrangement - free standing	6
J/503/7151	204	Contemporary flower arrangement - table décor	6
L/503/7152	205	Traditional flower arrangement - free standing	6
R/503/7153	206	Traditional flower arrangement - table décor	6

To achieve the **Level 3 Certificate in Floral Design (7144-13)** learners must achieve **10** credits from the mandatory units and **20** credits from the optional units.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory			
K/503/7174	301	Researching design ideas and concepts	5
M/503/7175	302	Develop and innovate ideas for floral designs	5
Optional			
D/503/7169	303	Contemporary flower arrangement - free standing	10
R/503/7170	304	Contemporary flower arrangement - table décor	10
Y/503/7171	305	Traditional flower arrangement - free standing	10
D/503/7172	306	Traditional flower arrangement - table décor	10

Total Qualification Time

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a Learner to achieve a qualification. It includes both guided learning hours (which are listed separately) and hours spent in preparation, study and assessment.

Title and level	GLH	TQT
Level 1 Award in Floral Design (Contemporary Flower Arrangement - Free Standing)	30	40
Level 1 Award in Floral Design (Contemporary Flower Arrangement - Table Décor)	30	40
Level 1 Award in Floral Design (Traditional Flower Arrangement - Free Standing)	30	40
Level 1 Award in Floral Design (Traditional Flower Arrangement - Table Décor)	30	40
Level 1 Certificate in Floral Design	115	140

2 Centre requirements

Approval

If your Centre is approved to offer the flowing Level 1/2/3 Awards/Certificates/Diplomas in Creative Techniques:

7111-06 7111-16 7111-26
7112-06 7112-16 7112-26
7113-06 7113-16 7113-26

then you can apply for the new Level 1/2/3 Awards in Floral Design (7144-01/02/03) and the new Level 1/2/3 Certificates in Floral Design (7144-11/12/13) approval using the **fast track approval form**, available from the City & Guilds website.

Centres should use the fast track form if:

- there have been no changes to the way the qualifications are delivered, and
- they meet all of the approval criteria in the fast track form guidance notes.

Fast track approval is available for 12 months from the launch of the qualification. After 12 months, the Centre will have to go through the standard Qualification Approval Process. The centre is responsible for checking that fast track approval is still current at the time of application.

To offer these qualifications, new centres will need to gain both centre and qualification approval. Please refer to the *Centre Manual - Supporting Customer Excellence* for further information.

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualifications before designing a course programme.

Resource requirements

Centre staffing

Staff delivering these qualifications must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- be occupationally competent or technically knowledgeable in the areas for which they are delivering training and/or have experience of providing training. This knowledge must be to the same level as the training being delivered
- have recent relevant experience in the specific area they will be assessing
- have credible experience of providing training.

Centre staff may undertake more than one role, eg tutor and assessor or internal verifier, but cannot internally verify their own assessments.

Assessors and internal verifiers

Assessor/Verifier (A/V) units are valued as qualifications for centre staff, but they are not currently a requirement for the qualifications

Continuing professional development (CPD)

Centres must support their staff to ensure that they have current knowledge of the occupational area, that delivery, mentoring, training, assessment and verification is in line with best practice, and that it takes account of any national or legislative developments.

Candidate entry requirements

City & Guilds does not set entry requirements for these qualifications. However, centres must ensure that candidates have the potential and opportunity to gain the qualifications successfully.

Age restrictions

City & Guilds cannot accept any registrations for candidates under 16 as these qualifications are not approved for under 16s.

3 Delivering the qualification

Initial assessment and induction

An initial assessment of each candidate should be made before the start of their programme to identify:

- if the candidate has any specific training needs,
- support and guidance they may need when working towards their qualifications.
- any units they have already completed, or credit they have accumulated which is relevant to the qualifications.
- the appropriate type and level of qualification.

We recommend that centres provide an induction programme so the candidate fully understands the requirements of the qualifications, their responsibilities as a candidate, and the responsibilities of the centre. This information can be recorded on a learning contract.

Support materials

The following resources are available for these qualifications:

Description	How to access
Assessment Pack for centres	www.cityandguilds.com
fast track approval forms	www.cityandguilds.com

Recording documents

Candidates and centres may decide to use a paper-based or electronic method of recording evidence.

City & Guilds endorses several ePortfolio systems, including our own, **Learning Assistant**, an easy-to-use and secure online tool to support and evidence learners' progress towards achieving qualifications. Further details are available at: **www.cityandguilds.com/eportfolios**.

4 Assessment

Assessment of the qualification

All units are assessed by assignments.

Please refer to the City & Guilds assessment pack which can be found at www.cityandguilds.com

Assessment strategy

Assessments
This qualification is assessed by assignments. These assignments assess in a number of ways to provide a clear indication of candidate knowledge and skills. These include:

- practical tasks
- knowledge and understanding tasks.

The assessments are set by City & Guilds and are administered by the centre when the candidate is ready. They are graded internally, using the information provided and the outcomes recorded on the documents provided by City & Guilds. Assessments are subject to internal and external verification.

For further details please refer to the Assessment Pack.

Recognition of prior learning (RPL)

Recognition of prior learning means using a person's previous experience or qualifications which have already been achieved to contribute to a new qualification.

RPL is not allowed for this qualification.

5 Units

Availability of units

Below is a list of the learning outcomes for all the units.

Structure of units

These units each have the following:

- City & Guilds reference number
- unit accreditation number
- title
- level
- credit value
- unit aim
- relationship to NOS, other qualifications and frameworks
- endorsement by a sector or other appropriate body
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria
- notes for guidance.

Unit 101 Exploring design ideas

UAN:	**H/503/7139**
Level:	Level 1
Credit value:	3
GLH:	28
Relationship to NOS:	This unit is linked to the following National Occupational Standards for Creative and Cultural Skills : CR 6, 8, 9, 13, 14, 15, 17, 21, 22, 24, 30, 31 DES 5, 8, 10, 11
Endorsement by a sector or regulatory body:	This unit is endorsed by Creative and Cultural Skills, the Sector Skills Council for Craft and Design
Aim:	This unit provides the candidate with the practical skills and knowledge needed to understand how simple design ideas are created using materials for colour, line and texture.

Learning outcome
The learner will: 1. Know how to work safely and effectively when exploring design ideas
Assessment criteria
The learner can: 1.1 Identify Health and Safety **regulations** relating to **tools and equipment** used in basic design work 1.2 Identify Health and Safety risks relating to **materials** used in basic design work

Range
Regulations COSHH, Health and Safety at Work Act **Tools and equipment** adhesive , cutting tools, drawing tools, applicators **Materials** colouring mediums, graphite, papers

Learning outcome
The learner will: 2. Be able to prepare for design work
Assessment criteria
The learner can: 2.1 Select **craft materials** to sample design ideas 2.2 Select **tools and equipment** to sample design ideas 2.3 Store craft materials, tools and equipment correctly

Range
Craft materials common craft materials related to design – papers, drawing mediums, colouring mediums and similar items **Tools and equipment** adhesive , cutting tools, drawing tools, applicators

Learning outcome
The learner will: 3. Be able to experiment with design ideas
Assessment criteria
The learner can: 3.1 **Experiment** with design materials to create visuals 3.2 **Explore the potential** of design materials through experimentation

Range
Experiment eg bend, fold, ease, cut, colour **Explore the potential** use materials to experiment where there is no known outcome

Learning outcome
The learner will: 4. Be able to experiment with different materials, mediums and techniques to create designs
Assessment criteria
The learner can: 4.1 Create a **primary** and **secondary** colour wheel with colouring materials 4.2 Create **gradations of primary colours** with colouring materials 4.3 Create **accent colours** 4.4 Create marks and lines using **mediums** 4.5 Create low relief using mediums 4.6 Make overlays 4.7 Create contrast using overlays 4.8 Create visual texture using mediums

Range
Primary magenta, cyan and yellow **Secondary** violet, green and orange **Gradations of primary colours** a colour ladder to show the central primary colour working out in stages to white and to black **Accent colours** a small proportion of the complimentary colour adjacent to its primary **Mediums** **Wet mediums** eg Ink, paint and similar items **Dry mediums** eg crayon, graphite, wax and similar items **Marks** contrasting lines, expressive lines, dots, dashes and similar drawn expressions **Low relief** low level 3D effects **Overlays** Transparent or translucent materials layered over underlying materials

Visual texture
eg colour discharge, resists, rubbing, sponging, spraying, stippling, and similar

Learning outcome
The learner will: 5. Be able to evaluate and record design work
Assessment criteria
The learner can: 5.1 Produce records of design ideas 5.2 Evaluate results of design work

Range
Records •**written record** •**visual record** the experimentations undertaken, or photographs where the life of the materials renders storage impractical **Evaluate** identify/record strengths and weaknesses of the designs undertaken

Unit 102 Exploring ideas and techniques for floral design

UAN:	**Y/503/7140**
Level:	Level 1
Credit value:	3
GLH:	27
Relationship to NOS:	This unit is linked to the following National Occupational Standard for Creative and Cultural Skills : CR6, 8, 9, 13, 14, 15, 17, 21, 22, 24, 30, 31 DES 7, 9, 10, 11 This unit is also linked to the following National Occupational Standard for LANTA LAN FLR 6, 8
Endorsement by a sector or regulatory body:	This unit is endorsed by LANTRA and the Sector Skills Council for Land Based and Environmental Industries
Aim:	This unit enables the candidate to experiment and sample a practical process, idea or technique with materials for Floral Designs.

Learning outcome
The learner will: 1. Know how to work safely and effectively when using tools and equipment in floral design
Assessment criteria
The learner can: 1.1 Identify Health and Safety regulations relating to tools and equipment used in basic floral design 1.2 Identify Health and Safety risks relating to materials used in basic floral design

Range
Regulations COSHH, Health and Safety at Work Act **Tools and equipment** eg adhesive , cutting tools, tape, wires **Risk** eg irritant, poisonous

Learning outcome
The learner will: 2. Be able to prepare for sampling design ideas and techniques
Assessment criteria
The learner can: 2.1 Select **tools and equipment** to sample floral design ideas and techniques 2.2 Select • **traditional materials** • **common craft materials** to sample basic floral design ideas and techniques 2.3 Store materials correctly • traditional materials • common craft materials • tools and equipment

Range
Tools and equipment eg adhesives, cutting tools, tape, wires **Traditional materials** common flowers and foliage **Common craft materials** Common craft materials related to floral design

Learning outcome
The learner will: 3. Be able to sample techniques and experiment with materials for floral designs
Assessment criteria
The learner can: 3.1 **Manipulate** basic floral design materials • traditional materials • **non-traditional materials** 3.2 Handle materials carefully to avoid damage during the experimentation process 3.3 Explore the potential of basic floral design materials through experimentation

Range
Manipulate eg bend, fold, ease, cut, thread **Non-traditional materials** eg raffia, midilino, cellophane **Avoid damage** manipulate material as necessary to achieve the anticipated or desirable result **Explore the potential** Use materials to experiment where there is no known outcome

Learning outcome
The learner will: 4. Be able to evaluate results and record samples
Assessment criteria
The learner can: 4.1 Produce **records** of techniques used and **samples** 4.2 **Evaluate** results of techniques used and samples

Range
Records **•written records** **•visual records** photographs or simple sketches **Samples** experimentations undertaken **Evaluate** identify/record strengths and weaknesses of the techniques and sampling undertaken

Unit 103 Contemporary flower arrangement - free standing

UAN:	**D/503/7141**
Level:	Level 1
Credit value:	4
GLH:	30
Relationship to NOS:	This unit is linked to the following floristry National occupations standards produced by LANTRA: LAN FLR 3, LAN FL 5, LAN FLR 6, LAN FLR 8, LAN CU2
Endorsement by a sector or regulatory body:	This unit is endorsed by LANTRA and the Sector Skills Council for Land Based and Environmental Industries
Aim:	This unit provides the practical skills and knowledge needed to make simple free standing contemporary floral designs. The unit aims to develop basic practical skills using a range of materials in the planning, preparation, construction and presentation of the finished free standing contemporary floral designs.

Learning outcome
The learner will: 1. Know how to work safely and effectively using tools and equipment
Assessment criteria
The learner can: 1.1 Identify Health and Safety regulations relating to contemporary flower arrangement – free standing 1.2 Describe tools and equipment used for contemporary flower arrangement – free standing

Range
Regulations COSSH, Health and Safety at Work Act **Tools and equipment** cutting tools, wires

Learning outcome
The learner will: 2. Know the botanical classification and characteristics of fresh plant material and mechanics
Assessment criteria
The learner can: 2.1 State the botanical name of a range of fresh flowers and plant material 2.2 Describe the **characteristics** of a range of **fresh plant material** 2.3 Describe a range of **mechanics**

Range
Botanical Latin classification **Characteristics** colour, line, texture, shape, hazardous features **Fresh plant material** common flowers and foliage **Mechanics** simple - containers, floral mediums, floral tapes

Learning outcome
The learner will: 3. Be able to sketch simple designs for contemporary free standing flower arrangements
Assessment criteria
The learner can: 3.1 Select **design materials** 3.2 Store design materials correctly 3.3 Describe simple **contemporary techniques** 3.4 Sketch simple designs for contemporary free standing arrangements to evidence the use of • colour • line • texture 3.5 Store sketches safely for easy retrieval

Range
Design materials colouring mediums (eg paint, pencils, pens, wax, ink), range of papers **Contemporary techniques** binding, banding , bundling cupping, grouping, simple leaf manipulation, looping, rolling, simple leaf manipulation, simple plaiting, terracing **Free standing arrangements** linear, horizontal, parallel

Learning outcome
The learner will: 4. Be able to plan, prepare and handle materials for contemporary free standing flower arrangements
Assessment criteria
The learner can: 4.1 **Prepare** materials for selected sketches 4.2 Handle materials carefully to avoid damage 4.3 Estimate the time required to make contemporary free standing arrangements

Range
Prepare select, obtain, condition and check for damage, soak and secure medium

Learning outcome
The learner will: 5. Be able to construct contemporary free standing flower arrangements and record the process
Assessment criteria
The learner can: 5.1 Handle materials to minimise damage during construction purpose 5.2 **Construct** contemporary free standing arrangements 5.3 **Finish** contemporary free standing arrangements 5.4 **Stage** contemporary free standing arrangements 5.5 **Record** the basic steps followed during the construction process including any adjustments 5.6 Produce a simple **cost sheet** 5.7 State **production timescales** 5.8 **Evaluate** contemporary free standing arrangements

Range
Construct Use contemporary and/or innovative techniques to satisfy the design specifications and intended use **Finish** Eg Check for damage, mist as appropriate **Stage** Present and display the finished product following the design specifications and intended use **Record** Photographic and written evidence **Cost sheet** Retail and labour costs **Production timescales** Time taken to plan, construct and complete arrangements **Evaluate** Identify / record strengths and weaknesses of the design

Unit 103 Contemporary flower arrangement - free standing

Supporting information

Unit range

Description of techniques to be covered:

1. Binding: a method of securing materials together using a pliable medium, ensuring the binding point does not travel.
2. Banding: the use of a pliable medium to bind in close order, for effect.
3. Bundling: the use of like materials, bound together to form a pick.
4. Cupping: the creation of a conical structure using a manipulated flat leaf secured with wire, glue or staples. E.g. Galax urceolata
5. Grouping: the positioning of like materials in close order to form an area of dominance.
6. Looping: the use of a pliable medium to cage part of the design.
7. Plaiting: the use of 3 strands of materials interwoven for decorative effect.
8. Rolling: the use of different materials, e.g. grasses, leaves, midolino to create a coiled affect thus creating enclosed space, secured with wire, staples or glue.
9. Simple leaf manipulation: the twisting, cutting, folding of leaves to create a three dimensional shape secured by wire, glue or staples.
10. Terracing: the use of like materials to be placed in a stepped, overlapped manner.

Unit 104 Contemporary flower arrangement - table décor

UAN:	**H/503/7142**
Level:	Level 1
Credit value:	4
GLH:	30
Relationship to NOS:	This unit is linked to the following floristry National occupations standards produced by LANTRA: LAN FLR 3, LAN FL 5, LAN FLR 6, LAN FLR 8, LAN CU2
Endorsement by a sector or regulatory body:	This unit is endorsed by LANTRA the Sector Skills Council for Land Based and Environmental Industries
Aim:	This unit provides the practical skills and knowledge needed to make simple contemporary floral table decor. The unit aims to develop basic practical skills using a range of materials in the planning, preparation, construction and presentation of the finished contemporary floral table décor.

Learning outcome
The learner will: 1. Know how to work safely and effectively using tools and equipment
Assessment criteria
The learner can: 1.1 Identify Health and Safety regulations relating to contemporary flower arrangement – table décor 1.2 Describe tools and equipment used for contemporary flower arrangement – table décor

Range
Regulations COSSH, Health and Safety at Work Act **Tools and equipment** cutting tools, wires

Learning outcome
The learner will: 2. Know the botanical classification and characteristics of fresh plant material
Assessment criteria
The learner can: 2.1 State the **botanical** name of a range of fresh flowers and plant material 2.2 Describe the **characteristics** of a range of **fresh plant material** 2.3 Describe a range of **mechanics**

Range
Botanical Latin classification **Characteristics** colour, line, texture, shape, hazardous features **Fresh plant material** common flowers and foliage **Mechanics** simple - containers, floral mediums, floral tapes

Learning outcome
The learner will: 3. Be able to sketch simple designs for contemporary flower arrangements – table decor
Assessment criteria
The learner can: 3.1 Select **design materials** 3.2 Store design materials correctly 3.3 Describe simple **contemporary techniques** 3.4 Sketch simple designs for **all-round contemporary table arrangements** to evidence the use of • colour • line • texture 3.5 Store sketches safely for easy retrieval

Range
Design material a range of colouring mediums (paint, pencils, pens, wax, ink), range of papers **Contemporary techniques** binding, banding , bundling, cupping, grouping, looping, rolling, simple plaiting, terracing, weaving **All-round contemporary table arrangements** circular, square, rectangular

Learning outcome
The learner will: 4. Be able to plan, prepare and handle materials for contemporary table arrangements
Assessment criteria
The learner can: 4.1 **Prepare** materials for selected sketches 4.2 Handle materials carefully to avoid damage 4.3 Estimate the time required to make all round contemporary table arrangements

Range
Prepare select, obtain, condition and check for damage, soak and secure medium

Learning outcome
The learner will: 5. Be able to construct contemporary table arrangements and record the process
Assessment criteria
The learner can: 5.1 Handle materials to minimise damage during the construction process 5.2 **Construct** all round contemporary table décor 5.3 **Finish** all round contemporary table décor 5.4 **Stage** all round contemporary table décor 5.5 **Record** the basic steps during the construction process including any adjustments 5.6 Produce a simple **cost sheet** 5.7 State **production timescales** 5.8 **Evaluate** contemporary table arrangements

Range
Construct Use contemporary and/or innovative techniques to satisfy the design specifications and intended use **Finish** Check for damage, mist as appropriate **Stage** Present and display the finished product following the design specifications and intended use **Record** Photographic and written evidence **Cost sheet** Retail and labour costs **Production timescales** Time taken to plan, construct and complete arrangements **Evaluate** Identify/ record strengths and weaknesses of the design

Unit 104 Contemporary flower arrangement - table décor

Supporting information

Unit range

The learner must cover the range

Description of techniques to be covered:

1. Binding: a method of securing materials together using a pliable medium, ensuring the binding point does not travel.
2. Banding: the use of a pliable medium to bind in close order, for effect.
3. Bundling: the use of like materials, bound together to form a pick.
4. Cupping: the creation of a conical structure using a manipulated flat leaf secured with wire, glue or staples. E.g. Galax urceolata
5. Grouping: the positioning of like materials in close order to form an area of dominance.
6. Looping: the use of a pliable medium to cage part of the design.
7. Plaiting: the use of 3 strands of materials interwoven for decorative effect.
8. Rolling: the use of different materials, e.g. grasses, leaves, midolino to create a coiled affect thus creating enclosed space, secured with wire, staples or glue.
9. Simple leaf manipulation: the twisting, cutting, folding of leaves to create a three dimensional shape secured by wire, glue or staples.
10. Terracing: the use of like materials to be placed in a stepped, overlapped manner.
11. Weaving: the interlacing of materials using the warp and weft affect to create a solid surface area.

Unit 105 Traditional flower arrangement - free standing

UAN:	**K/503/7143**
Level:	Level 1
Credit value:	4
GLH:	30
Relationship to NOS:	This unit is linked to the following floristry National occupations standards produced by LANTRA: LAN FLR 3, LAN FL 5, LAN FLR 6, LAN FLR 8, LAN CU2
Endorsement by a sector or regulatory body:	This unit is endorsed by LANTRA the Sector Skills Council for Land Based and Environmental Industries
Aim:	This unit provides the practical skills and knowledge needed to make simple free standing traditional floral designs. The unit aims to develop basic practical skills using a range of materials in the planning, preparation, construction and presentation of the finished free standing traditional floral designs.

Learning outcome
The learner will: 1. Know how to work safely and effectively using tools and equipment
Assessment criteria
The learner can: 1.1 Identify Health and Safety **regulations** relating to traditional flower arrangement – free standing 1.2 Describe **tools and equipment** used for traditional flower arrangement – free standing

Range
Regulations COSSH, Health and Safety at Work Act **Tools and equipment** cutting tools, wires

Learning outcome
The learner will: 2. Know the botanical classification and characteristics of fresh plant material and mechanics
Assessment criteria
The learner can: 2.1 State the **botanical** name of a range of fresh flowers and plant material 2.2 Describe the **characteristics** of a range of **fresh plant material** 2.3 Describe a range of **mechanics**

Range
Botanical Latin classification **Characteristics** colour, line, texture, shape, hazardous features **Fresh plant material** common flowers and foliage **Mechanics** simple - containers, floral mediums, floral tapes

Learning outcome
The learner will: 3. Be able to sketch simple designs for traditional free standing flower arrangements
Assessment criteria
The learner can: 3.1 Select **design materials** 3.2 Store design materials correctly 3.3 Sketch simple designs for **free standing** arrangements to evidence the use of • colour • line • texture 3.4 Store sketches safely for easy retrieval

Range
Design material a range of colouring mediums (paint, pencils, pens, wax, ink), range of papers **Free standing arrangement** line, L shaped, asymmetric, topiary

Learning outcome
The learner will: 4. Be able to plan, prepare and handle materials for traditional free standing flower arrangements
Assessment criteria
The learner can: 4.1 **Prepare** materials for selected sketches 4.2 Handle materials carefully to avoid damage 4.3 Estimate the time required to make traditional free standing arrangements

Range
Prepare select, obtain, condition and check for damage, soak and secure medium

Learning outcome
The learner will: 5. Be able to construct traditional free standing flower arrangements and record the process
Assessment criteria
The learner can: 5.1 Handle materials to minimise damage during the construction process 5.2 **Construct** traditional free standing arrangements 5.3 **Finish** traditional free standing arrangements 5.4 **Stage** traditional free standing arrangements 5.5 **Record** the basic steps followed during the construction process including any adjustments 5.6 Produce a simple **cost sheet** 5.7 State **production timescales** 5.8 **Evaluate** traditional free standing arrangements

Range
Construct Use traditional and/or innovative techniques to satisfy the design specifications and intended use **Finish** Eg Check for damage, mist as appropriate **Stage** Present and display the finished product following the design specifications and intended use **Record** Photographic and written evidence **Cost sheet** Retail and labour costs **Production timescales** Time taken to plan, construct and complete arrangements **Evaluate** Identify/ record strengths and weaknesses of the design

Unit 106 Traditional flower arrangement - table décor

UAN:	**M/503/7144**
Level:	Level 1
Credit value:	4
GLH:	30
Relationship to NOS:	This unit is linked to the following floristry National occupations standards produced by LANTRA: LAN FLR 3, LAN FL 5, LAN FLR 6, LAN FLR 8, LAN CU2
Endorsement by a sector or regulatory body:	This unit is endorsed by LANTRA and the Sector Skills Council for Land Based and Environmental Industries
Aim:	This unit provides the practical skills and knowledge needed to make simple traditional floral table decor. The unit aims to develop basic practical skills using a range of materials in the planning, preparation, construction and presentation of the finished traditional floral table décor.

Learning outcome
The learner will: 1. Know how to work safely and effectively using tools and equipment
Assessment criteria
The learner can: 1.1 Identify Health and Safety **regulations** relating to traditional flower arrangement – table décor 1.2 Describe **tools and equipment** used for traditional flower arrangement – table décor

Range
Regulations COSSH, Health and Safety at Work Act **Tools and equipment** cutting tools, wires

Learning outcome
The learner will: 2. Know the botanical classification and characteristics of fresh plant material and mechanics
Assessment criteria
The learner can: 2.1 State the **botanical** name of a range of fresh flowers and plant material 2.2 Describe the **characteristics** of a range of **fresh plant material** 2.3 Describe a range of **mechanics**

Range
Botanical Latin classification **Characteristics** colour, line, texture, shape, hazardous features **Fresh plant material** common flowers and foliage **Mechanics** simple - containers, floral mediums, floral tapes

Learning outcome
The learner will: 3. Be able to sketch simple designs for traditional flower arrangements – table décor
Assessment criteria
The learner can: 3.1 Select **design materials** 3.2 Store design materials correctly 3.3 Sketch simple designs for **all-round table arrangements** to evidence the use of • colour • line • texture 3.4 Store sketches safely for easy retrieval

Range
Design material a range of colouring mediums (paint, pencils, pens, wax, ink), range of papers **All round table arrangement** circular, oval, diamond

Learning outcome
The learner will: 4. Be able to plan, prepare and handle materials for traditional flower arrangements – table décor
Assessment criteria
The learner can: 4.1 **Prepare** materials for selected sketches 4.2 Handle materials carefully to avoid damage 4.3 Estimate the time required to make all round traditional table arrangements

Range
Prepare select, obtain, condition and check for damage, soak and secure medium

Learning outcome
The learner will: 5. Be able to construct traditional table arrangements and record the process
Assessment criteria
The learner can: 5.1 Handle materials to minimise damage during the construction process 5.2 **Construct** traditional all round table arrangements 5.3 **Finish** traditional all round table arrangements 5.4 **Stage** traditional all round table arrangements 5.5 **Record** the basic steps followed during the construction process including any adjustments 5.6 Produce a simple **cost sheet** 5.7 State **production timescales** 5.8 **Evaluate** traditional all round table arrangements

Range
Construct Use traditional and/or innovative techniques to satisfy the design specifications and intended use **Finish** Eg Check for damage, mist as appropriate **Stage** Present and display the finished product following the design specifications and intended use **Record** Photographic and written evidence

Cost sheet
Retail costs and labour costs

Production timescales
Time taken to plan, construct and complete arrangements

Evaluate
Identify/ record strengths and weaknesses of the arrangements

Unit 201 Developing design ideas

UAN:	**F/503/7147**
Level:	Level 2
Credit value:	4
GLH:	31
Relationship to NOS:	This unit is linked to the following National Occupational Standards for Creative and Cultural Skills : CR 2, 5, 6, 8, 9, 11, 13, 14, 15, 17, 19, 21, 22, 24, 30, 31 DES 3, 4, 5, 8, 10, 11, 18
Endorsement by a sector or regulatory body:	This unit is endorsed by Creative and Cultural Skills, the Sector Skills Council for Craft and Design
Aim:	This unit provides the candidate with the practical skills and knowledge needed to use a range of materials to create and develop design ideas using colour, line, texture, shape and form.

Learning outcome
The learner will: 1. Know how to work safely and effectively when developing design ideas
Assessment criteria
The learner can: 1.1 Identify Health and Safety **regulations** relating to **tools and equipment** used in design work 1.2 Identify Health and Safety risks relating to **materials** used in design work

Range
Regulations COSHH, Health and Safety at Work Act **Tools and equipment** adhesive , cutting tools, drawing tools, applicators **Materials** colouring mediums, drawing mediums, papers, card

Learning outcome
The learner will: 2. Be able to prepare for design work
Assessment criteria
The learner can: 2.1 Select **craft materials** to sample design ideas 2.2 Select **tools and equipment** to sample design ideas 2.3 Store craft materials, tools and equipment correctly

Range
Craft materials craft materials related to design – colouring mediums drawing mediums, papers, card and similar items **Tools and equipment** adhesive , cutting tools, drawing tools, applicators

Learning outcome
The learner will: 3. Be able to experiment with design ideas
Assessment criteria
The learner can: 3.1 **Experiment** with design materials to create visuals 3.2 **Explore the potential** of design materials through experimentation

Range
Experiment eg bend, fold, ease, cut, colour **Explore the potential** use materials to experiment where there is no known outcome

Learning outcome
The learner will: 4. Be able to use different materials, mediums and techniques to create designs
Assessment criteria
The learner can: 4.1 Create a **primary** and **secondary** colour wheel by mixing colouring materials 4.2 Create **tints, tones and shades** using colouring materials 4.3 Create **greyscale using colouring materials** 4.4 Make lines and marks using mediums 4.5 Use lines and marks to evoke **mood**

4.6 Produce **low relief** using a variety of materials
4.7 Make **overlays**
4.8 Create contrast using overlays
4.9 Create **textures** using materials

Range

Primary
magenta, cyan and yellow

Secondary
violet, green and orange

Tints, tones and shades
add white, grey and black to primary colours

Greyscale
make a gradation ladder from white to black through the grey tones

Lines and marks
eg contrasting lines, expressive lines, straight, curvilinear, angular lines, hatching, dots, dashes and similar drawn expressions

Mediums

Wet mediums
eg Ink, paint and similar items

Dry mediums
eg crayon, graphite, wax and similar items

Mood
eg anger, tranquillity, excitement and similar expressive ideas

Low relief
low 3D effects, surface texture created by the addition and mixture of mediums

Overlays
Transparent or translucent materials layered over underlying materials

Textures
•visual texture
eg colour discharge, rubbing, sponging, spraying, stippling, resists and similar

•texture
eg surface created by pleating, folding, embossing, crumpling and similar techniques

Learning outcome
The learner will: 5. Be able to develop shape
Assessment criteria
The learner can: 5.1 Create **shapes** using lines and marks 5.2 Manipulate shapes to form pattern 5.3 Use areas of **void**

Range
Shapes • **Shape** enclosed areas • **Random** shape freely formed • **Geometric shape** regular or mathematical shapes **Void** space occurring between designed shapes, negative space

Learning outcome
The learner will: 6. Be able to develop form
Assessment criteria
The learner can: 6.1 Create **3D form** using construction methods 6.2 Construct 3D form using **2D materials**

Range
3D form three dimensional forms **2D materials** eg acetate, balsa, card, paper, and similar items

Learning outcome
The learner will: 7. Be able to evaluate and record design work
Assessment criteria
The learner can: 7.1 Produce **records** of design ideas 7.2 **Evaluate** results of design work

Range
Records **•written record** **•visual record** the experimentations undertaken, or photographs where the life of the materials renders storage impractical **Evaluate** identify/record strengths and weaknesses of the designs undertaken

Unit 202 Exploring ideas and techniques for floral designs

UAN:	**J/503/7148**
Level:	Level 2
Credit value:	4
GLH:	33
Relationship to NOS:	This unit is linked to the following National Occupational Standard for Creative and Cultural Skills : CR2, 5, 6, 8, 9, 11, 13, 14, 15, 17, 19, 21, 22, 24, 30, 31 DES 3, 4, 5, 8, 10, 11, 18 This unit is also linked to the following National Occupational Standard for LANTA LAN FLR 5, 6, 8
Endorsement by a sector or regulatory body:	This unit is endorsed by LANTRA the Sector Skills Council for Land Based and Environmental Industries
Aim:	This unit enables a candidate to experiment with traditional and non- traditional techniques and materials to develop practical processes and ideas for Floral Designs

Learning outcome
The learner will: 1. Know how to work safely and effectively using tools and equipment in floral design
Assessment criteria
The learner can: 1.1 Identify Health and Safety regulations relating to **tools and equipment** used in floral design 1.2 Identify Health and Safety **risks** relating to materials used in floral design

Range
Regulations COSHH, Health and Safety at Work Act **Tools and equipment** eg cutting tools, wires, tapes, staples and similar items **Risks** eg irritant, poisonous

Learning outcome
The learner will: 2. Be able to prepare for sampling design ideas and techniques
Assessment criteria
The learner can: 2.1 Handle **tools and equipment** to sample floral design ideas and techniques 2.2 Select • **traditional materials** • **non traditional materials** • **seasonal materials** • **common craft materials** to sample floral design ideas and techniques 2.3 Store materials correctly • traditional materials • non traditional materials • seasonal materials • common craft materials

Range
Tools and equipment cutting tools, wires, tapes, staples, and similar items **Traditional materials** common cut all year round plant material **Non traditional materials** eg sisal, decorative wires **Seasonal materials** common seasonal flowers, foliage and materials **Common craft materials** Common craft materials related to floral design

Learning outcome
The learner will: 3. Be able to explore the potential of materials for floral designs
Assessment criteria
The learner can: 3.1 **Prepare** materials for floral design techniques 3.2 **Manipulate** floral design materials • traditional materials • non-traditional materials • seasonal materials 3.3 Handle materials carefully to **avoid damage** during the experimentation process 3.4 **Explore the potential** of floral design materials through experimentation

Range
Prepare condition, common cut all year round plant material and common seasonal flowers, foliage and materials **Manipulate** Eg Twist, turn, bend, fold, thread, ease, cut and similar **Avoid damage** manipulate material as necessary to achieve the anticipated or desirable result **Explore the potential** Use materials to experiment where there is no known outcome

Learning outcome
The learner will: 4. Be able to evaluate results and record samples
Assessment criteria
The learner can: 4.1 Produce **records** of techniques used and **samples** 4.2 **Evaluate** results of techniques used and samples

Range
Records **•written records** **•visual records** photographs or simple sketches **Samples** experimentations undertaken **Evaluate** make a record to identify strengths and weaknesses of the techniques and sampling undertaken

Unit 203 Contemporary flower arrangement - free standing

UAN:	**L/503/7149**
Level:	Level 2
Credit value:	6
GLH:	30
Relationship to NOS:	This unit is linked to the following floristry National occupations standards produced by LANTRA: LAN FLR 3, LAN FL 5, LAN FLR 6, LAN FLR 8, LAN CU2
Endorsement by a sector or regulatory body:	This unit is endorsed by LANTRA and the Sector Skills Council for Land Based and Environmental Industries
Aim:	This unit provides the practical skills and knowledge needed to make contemporary free standing floral designs to a saleable standard. It aims to develop research and practical skills, whilst using a range of materials and techniques in the planning, preparation, construction and presentation of saleable contemporary free standing floral designs.

Learning outcome
The learner will: 1. Know how to work safely and effectively using tools and equipment
Assessment criteria
The learner can: 1.1 Identify Health and Safety **regulations** relating to contemporary flower arrangement – free standing 1.2 Describe the care and safety of **tools and equipment** used for contemporary flower arrangement – free standing

Range
Regulations COSSH, Health and Safety at Work Act, **Tools and equipment** cutting tools, wires

Learning outcome
The learner will: 2. Know the botanical classification and characteristics of fresh plant material and mechanics
Assessment criteria
The learner can: 2.1 State the **botanical** name of a range of fresh flowers and plant material 2.2 Describe the **characteristics** of a range of **common, all year round** and **seasonal plant material** 2.3 Describe a range of **mechanics**

Range
Botanical Latin classification **Characteristics** colour, line, texture, shape and form, hazardous features **Common cut all year round plant material** common plant material which can be purchased all the year round **Seasonal cut plant material** common seasonal flowers and foliage **Mechanics** containers, floral mediums, floral tapes, wires, glue

Learning outcome
The learner will: 3. Be able to research contextual influences relating to contemporary flower arrangement- free standing
Assessment criteria
The learner can: 3.1 Research **current trends** and recognised **designers** 3.2 **Record** and collate **research**

Range
Current trends In vogue containers, mediums, materials, techniques **Designers** recognised designers related to subject **Record** Photographic and written evidence **Research** Eg Websites, books, journals, exhibitions and shows, museums

Learning outcome
The learner will: 4. Be able to sketch designs for contemporary flower arrangements – free standing for a stated design specification
Assessment criteria
The learner can: 4.1 Select **design material** 4.2 Store design material correctly 4.3 Produce a **statement of intent** 4.4 Describe simple **contemporary techniques** 4.5 Sketch designs for **themed** and non-themed **contemporary flower arrangements – free standing** to evidence the use of • colour • line • texture • shape • form 4.6 Store sketches safely for easy retrieval

Range
Design material colouring mediums (eg paint, pencils, pens, wax, ink), range of papers **Statement of intent** Description of the suggested design to satisfy stated client requirements **Contemporary techniques** Binding, banding , bundling, caging, cupping, gluing, grouping, layering, plaiting, sculpturing, simple leaf manipulation, terracing, threading, weaving **Themed** Eg cultural, religious, celebration or event

Contemporary flower arrangement –free standing
Vertical, horizontal, radial, contemporary arrangement with simple self made structure, wall hanger

Learning outcome
The learner will: 5. Be able to plan, prepare and handle materials for contemporary flower arrangements - free standing
Assessment criteria
The learner can: 5.1 **Prepare** materials for selected sketches 5.2 Handle materials carefully to avoid damage 5.3 Estimate the cost and time required to make contemporary flower arrangements - free standing

Range
Prepare select, obtain, condition and check for damage, soak and secure medium

Learning outcome
The learner will: 6. Be able to construct contemporary free standing arrangements to a saleable standard
Assessment criteria
The learner can: 6.1 Handle materials, tools and equipment safely and effectively 6.2 **Construct** contemporary free standing arrangements to a saleable standard 6.3 **Finish** contemporary free standing arrangements to a saleable standard 6.4 **Stage** contemporary free standing arrangements to a saleable standard 6.5 **Record** the steps followed during the construction process including any adjustments 6.6 Produce a detailed cost sheet 6.7 Produce detailed **production timescales** 6.8 **Evaluate** contemporary free standing arrangements

Range
Construct Use contemporary and/or innovative techniques to satisfy the design specifications and intended use whilst applying the principles correctly **Finish** Eg Check for damage, mist as appropriate **Stage** Present and display the finished product following the design specifications and intended use **Record** Photographic and written evidence **Cost sheet** Detailed retail costs and labour costs **Production timescales** Details of time taken to plan, construct and complete arrangements **Evaluate** Record strengths and areas for further development

Unit 204 Contemporary flower arrangement - table décor

UAN:	**J/503/7151**
Level:	Level 2
Credit value:	6
GLH:	30
Relationship to NOS:	This unit is linked to the following floristry National occupations standards produced by LANTRA: LAN FLR 3, LAN FL 5, LAN FLR 6, LAN FLR 8, LAN CU2
Endorsement by a sector or regulatory body:	This unit is endorsed by LANTRA the Sector Skills Council for Land Based and Environmental Industries
Aim:	This unit provides the practical skills and knowledge needed to make Contemporary table décor designs to a saleable standard. It aims to develop research and practical skills, whilst using a range of materials and techniques in the planning, preparation, construction and presentation of saleable Contemporary table designs.

Learning outcome
The learner will: 1. Know how to work safely and effectively using tools and equipment
Assessment criteria
The learner can: 1.1 Identify Health and Safety **regulations** relating to contemporary flower arrangement – table décor 1.2 Describe the care and safety of **tools and equipment** used for contemporary flower arrangement – table décor

Range
Regulations COSSH, Health and Safety at Work Act **Tools and equipment** cutting tools, wires

Learning outcome
The learner will: 2. Know the botanical classification and characteristics of fresh plant material and mechanics
Assessment criteria
The learner can: 2.1 State the **botanical** name of a range of fresh flowers and plant material 2.2 Describe the **characteristics** of a range of **common, all year round** and **seasonal plant material** 2.3 Describe a range of **mechanics**

Range
Botanical Latin classification **Characteristics** colour, line, texture, shape and form, hazardous features **Common cut all year round plant material** common plant material which can be purchased all the year round **Seasonal cut plant material** common seasonal flowers and foliage **Mechanics** containers, floral mediums, floral tapes, wires, glue

Learning outcome
The learner will: 3. Be able to research contextual influences relating to contemporary flower arrangement- table decor
Assessment criteria
The learner can: 3.1 Research **current trends** and recognised **designers** 3.2 **Record** and collate **research**

Range
Current trends In vogue containers, mediums, materials, techniques **Designers** recognised designers related to subject **Record** Photographic and written evidence **Research** Eg Websites, books, journals, exhibitions and shows, museums

Learning outcome
The learner will: 4. Be able to sketch designs for contemporary flower arrangements - table décor for a stated design specification
Assessment criteria
The learner can: 4.1 Select **design material** 4.2 S tore design material correctly 4.3 Produce a **statement of intent** 4.4 Describe simple **contemporary techniques** 4.5 Sketch designs for **themed** and non-themed **contemporary flower arrangements – table décor** to evidence the use of • colour • line • texture • shape • form 4.6 Store sketches safely for easy retrieval

Range
Design material colouring mediums (eg paint, pencils, pens, wax, ink), range of papers **Statement of intent** Description of the suggested design to satisfy stated client requirements **Contemporary techniques** Binding, banding , bundling, caging, cupping, gluing, grouping, layering, plaiting, sculpturing, simple leaf manipulation, terracing, threading, weaving **Themed** Eg cultural, religious, celebration or event **Contemporary flower arrangement –table décor** All round square, rectangular, circular table arrangements Vertical, buffet table arrangements

Learning outcome
The learner will: 5. Be able to plan, prepare and handle materials for contemporary flower arrangement - table décor
Assessment criteria
The learner can: 5.1 **Prepare** materials for selected sketches 5.2 Handle materials carefully to avoid damage 5.3 Estimate the cost and time required to make all round contemporary flower arrangements – table décor

Range
Prepare select, obtain, condition and check for damage, soak and secure medium

Learning outcome
The learner will: 6. Be able to construct contemporary flower arrangements - table décor to a saleable standard
Assessment criteria
The learner can: 6.1 Handle materials, tools and equipment safely and effectively 6.2 **Construct** contemporary flower arrangements - table décor to a saleable standard 6.3 **Finish** contemporary flower arrangements - table décor to a saleable standard 6.4 **Stage** contemporary flower arrangements - table décor to a saleable standard 6.5 **Record** the steps followed during the construction process including any adjustments 6.6 Produce a detailed **cost sheet** 6.7 Produce detailed **production timescales** 6.8 **Evaluate** contemporary table décor arrangements

Range
Construct Use contemporary and/or innovative techniques to satisfy the design specifications and intended use whilst applying the principles correctly **Finish** Eg Check for damage, mist as appropriate **Stage** Present and display the finished product following the design specifications and intended use **Record** Photographic and written evidence **Cost sheet** Retail costs and labour costs **Production timescales** Time taken to plan, construct and complete arrangements **Evaluate** Record strengths and weaknesses and areas for further development

Unit 204 Contemporary flower arrangement - table décor

Supporting information

Unit range

The learner must cover the range

Description of techniques to be covered:

1. Binding: a method of securing materials together using a pliable medium, ensuring the binding point does not travel.
2. Banding: the use of a pliable medium to bind in close order, for effect.
3. Bundling: the use of like materials, bound together to form a pick.
4. Caging: the creation of a structure which encases the entire design.
5. Cupping: the creation of a conical structure using a manipulated flat leaf secured with wire, glue or staples. E.g. Galax urceolata
6. Gluing: the use of hot or cold glue to adhere materials together.
7. Grouping: the positioning of like materials in close order to form an area of dominance.
8. Layering: the positioning of materials so they overlap each other to cover a specific surface area.
9. Plaiting: the use of 3 strands of materials interwoven for decorative effect.
10. Sculpturing: the binding of like materials with a pliable medium to create a solid structure

Unit 205 Traditional flower arrangement - free standing

UAN:	**L/503/7152**
Level:	Level 2
Credit value:	6
GLH:	30
Relationship to NOS:	This unit is linked to the following floristry National occupations standards produced by LANTRA: LAN FLR 3, LAN FL 5, LAN FLR 6, LAN FLR 8, LAN CU2
Endorsement by a sector or regulatory body:	This unit is endorsed by LANTRA the Sector Skills Council for Land Based and Environmental Industries
Aim:	This unit provides the practical skills and knowledge needed to make Traditional free standing floral designs to a saleable standard. It aims to develop research and practical skills, whilst using a range of materials and techniques in the planning, preparation, construction and presentation of saleable traditional free standing floral designs.

Learning outcome
The learner will: 1. Know how to work safely and effectively using tools and equipment
Assessment criteria
The learner can: 1.1 Identify Health and Safety **regulations** relating to traditional flower arrangement – free standing 1.2 Describe the care and safety of **tools and equipment** used for traditional flower arrangement – free-standing

Range
Regulations COSSH, Health and Safety at Work Act **Tools and equipment** cutting tools, wires

Learning outcome
The learner will: 2. Know the botanical classification and characteristics of fresh plant material and mechanics
Assessment criteria
The learner can: 2.1 State the **botanical** name of a range of fresh flowers and plant material 2.2 Describe the **characteristics** of a range of **common, all year round** and **seasonal plant material** 2.3 Describe a range of **mechanics**

Range
Botanical Latin classification **Characteristics** colour, line, texture, shape and form, hazardous features **Common cut all year round plant material** common plant material which can be purchased all the year round **Seasonal cut plant material** common seasonal flowers and foliage **Mechanics** containers, floral mediums, floral tapes, bases

Learning outcome
The learner will: 3. Be able to research contextual influences relating to traditional flower arrangement- free standing
Assessment criteria
The learner can: 3.1 Research **current trends** and recognised **designers** 3.2 **Record** and collate **research**

Range
Current trends In vogue containers, mediums, materials, techniques **Designers** Recognised designers related to the subject **Record** Photographic and written evidence **Research** Eg Websites, books, journals, exhibitions and shows, museums

Learning outcome
The learner will: 4. Be able to sketch designs for traditional flower arrangement – free standing suitable for a stated design specification
Assessment criteria
The learner can: 4.1 Select **design material** 4.2 S tore design material correctly 4.3 Develop a **statement of intent** 4.4 Sketch designs for **themed** and non-themed **traditional flower arrangements – free standing** to evidence the use of • colour • line • texture • shape • form 4.5 Store sketches safely for easy retrieval

Range
Design material a range of colouring mediums (paint, pencils, pens, wax, ink), range of papers **Statement of intent** Description of the suggested design to satisfy stated client requirements **Traditional flower arrangement –free standing** Symmetrical, Hogarth, diagonal and interpretative

Learning outcome
The learner will: 5. Be able to plan, prepare and handle materials for traditional flower arrangements - free standing
Assessment criteria
The learner can: 5.1 **Prepare** materials for selected sketches 5.2 Handle materials carefully to avoid damage 5.3 Estimate the cost and time required to make traditional flower arrangements - free standing

Range
Prepare select, obtain, condition and check for damage, soak and secure medium

Learning outcome
The learner will: 6. Be able to construct traditional free standing arrangements to a saleable standard
Assessment criteria
The learner can: 6.1 Handle materials, tools and equipment safely and effectively 6.2 **Construct** traditional free standing arrangements to a saleable standard 6.3 **Finish** traditional free standing arrangements to a saleable standard 6.4 **Stage** traditional free standing arrangements to a saleable standard 6.5 **Record** the steps followed during the construction process including any adjustments 6.6 Produce a detailed **cost sheet** 6.7 Produce detailed **production timescales** 6.8 **Evaluate** traditional free standing flower arrangements

Range
Construct Use traditional and/or innovative techniques to satisfy the design specifications and intended use whilst applying the principles correctly **Finish** Check for damage, mist as appropriate **Stage** Present and display the finished product following the design specifications and intended use **Record** Photographic and written evidence **Cost sheet** Retail costs and labour Production timescales Time taken to plan, construct and complete arrangements **Evaluate** Record strengths and weaknesses and areas for further development

Unit 206 Traditional flower arrangement - table décor

UAN:	**R/503/7153**
Level:	Level 2
Credit value:	6
GLH:	30
Relationship to NOS:	This unit is linked to the following floristry National occupations standards produced by LANTRA: LAN FLR 3, LAN FL 5, LAN FLR 6, LAN FLR 8, LAN CU2
Endorsement by a sector or regulatory body:	This unit is endorsed by LANTRA the Sector Skills Council for Land Based and Environmental Industries
Aim:	This unit provides the practical skills and knowledge needed to make Traditional table designs to a saleable standard. It aims to develop research and practical skills, whilst using a range of materials and techniques in the planning, preparation, construction and presentation of saleable Traditional table decor.

Learning outcome
The learner will: 1. Know how to work safely and effectively using tools and equipment
Assessment criteria
The learner can: 1.1 Identify Health and Safety **regulations** relating to traditional flower arrangement – table décor 1.2 Describe the care and safety of **tools and equipment** used for traditional flower arrangement – table décor

Range
Regulations COSSH, Health and Safety at Work Act **Tools and equipment** cutting tools, wires

Learning outcome
The learner will: 2. Know the botanical classification and characteristics of fresh plant material and mechanics
Assessment criteria
The learner can: 2.1 State the **botanical** name of a range of fresh flowers and plant material 2.2 Describe the **characteristics** of a range of **common, all year round** and **seasonal plant material** 2.3 Describe a range of **mechanics**

Range
Botanical Latin classification **Characteristics** colour, line, texture, shape and form, hazardous features **Common cut all year round plant material** common plant material which can be purchased all the year round **Seasonal cut plant material** common seasonal flowers and foliage **Mechanics** containers, floral mediums, floral tapes

Learning outcome
The learner will: 3. Be able to research contextual influences relating to traditional flower arrangement- table décor
Assessment criteria
The learner can: 3.1 Research **current trends** and recognised **designers** 3.2 **Record** and collate **research**

Range
Current trends In vogue containers, mediums, materials, techniques **Designers** Famous designers related to subject **Record** Photographic and written evidence **Research** eg Websites, books, journals, exhibitions and shows, museums

Learning outcome
The learner will: 4. Be able to sketch designs for traditional flower arrangement - table décor suitable for a stated design specification
Assessment criteria
The learner can: 4.1 Select **design material** 4.2 Store **design material** correctly 4.3 Produce a **statement of intent** 4.4 Sketch designs for **themed** and non-themed **traditional flower arrangements – table décor** to evidence the use of • colour • line • texture • shape • form 4.5 Store sketches safely for easy retrieval

Range
Design material a range of colouring mediums (paint, pencils, pens, wax, ink), range of papers **Statement of intent** Description of the suggested design to satisfy stated client requirements **Themed** For example cultural, religious, celebration or event **Traditional flower arrangement –table décor** all round circular, oval, diamond and rectangular table arrangements, tall. upright buffet table arrangements

Learning outcome
The learner will: 5. Be able to plan, prepare and handle materials for traditional flower arrangements - table décor
Assessment criteria
The learner can: 5.1 **Prepare** materials for selected sketches 5.2 Handle materials carefully to avoid damage 5.3 Estimate the cost and time required to make all round traditional flower arrangements – table décor

Range
Prepare select, obtain, condition and check for damage, soak and secure medium

Learning outcome
The learner will: 6. Be able to construct traditional flower arrangements - table décor to a saleable standard
Assessment criteria
The learner can: 6.1 Handle materials, tools and equipment safely and effectively 6.2 **Construct** traditional flower arrangements table décor to a saleable standard 6.3 **Finish** traditional flower arrangements table décor to a saleable standard 6.4 **Stage** traditional flower arrangements table décor to a saleable standard 6.5 **Record** the steps followed during the construction process including any adjustments 6.6 Produce a detailed **cost sheet** 6.7 Produce detailed **production timescales** 6.8 **Evaluate** traditional table décor arrangements

Range
Construct Use traditional and/or innovative techniques to satisfy the design specifications and intended use whilst applying the principles correctly **Finish** Eg Check for damage, mist as appropriate **Stage** Present and display the finished product following the design specifications and intended use **Record** Photographic and written evidence **Cost sheet** Retail costs and labour costs **Production timescales** Time taken to plan, construct and complete arrangements **Evaluate** Record strengths and weaknesses and areas for further development

Unit 301 Researching design ideas and concepts

UAN:	**K/503/7174**
Level:	Level 3
Credit value:	5
GLH:	32
Relationship to NOS:	This unit is linked to the following National Occupational Standards for Creative and Cultural Skills : CR 4, 5, 6, 7, 9, 10, 11, 12, 13, 14, 15, 17, 18, 19, 21, 22, 24, 28, 30, 31, 46 DES 1, 3, 4, 8, 10, 11, 12, 14, 17, 18, 19, 20,21, 32, 36, 37, 38
Endorsement by a sector or regulatory body:	This unit is endorsed by Creative and Cultural Skills, the Sector Skills Council for Craft and Design
Aim:	This unit enables a candidate to research themes or concepts to inform ideas for Floral Designs focussing on an historical, contemporary or cultural influence

Learning outcome
The learner will: 1. Know how to work safely and effectively when developing design ideas and concepts
Assessment criteria
The learner can: 1.1 Identify Health and Safety **regulations** relating to **tools and equipment** used in design work 1.2 Identify Health and Safety risks relating to **materials** used in design work

Range
Regulations COSHH, Health and Safety at Work Act **Tools and equipment** adhesive , cutting tools, drawing tools, applicators **Materials** colouring mediums, drawing mediums, papers, card

Learning outcome
The learner will: 2. Be able to prepare for design work
Assessment criteria
The learner can: 2.1 Select **craft materials** to develop design ideas 2.2 Select **tools and equipment** to develop design ideas 2.3 store craft materials, tools and equipment correctly

Range
Craft materials craft materials related to design – colouring mediums drawing mediums, papers, card and similar items **Tools and equipment** adhesive , cutting tools, drawing tools, applicators

Learning outcome
The learner will: 3. Be able to research themes or concepts to inform design ideas
Assessment criteria
The learner can: 3.1 **Research** the **contextual influences** relating to an in-depth focus on a **theme** or concept 3.2 Research the work of **artisans** related to a theme or concept 3.3 Experiment with **designs** stimulated by research

Range
Research use primary and secondary sources **Contextual influences** historical, contemporary, cultural **Theme** the subject of the inspiration **Artisans** designer makers, artists or craftsmen **Designs** •**traditional** eg pattern, shape, modelling and similar ideas •**innovative** eg abstraction, maquettes, modelling and similar ideas

Learning outcome
The learner will: 4. Evaluate and present design ideas and concepts
Assessment criteria
The learner can: 4.1 Analyse and **refine** preliminary designs 4.2 Produce **records** of design work 4.3 **Evaluate** design work 4.4 Use a **method of display** to present a body of design work 4.5 Present design work verbally to a **target audience**

Range
Refine develop the preliminary designs **Records** visual records of the selected theme **Evaluate** A thorough evaluation of the concept, its potential and all working ideas necessary to stimulate inspiration **Method of display** Professional standard, method applicable to the body of work **Target audience** eg clients, peer group, arts funding manager or similar

Unit 302 Develop and innovate ideas for floral designs

UAN:	**M/503/7175**
Level:	Level 3
Credit value:	5
GLH:	37
Relationship to NOS:	This unit is linked to the following National Occupational Standard for Creative and Cultural Skills : CR 4, 5, 6, 7, 9, 11, 12, 13, 14, 15, 17, 18,19, 21, 22, 24,30, 31 DES 3, 5, 7, 8, 9, 10, 11, 18, 19, 36,37 This unit is also linked to the following National Occupational Standard for LANTA LAN FLR 5, 6, 8
Endorsement by a sector or regulatory body:	This unit is endorsed by LANTRA the Sector Skills Council for Land Based and Environmental Industries
Aim:	This unit enables a candidate to use historical, contemporary or cultural trends to work with a wide range of traditional and non-traditional techniques and materials to develop complex and innovative ideas for Floral Design

Learning outcome
The learner will: 1. Know how to work safely and effectively using tools and equipment in floral design
Assessment criteria
The learner can: 1.1 Identify Health and Safety **regulations** relating to **tools and equipmen**t used in floral design 1.2 Identify Health and Safety **risks** relating to materials used in floral design

Range
Regulations COSHH, Health and Safety at Work Act **Tools and equipment** eg cutting tools, wires, tapes, staples and similar items **Risks** eg irritant, poisonous

Learning outcome
The learner will: 2. Be able to research contextual influences relating to floral design
Assessment criteria
The learner can: 2.1 Research **current trends** in the use of floral design materials 2.2 Research **historical trends** in the use of floral design materials 2.3 Research **cultural trends** in the use of floral design materials

Range
Research eg websites, books, journals, exhibitions and shows **Current trends** eg In vogue containers, mediums, materials, techniques **Historical trends** eg historic use of containers, mediums, materials and techniques applicable to a named era **Cultural trends** eg the use of containers, mediums, materials and techniques applicable to a named culture

Learning outcome
The learner will: 3. Be able to prepare for sampling complex design ideas and techniques
Assessment criteria
The learner can: 3.1 Handle **tools and equipment** to sample floral design techniques and ideas 3.2 Select • **traditional materials** • **non traditional materials** • **seasonal materials** • **craft materials** to sample complex floral design techniques and ideas 3.3 **Prepare** materials for floral design techniques 3.4 Store materials correctly • traditional materials • non traditional materials • seasonal materials • craft materials

Range
Tools and equipment eg cutting tools, wires, tapes, staples, and similar items **Traditional materials** eg tropical, all year round plant material , seasonal plant material and preserved plant material **Non traditional materials** eg beads, picks, papers, feathers, shells or similar items **Seasonal materials** seasonal flowers, foliage and materials **Prepare** condition, fresh plant material, tropical, seasonal preserved and manufactured

Learning outcome
The learner will: 4. Be able to explore the potential of materials for floral designs
Assessment criteria
The learner can: 4.1 **Manipulate** floral design materials • traditional materials • non-traditional materials • seasonal materials 4.2 Handle materials carefully to **avoid damage** during the experimentation process 4.3 **Explore the potential** of floral design materials through experimentation

Range
Manipulate Eg Bending, cutting, easing, folding, gluing, layering, plaiting, rolling, sculpturing, terracing, threading, turning, twisting, weaving and similar **Avoid damage** manipulate material as necessary to achieve the anticipated or desirable result **Explore the potential** Use materials to experiment where there is no known outcome

Learning outcome
The learner will: 5. Be able to evaluate and record results of sampling and experimentations
Assessment criteria
The learner can: 5.1 Produce **records** of sampling techniques and experimentations 5.2 **Evaluate** results of sampling and experimentations

Range
Records -visual record eg photographs, electronic imagery, sketches or similar -written record detailed notes of the experimentation and techniques used **Evaluate** make a record to identify strengths and weaknesses of the techniques and experiments undertaken

Unit 303 Contemporary flower arrangement - free standing

UAN:	**D/503/7169**
Level:	Level 3
Credit value:	10
GLH:	60
Relationship to NOS:	This unit is linked to the following floristry National occupations standards produced by LANTRA: LAN FLR 3, LAN FL 5, LAN FLR 6, LAN FLR 8, LAN CU2
Endorsement by a sector or regulatory body:	This unit is endorsed by LANTRA the Sector Skills Council for Land Based and Environmental Industries
Aim:	This unit provides in depth practical skills and knowledge needed to make contemporary free standing designs to a saleable standard with a high level of innovation and technique. It aims to develop complex practical skills with the aid of extensive research, using a range of materials and techniques in the planning, preparation, construction and presentation of contemporary free standing floral designs.

Learning outcome
The learner will: 1. Know how to work safely and effectively using tools and equipment
Assessment criteria
The learner can: 1.1 Identify Health and Safety **regulations** relating to contemporary flower arrangement – free standing 1.2 Describe the care and safety of **tools and equipment** used for contemporary flower arrangement – free standing

Range
Regulations COSSH, Health and Safety at Work Act **Tools and equipment** cutting tools, wires

Learning outcome
The learner will: 2. Know the botanical classification and characteristics of plant material accessories and mechanics
Assessment criteria
The learner can: 2.1 State the **botanical** name of a range of fresh flowers and plant material 2.2 Describe the **characteristics** of the following plant materials: • **tropical** • **AYR** • **seasonal** • **preserved plant material** 2.3 Describe a range of **accessories** 2.4 Describe a range of **mechanics**

Range
Botanical Latin classification **Characteristics** colour, line, texture, shape and form, hazardous features **Tropical** plant materials which are native to non European countries **AYR plant material** plant material which can be purchased all the year round **Seasonal plant material** seasonal flowers and foliage **Preserved plant material** commercial or self dried plant materials **Accessories** beads, picks, feathers, shells **Mechanics** containers, floral mediums, floral tapes

Learning outcome
The learner will: 3. Be able to research contextual influences relating to advanced and innovative contemporary flower arrangement- free standing
Assessment criteria
The learner can: 3.1 Research **advanced and innovative trends** and recognised **designers** 3.2 Research **historical and cultural influences** 3.3 **Record** and collate **research**

Range
Advanced and innovative trends Innovative containers, mediums, materials, advanced techniques **Designers** Internationally recognised designers related to subject **Historical and cultural influences** Design trends applicable to different eras and cultures **Record** Photographic and written evidence **Research** Eg Websites, books, journals, exhibitions and shows, museums

Learning outcome
The learner will: 4. Be able to sketch advanced innovative designs for contemporary flower arrangements - free standing to a stated design specification
Assessment criteria
The learner can: 4.1 Select **design material** 4.2 Store design material correctly 4.3 Develop individual **briefs** 4.4 Produce **statements of intent** 4.5 Produce working sketches evidencing: • **contemporary techniques** • **elements** of design • **principles** of design 4.6 Design advanced and innovative **contemporary flower arrangements – free standing** • **themed** • non-themed 4.7 Store sketches safely for easy retrieval

Range
Design material colouring mediums (eg paint, pencils, pens, wax, ink), range of papers **Briefs** Development of ideas to incorporate client requirements **Statement of intent** Description of the suggested design to satisfy stated client requirements **Contemporary techniques** Binding, banding , bundling, caging, clamping, cupping, gluing, grouping, layering, pillowing, plaiting, rolling, sculpturing, shadowing, sheltering, terracing, threading, veiling, weaving, wrapping **Elements** Colour, form, texture, space and line **Principles** Balance, Rhythm, dominance and contrast, scale and proportion, harmony **Contemporary flower arrangement –free standing** three dimensional hanging design, linear arrangement, floor standing arrangements of one or more placements, front facing and viewed all round, free standing design with a structure **Themed** Eg historical, cultural, religious celebration or event

Learning outcome
The learner will: 5. Be able to plan, prepare and handle materials for advanced and innovative contemporary free standing flower arrangements
Assessment criteria
The learner can: 5.1 **Prepare** materials for selected sketches 5.2 Handle materials carefully to avoid damage 5.3 Estimate the cost and time required to make advanced and innovative contemporary free standing flower arrangements

Range
Prepare select, obtain, condition and check for damage, soak and secure medium
Learning outcome
The learner will: 6. Be able to construct advanced and innovative contemporary free standing flower arrangements to a professional standard

Assessment criteria
The learner can: 6.1 Handle materials, tools and equipment safely and effectively 6.2 **Construct** advanced and innovative contemporary free standing flower arrangements 6.3 **Finish** advanced and innovative contemporary free standing flower arrangements 6.4 **Stage** advanced and innovative contemporary free standing flower arrangements 6.5 **Record** details of the construction process including any adjustments 6.6 Produce a detailed **cost sheet** 6.7 Produce detailed **production timescales** 6.8 **Evaluate** advanced and innovative contemporary free standing flower arrangements

Range
Construct Use advanced and/or innovative techniques to satisfy the design specifications and intended use whilst applying the elements and principles correctly **Finish** Eg Check for damage, mist as appropriate **Stage** Present and display the finished product following the design specifications and intended use **Record** Photographic and written evidence **Cost sheet** Detailed retail costs and labour costs **Production timescales** Detail of time taken to plan, construct and complete arrangements **Evaluate** Record strengths and weaknesses, areas for development and problems encountered and resolved

Unit 303 Contemporary flower arrangement - free standing

Supporting information

Unit range

The learner must cover the range

Description of techniques to be covered:

1. Binding: a method of securing materials together using a pliable medium, ensuring the binding point does not travel.
2. Banding: the use of a pliable medium to bind in close order, for effect.
3. Bundling: the use of like materials, bound together to form a pick.
4. Caging: the creation of a structure which encases the entire design.
5. Clamping: the splitting of a woody stem which is positioned so as to straddle the top of a container, bound for security, to enable the creation of a cage or structure.
6. Cupping: the creation of a conical structure using a manipulated flat leaf secured with wire, glue or staples. E.g. Galax urceolata
7. Gluing: the use of hot or cold glue to adhere materials together.
8. Grouping: the positioning of like materials in close order to form an area of dominance.
9. Layering: the positioning of materials so they overlap each other to cover a specific surface area.
10. Pillowing: the positioning of like materials, in close order, to form an area of domed dominance.
11. Plaiting: the use of 3 strands of materials interwoven for decorative effect.
12. Rolling: the use of different materials, e.g. grasses, leaves, midolino to create a coiled affect thus creating enclosed space, secured with wire, staples or glue.
13. Sculpturing: the binding of like materials with a pliable medium to create a solid structure, which can be manipulated for effect. E.g. Asparagus pyramidalis, Gypsophila
14. Shadowing: The placement of like material to echo the directional line of movement of the first placement to aid recession and increase the sense of depth.
15. Sheltering: the placement of one or materials which act like an umbrella to veil the design for effect.
16. Terracing: the use of like materials to be placed in a stepped, overlapped manner.
17. Threading: the piercing and stringing of materials for effect.
18. Veiling: the use of a transparent medium which softly covers part or all of the design for effect. E.g. sisal
19. Weaving: the interlacing of materials using the warp and weft affect to create a solid surface area.
20. Wrapping: the use of external materials to bind an item/items in close order for effect.

Unit 304 Contemporary flower arrangement - table décor

UAN:	**R/503/7170**
Level:	Level 3
Credit value:	10
GLH:	60
Relationship to NOS:	This unit is linked to the following floristry National occupations standards produced by LANTRA: LAN FLR 3, LAN FL 5, LAN FLR 6, LAN FLR 8, LAN CU2
Endorsement by a sector or regulatory body:	This unit is endorsed by LANTRA and the Sector Skills Council for Land Based and Environmental Industries
Aim:	This unit provides in depth practical skills and knowledge needed to make Contemporary table decor to a saleable standard with a high level of innovation and technique. It aims to develop complex practical skills with the aid of extensive research, using a range of materials and techniques in the planning, preparation, construction and presentation of Contemporary table décor.

Learning outcome
The learner will: 1. Know how to work safely and effectively using tools and equipment
Assessment criteria
The learner can: 1.1 Identify Health and Safety **regulations** relating to traditional flower arrangement – table décor 1.2 Describe the care and safety of **tools and equipment** used for contemporary flower arrangement – table décor

Range
Regulations COSSH, Health and Safety at Work Act **Tools and equipment** cutting tools, wires

Learning outcome
The learner will: 2. Know the botanical classification and characteristics of plant material, accessories and mechanics
Assessment criteria
The learner can: 2.1 State the **botanical** name of a range of fresh flowers and plant material 2.2 Describe the **characteristics** of the following plant materials: • **tropical** • **All Year Round** • **seasonal** • **preserved plant material** 2.3 Describe a range of **accessories** 2.4 Describe a range of **mechanics**

Range
Botanical Latin classification **Characteristics** colour, line, texture, shape and form, hazardous features **Tropical** plant materials which are native to non European countries **AYR plant material** plant material which can be purchased all the year round **Seasonal plant material** seasonal flowers and foliage **Preserved plant material** commercial or self dried plant materials **Accessories** beads, picks, feathers, shells **Mechanics** containers, floral mediums, floral tapes

Learning outcome
The learner will: 3. Be able to research contextual influences relating to advanced and innovative contemporary flower arrangement- table décor
Assessment criteria
The learner can: 3.1 Research **advanced and innovative trends** and recognised **designers** 3.2 Research **historical and cultural influences** 3.3 **Record** and collate **research**

Range
Advanced and innovative trends Innovative containers, mediums, materials, techniques **Designer** Famous designers related to field **Historical and cultural influences** Design trends applicable to different eras and cultures **Record** Photographic and written evidence **Research** Eg Websites, books, journals, exhibitions and shows, museums

Learning outcome
The learner will: 4. Be able to sketch advanced innovative designs for contemporary flower arrangements - table décor to a stated design specification
Assessment criteria
The learner can: 4.1 Select **design material** 4.2 Store design material correctly 4.3 Develop individual **briefs** 4.4 Produce a **statement of intent** 4.5 Produce working sketches evidencing: • **contemporary techniques** • **elements** of design • **principles** of design 4.6 Design advanced and innovative **contemporary flower arrangements – table décor** • **themed** • non-themed 4.7 Store sketches safely for easy retrieval

Range
Design material colouring mediums (eg paint, pencils, pens, wax, ink), range of papers **Briefs** Development of ideas to incorporate client requirements **Statement of intent** Description of the suggested design to satisfy stated client requirements **Contemporary techniques** Binding, banding , bundling, caging, clamping, cupping, gluing, grouping, layering, pillowing, plaiting, sculpturing, terracing, threading, veiling, weaving, wrapping **Elements** Colour, form, texture, space and line **Principles** Balance, Rhythm, dominance and contrast, scale and proportion, harmony **Contemporary flower arrangement –table décor** table decor to incorporate a structure, table décor of more than one placement linked, table décor to incorporate clamping, table décor to incorporate glass tubes **Themed** Eg historical, cultural,

Learning outcome
The learner will: 5. Be able to plan, prepare and handle materials for advanced and innovative contemporary flower arrangements - table décor
Assessment criteria
The learner can: 5.1 **Prepare** materials for selected sketches 5.2 Handle materials carefully to avoid damage 5.3 Estimate the cost and time required to make advanced and innovative contemporary flower arrangements - table décor.

Range
Prepare select, obtain, condition and check for damage, soak and secure medium

Learning outcome
The learner will: 6. Be able to construct advanced and innovative contemporary flower arrangements - table décor to a professional standard
Assessment criteria
The learner can: 6.1 Handle materials, tools and equipment safely and effectively 6.2 **Construct** advanced and innovative contemporary flower arrangements - table décor 6.3 **Finish** advanced and innovative contemporary flower arrangements - table décor 6.4 **Stage** advanced and innovative contemporary flower arrangements - table décor 6.5 **Record** details of the construction process including any adjustments 6.6 Produce a detailed **cost sheet** 6.7 Produce detailed **production timescales** 6.8 **Evaluate** advanced and innovative contemporary flower arrangements - table décor

Range
Construct Use advanced and/or innovative techniques to satisfy the design specifications and intended use whilst applying the elements and principles correctly **Finish** Eg Check for damage, mist as appropriate **Stage** Present and display the finished product following the design specifications and intended use **Record** Photographic and written evidence **Cost sheet** Retail costs and labour costs **Production timescales** Time taken to plan, construct and complete **Evaluate** Record strengths and weaknesses, areas for improvement and problems encountered and resolved

Unit 304 Contemporary flower arrangement - table décor

Supporting information

Evidence requirements

Learners must provide a photograph of the completed assessed designs together with supporting paperwork as stated in the assessment criteria. Designs must be made within a suitable timed format

Unit range

The learner must cover the range

Description of techniques to be covered:

1. Binding: a method of securing materials together using a pliable medium, ensuring the binding point does not travel.
2. Banding: the use of a pliable medium to bind in close order, for effect.
3. Bundling: the use of like materials, bound together to form a pick.
4. Caging: the creation of a structure which encases the entire design.
5. Clamping: the splitting of a woody stem which is positioned so as to straddle the top of a container, bound for security, to enable the creation of a cage or structure.
6. Cupping: the creation of a conical structure using a manipulated flat leaf secured with wire, glue or staples. E.g. Galax urceolata
7. Gluing: the use of hot or cold glue to adhere materials together.
8. Grouping: the positioning of like materials in close order to form an area of dominance.
9. Layering: the positioning of materials so they overlap each other to cover a specific surface area.
10. Pillowing: the positioning of like materials, in close order, to form an area of domed dominance.
11. Plaiting: the use of 3 strands of materials interwoven for decorative effect.
12. Sculpturing: the binding of like materials with a pliable medium to create a solid structure, which can be manipulated for effect. E.g. Asparagus pyramidalis, Gypsophila
13. Terracing: the use of like materials to be placed in a stepped, overlapped manner.
14. Threading: the piercing and stringing of materials for effect.
15. Veiling: the use of a transparent medium which softly covers part or all of the design for effect. E.g. sisal
16. Weaving: the interlacing of materials using the warp and weft affect to create a solid surface area.
17. Wrapping: the use of external materials to bind item/items in close order for effect.

Unit 305 Traditional flower arrangement - free standing

UAN:	**Y/503/7171**
Level:	Level 3
Credit value:	10
GLH:	60
Relationship to NOS:	This unit is linked to the following floristry National occupations standards produced by LANTRA: LAN FLR 3, LAN FL 5, LAN FLR 6, LAN FLR 8, LAN CU2
Endorsement by a sector or regulatory body:	This unit is endorsed by LANTRA and the Sector Skills Council for Land Based and Environmental Industries
Aim:	This unit provides in depth practical skills and knowledge needed to make Traditional free standing designs to a saleable standard with a high level of innovation and technique. It aims to develop complex practical skills with the aid of extensive research, using a range of materials and techniques in the planning, preparation, construction and presentation of Traditional free standing floral designs.

Learning outcome
The learner will: 1. Know and describe how to work safely and effectively using tools and equipment
Assessment criteria
The learner can: 1.1 Identify Health and Safety **regulations** relating to traditional flower arrangement – free standing 1.2 Describe the care and safety of **tools and equipment** used for traditional flower arrangement – free standing

Range
Regulations COSSH, Health and Safety at Work Act **Tools and equipment** Cutting tools, wires.

Learning outcome
The learner will: 2. Know the botanical classification and characteristics of plant material, accessories and mechanics
Assessment criteria
The learner can: 2.1 State the **botanical** name of a range of fresh flowers and plant material 2.2 Describe the **characteristics** of the following plant materials: • **tropical** • **AYR** • **seasonal** • **preserved plant material** 2.3 Describe a range of **accessories** 2.4 Describe a range of **mechanics**

Range
Botanical Latin classification **Characteristics** colour, line, texture, shape and form, hazardous features **Tropical** plant materials which are native to non European countries **AYR plant material** plant material which can be purchased all the year round **Seasonal plant material** seasonal flowers and foliage **Preserved plant material** commercial or self dried plant materials **Accessories** beads, picks, feathers, shells **Mechanics** containers, floral mediums, floral tapes, glue

Learning outcome
The learner will: 3. Be able to research contextual influences relating to advanced and innovative traditional flower arrangement- free standing
Assessment criteria
The learner can: 3.1 Research **advanced and innovative trends** and recognised **designers** 3.2 Research **historical and cultural influences** 3.3 **Record** and collate **research**

Range
Advanced and innovative trends Innovative containers, mediums, materials, techniques **Designers** Internationally recognised designers related to subject **Historical and cultural influences** Design trends applicable to different eras and cultures **Record** Photographic and written evidence **Research** Eg Websites, books, journals, exhibitions and shows, museums

Learning outcome
The learner will: 4. Be able to sketch advanced innovative designs for traditional flower arrangements -free standing to a stated design specification
Assessment criteria
The learner can: 4.1 Select **design material** 4.2 Store design material correctly 4.3 Develop individual **briefs** 4.4 Produce a **statement of intent** 4.5 Produce working sketches evidencing: • **elements** of design • **principles** of design 4.6 Design advanced and innovative **traditional flower arrangement – free standing** • **themed** • non-themed 4.7 Design advanced and innovative traditional flower arrangement –free standing with and without **accessories** 4.8 Store sketches safely for easy retrieval

Range
Design material colouring mediums (eg paint, pencils, pens, wax, ink), range of papers **Briefs** Development of ideas to incorporate client requirements **Statement of intent** Description of the suggested design to satisfy stated client requirements **Elements** Colour, form, texture, space and line **Principles** Balance, Rhythm, dominance and contrast, scale and proportion, harmony **Traditional flower arrangement –free standing** pedestal arrangement, floor standing arrangements of two placements front facing and viewed all round, interpretative arrangements with and without accessories, collage **Themed** Eg historical, cultural, religious celebration or event **Accessories** Eg picks, feathers, shells

Learning outcome
The learner will: 5. Be able to plan, prepare and handle materials for advanced and innovative traditional free standing flower arrangement
Assessment criteria
The learner can: 5.1 **Prepare** materials for selected sketches 5.2 Handle materials carefully to avoid damage 5.3 Estimate the cost and time required to make advanced and innovative traditional free standing arrangements

Range
Prepare select, obtain, condition and check for damage, soak and secure medium

Learning outcome
The learner will: 6. Be able to construct advanced and innovative traditional free standing arrangements to a professional standard
Assessment criteria
The learner can: 6.1 Handle materials, tools and equipment safely and effectively 6.2 **Construct** advanced and innovative traditional free standing arrangements 6.3 **Finish** advanced and innovative traditional free standing arrangements 6.4 **Stage** advanced and innovative traditional free standing arrangements 6.5 **Record** details of the construction process including any adjustments 6.6 Produce a detailed **cost sheet** 6.7 Produce detailed **production timescales** 6.8 **Evaluate** advanced and innovative traditional free standing flower arrangements

Range
Construct Use advanced traditional and/or innovative techniques to satisfy the design specifications and intended use whilst applying the elements and principles correctly **Finish** Eg Check for damage, mist as appropriate **Stage** Present and display the finished product following the design specifications and intended use **Record** Photographic and written evidence **Cost sheet** Retail costs and labour costs **Production timescales** Time taken to plan, construct and complete arrangements **Evaluate** Record strengths and weaknesses, areas for development and problems encountered and resolved

Unit 306 Traditional flower arrangement - table décor

UAN:	**D/503/7172**
Level:	Level 3
Credit value:	10
GLH:	60
Relationship to NOS:	This unit is linked to the following floristry National occupations standards produced by LANTRA: LAN FLR 3, LAN FL 5, LAN FLR 6, LAN FLR 8, LAN CU2
Endorsement by a sector or regulatory body:	This unit is endorsed by LANTRA and the Sector Skills Council for Land Based and Environmental Industries

Aim:

Learning outcome
The learner will: 1. Know and describe how to work safely and effectively using tools and equipment
Assessment criteria
The learner can: 1.1 Identify Health and Safety **regulations** relating to traditional flower arrangement – table décor 1.2 Describe the care and safety of **tools and equipment** used for traditional flower arrangement – table décor

Range
Regulations COSSH, Health and Safety at Work Act, **Tools and equipment** cutting tools, wires

Learning outcome
The learner will: 2. Know the botanical classification and characteristics of plant material accessories and mechanics
Assessment criteria
The learner can: 2.1 State the **botanical** name of a range of fresh flowers and plant material 2.2 Describe the characteristics of the following plant materials: • **tropical** • **AYR** • **seasonal** • manufactured/**preserved plant material** 2.3 Describe a range of **accessories** 2.4 Describe a range of **mechanics**

Range
Botanical Latin classification **Characteristics** colour, line, texture, shape and form, hazardous features **Tropical** plant materials which are native to non European countries **AYR plant material** plant material which can be purchased all the year round **Seasonal plant material** seasonal flowers and foliage **Preserved plant material** commercial or self dried plant materials **Accessories** beads, picks, feathers, shells **Mechanics** containers, floral mediums, floral tapes

Learning outcome
The learner will: 3. Be able to research contextual influences relating to advanced and innovative traditional flower arrangement- table décor
Assessment criteria
The learner can: 3.1 Research **advanced and innovative trends** and recognised **designers** 3.2 Research **historical and cultural influences** 3.3 **Record** and collate **research**

Range
Advanced and innovative trends Innovative containers, mediums, materials, advanced techniques **Designer** Internationally recognised designers related to field **Historical and cultural influences** Design trends applicable to different eras and cultures **Record** Photographic and written evidence **Research** Eg Websites, books, journals, exhibitions and shows, museums

Learning outcome
The learner will: 4. Be able to sketch advanced innovative designs for traditional flower arrangements - table décor to a stated design specification
Assessment criteria
The learner can: 4.1 Select **design material** 4.2 S tore design material correctly 4.3 Develop individual **briefs** 4.4 Produce a **statement of intent** 4.5 Produce working sketches evidencing: • **elements** of design • **principles** of design 4.6 Design advanced and innovative **traditional flower arrangements – table décor** • **themed** • non-themed 4.7 Store sketches safely for easy retrieval

Range
Design material colouring mediums (eg paint, pencils, pens, wax, ink), range of papers **Briefs** Development of ideas to incorporate client requirements **Statement of intent** Description of the suggested design to satisfy stated client requirements **Elements** Colour, form, texture, space and line **Principles** Balance, Rhythm, dominance and contrast, scale and proportion, harmony **Traditional flower arrangement –table décor** all round banquet arrangement, top table arrangement, table arrangement comprising of 2 placements with and without accessories **Themed** Eg historical, cultural, religious celebration or event

Learning outcome
The learner will: 5. Be able to plan, prepare and handle materials for advanced and innovative traditional flower arrangements - table décor
Assessment criteria
The learner can: 5.1 **Prepare** materials for selected sketches 5.2 Handle materials carefully to avoid damage 5.3 Estimate the cost and time required to make advanced and innovative traditional table arrangements

Range
Prepare select, obtain, condition and check for damage, soak and secure medium

Learning outcome
The learner will: 6. Be able to construct advanced and innovative traditional flower arrangements - table décor to a professional standard
Assessment criteria
The learner can: 6.1 Handle materials, tools and equipment safely and effectively 6.2 **Construct** advanced and innovative traditional flower arrangements - table décor 6.3 **Finish** advanced and innovative traditional flower arrangements - table décor 6.4 **Stage** advanced and innovative traditional flower arrangements - table décor 6.5 **Record** details of the construction process including any adjustments 6.6 Produce a detailed **cost sheet** 6.7 Produce detailed **production timescales** 6.8 **Evaluate** advanced and innovative traditional flower arrangements - table décor

Range
Construct Use advanced traditional and/or innovative techniques to satisfy the design specifications and intended use whilst applying the elements and principles correctly **Finish** Eg Check for damage, mist as appropriate **Stage** Present and display the finished product following the design specifications and intended use **Record** Photographic and written evidence **Cost sheet** Retail costs and labour costs **Production timescales** Time taken to plan, construct and complete arrangements **Evaluate** Record strengths and weaknesses, areas for development and problems encountered and resolved

Appendix 1 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on **www.cityandguilds.com**.

Centre Manual - Supporting Customer Excellence contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

Our Quality Assurance Requirements encompasses all of the relevant requirements of key regulatory documents such as:

- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

Access to Assessment & Qualifications provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information such on such things as:

- **Walled Garden**: how to register and certificate candidates on line
- **Events**: dates and information on the latest Centre events

- **Online assessment**: how to register for GOLA/e-volve assessments.

Centre Guide – Delivering International Qualifications contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification. Specifically, the document includes sections on:

- The centre and qualification approval process and forms
- Assessment, verification and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

Useful contacts

UK learners **General qualification information**	**T: +44 (0)844 543 0033** **E: learnersupport@cityandguilds.com**
International learners General qualification information	T: +44 (0)844 543 0033 F: +44 (0)20 7294 2413 E: **intcg@cityandguilds.com**
Centres Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: **centresupport@cityandguilds.com**
Single subject qualifications Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: **singlesubjects@cityandguilds.com**
International awards Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: **intops@cityandguilds.com**
Walled Garden Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: **walledgarden@cityandguilds.com**
Employer Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	T: +44 (0)121 503 8993 E: **business@cityandguilds.com**
Publications Logbooks, Centre documents, Forms, Free literature	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413

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City & Guilds Group

The City & Guilds Group operates from three major hubs: London (servicing Europe, the Caribbean and Americas), Johannesburg (servicing Africa), and Singapore (servicing Asia, Australia and New Zealand). The Group also includes the Institute of Leadership & Management (management and leadership qualifications), City & Guilds Land Based Services (land-based qualifications), the Centre for Skills Development (CSD works to improve the policy and practice of vocational education and training worldwide) and Learning Assistant (an online e-portfolio).

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