

NATIONAL VOCATIONAL QUALIFICATION STRUCTURE

FLORAL ARRANGEMENT LEVEL 1 - A012801

Unit Code	Unit Title	Requirement
FLAL1001	Maintain safe and effective working practices in the floristry industry	Mandatory
FLAL1002	Communicate with customers and others in the floristry industry	Mandatory
FLAL1003	Identify flowers, plants and plant material	Mandatory
FLAL1004	Prepare and care for floristry and ancillary stock	Mandatory
FLAL1005	Assemble floristry products	Mandatory
FLAL1006	Maintain floristry equipment	Mandatory
FLAL1007	Research information on the floristry industry	Mandatory
FLAL1008	Contribute to the protection of the environment in the floristry industry	Mandatory

To achieve a full award, candidates must complete all eight (8) mandatory units.

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NVQB in Floral Arrangement Level 1

Qualification Overview

This qualification is designed to provide training, assessment and recognised certification for persons in floral arrangement and design areas within the floristry industry. A floral assistant is an integral point within the workplace as the key person liaising with the floral designers and senior florists to ensure that the correct materials are available and to assist in the creation of the arrangements. Some of the essential work role functions for the floral arrangement area are:

- Identify flowers, plants and plant material
- Prepare and care for floristry and ancillary stock
- Assemble floristry arrangement
- Maintain floristry equipment
- Research information on the floristry industry

Candidates must be able to provide the full range of floral arrangement support according to workplace guidelines and to contribute to diagnosing and resolving issues as a means of being proactive in-service delivery. Other essential work role functions for the floral arrangement industry area include core functions such as:

- Maintain safe and effective working practices in floristry industry
- Communicate with customers and others in the floristry industry
- Contribute to the protection of the environment in the floristry industry

Candidates must be able to work effectively and efficiently as the first line of contact for external and internal customers exhibiting all types of behaviours and attitudes.

Like all NVQs this qualification is competence based. This means that it is linked to the candidate's ability to competently perform a range of tasks connected with their work role. Candidates must plan a programme of development and assessment with their assessors and compile a portfolio of evidence to prove that they are competent in their work role.

Who is this qualification for?

The NVQB in Floral Arrangement Level 1 is aimed at entry level workers who are directly supervised. This person will perform within a variety of work activities, most of which are simple and routine. The worker has individual responsibility and limited autonomy and reports to senior officer/team leader/supervisor. Persons should have some knowledge of basic floral arrangements, work with limited autonomy and are responsible enough to perform tasks independently and as part of a team. These skills are such that progression can be made to higher levels within the floral arrangement, floral design industry.

Where can it be used?

Persons can use this qualification in florist stores independently, as part of a team of floral arrangers for different events or for designing floral arrangements.

Jobs within the occupational area:

- Floral assistant
- Junior floral designer
- Front office personnel at floral shop
- Customer service representative for floral shop

This list is not exhaustive and only serves to illustrate the breadth of the qualification.

FLAL1001**Maintain safe and effective working practices in the floristry industry**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to function within health and safety standards. Candidates are required to demonstrate that they can work effectively and efficiently with colleagues, supervisors and customers. It also highlights the need for individuals to take responsibility for self-development in the workplace.

ELEMENT**PERFORMANCE CRITERIA**

Candidates must be able to:

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|---|---|
| 1. Protect the safety of self and others in the workplace | 1.1 Work according to training and instructions received to avoid risk to self and others. |
| | 1.2 Select and use appropriate personal protective equipment according to job requirements. |
| | 1.3 Use approved methods and handling equipment when moving and lifting items. |
| | 1.4 Use appropriate equipment and materials according to organisational safety and health requirements and manufacturer's instructions. |
| | 1.5 Return equipment and materials to designated storage when not in use to maintain the safety of self, others, equipment and materials. |
| | 1.6 Keep the immediate work area tidy and free from hazards to self and others following workplace best practices. |
| | 1.7 Dispose of waste in designated areas in accordance with organisational procedures and environmental and industry regulations. |
| | 1.8 Perform work in a manner which minimises environmental damage and contributes to the improvement of environmental work practices. |

- 1.9 Report accidents, incidents or problems to appropriate persons and take immediate action to reduce further danger in accordance with organisational health and safety procedures.
 - 1.10 Perform work in an organised and efficient manner in accordance with specified procedures.
- 2. Develop working relationships with others
 - 2.1 Create appropriate working relationships with others to facilitate effective workplace interactions.
 - 2.2 Perform activities requiring cooperation with others in accordance with required procedures.
 - 2.3 Handle disagreements in an effective manner in accordance with organisational procedures.
 - 2.4 Communicate in a clear manner which promotes effective working relationships.
- 3. Develop personal performance
 - 3.1 Take responsibility for tasks and activities in accordance with organisational requirements, either alone or as part of a team.
 - 3.2 Seek advice from appropriate persons if clarification is required concerning specific tasks.
 - 3.3 Review personal performance and development with appropriate persons at suitable times.

RANGE STATEMENT

All range statements must be assessed:

1. **Personal protective equipment for** may include but is not limited to:

- Fac
- Head
- Hands
- Body
- Feet

2. **Equipment** may include but is not limited to:

- Manual
- Electronic

3. **Waste** may include but is not limited to:

- Non-Hazardous
- Hazardous

4. **Others** may include but are not limited to:

- Colleagues
- Supervisors
- Customers

5. **Personal performance and development** may include but is not limited to:

- Productivity
- Quality of work

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. How to carry out work activities avoiding risk to self and others.
2. What are the basic requirements of the health and safety and other legislation and regulations that apply to the workplace.
3. What are the organisational requirements for the use of personal protective equipment.
4. How to select and use the correct personal protective equipment.
5. What is the relevant, up-to-date information on health, safety and security and how it applies in the workplace.
6. Why it is important to be alert to health, safety and security hazards.
7. What are the common health, safety and security hazards that affect persons working in this role and how these should be identified.
8. Why it is important to warn others about hazards and how to do so until the hazard is dealt with.
9. Why it is important to use safe lifting techniques.
10. What are the correct and safe ways to use equipment and materials required for work.
11. What are safe methods and areas for the storage of equipment and materials.
12. What are the organisational and legislative requirements for disposing of waste safely.
13. What health and safety records may need to be kept and how to do so.
14. How the conditions under which you work can affect the efficiency and effectiveness of yourself and those around you.
15. What methods should be used to promote good environmental practices and to minimise environmental damage while working.
16. What procedures should be used for different types of emergencies in the industry.
17. Why it is important to develop and maintain effective working relationships and how to do so.
18. What procedures should be used in dealing with workplace disagreements.
19. Why it is important to communicate effectively and what are the available methods to do so.
20. How to maintain security in the work area.
21. How to take responsibility for tasks and activities, either alone or as part of a team.
22. Why it is important to seek advice from appropriate persons if clarification is required concerning specific tasks and how to do so.
23. Why it is important to review personal performance and development with appropriate persons at suitable times and how to do so.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** of the performance criteria, range and underpinning knowledge on **more than one occasion**. This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Witness testimony
- Written evidence (work records, reports)
- Professional discussion

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

FLAL1002 Communicate with customers and others in the floristry industry

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to politely and effectively communicate with customers, colleagues and other persons encountered while working in the floristry industry. The unit deals with delivering quality service to customers through responding to their queries and documenting outcomes to use in improving service.

Clear communication is necessary for passing on information including information about floristry products and services to make sure health and safety information and workplace procedures are understood.

ELEMENT	PERFORMANCE CRITERIA
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Candidates must be able to:

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|---|-----|---|
| 1. Convey information to customers and others | 1.1 | Follow workplace standards for dress and deportment. |
| | 1.2 | Obtain relevant and current information for working in an effective manner. |
| | 1.3 | Greet customers in a positive manner that will make them feel welcome and shows interest in serving them. |
| | 1.4 | Interact with colleagues and other personnel using various communication strategies . |
| | 1.5 | Relay information in a clear, systematic and structured manner. |
| 2. Respond to customers and others | 2.1 | Answer customers' questions and comments in a prompt and positive manner. |
| | 2.2 | Respond to communication in a clear, courteous and prompt manner. |

- 2.3 Use questioning and other communication techniques to confirm the accuracy of the information.
- 2.4 Record information according to workplace procedures.
- 2.5 Present accurate and current information in a clear and concise manner to relevant persons.
- 2.6 Take corrective action when there are difficulties in relaying information.
- 2.7 Report faults with communication equipment in a prompt manner to appropriate persons.
- 2.8 Answer to customers' needs and attitudes in accordance with organisational requirements.

RANGE STATEMENT

All range statements must be assessed:

1. Customers may include but are not limited to:

- Internal
- External

2. Communication may include but is not limited to:

- Online /virtual
- Face to face /in-person
- Non-verbal

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. What are the reasons for communicating with others.
2. What are the workplace standards for personal appearance and behaviour.
3. How does your own behaviour and attitude reflect on the workplace and organisation.
4. Why it is important to create a positive impression of yourself and your organisation and how to do so.
5. How to obtain work instructions and verify that the instructions are up-to-date.
6. What is the reason for checking that the information is understood correctly.
7. What are the different forms of available communication and how they are used.
8. How to use appropriate strategies to communicate with colleagues and other personnel.
9. Why it is important to communicate clearly and provide necessary information.
10. How to communicate information clearly and systematically.
11. Why it is important to respond positively to questions and queries from customers.
12. How to respond to customers' questions and queries courteously, promptly and in a positive manner
13. What are the organisational procedures for acknowledging and responding to incoming information.
14. How to use effective questioning techniques to ensure information is understood.
15. What are the organisational and workplace procedures for recording information.
16. What is the correct process for transferring information.
17. How to ensure that the correct or authorised persons receive information.
18. How to identify problems in relaying information.
19. What are the corrective measures or actions to rectify problems in relaying information and how these should be applied.
20. What is the procedure for reporting faults with communication equipment.
21. How to identify customer needs and attitudes.
22. How to respond correctly to customers' needs and attitudes.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting **all** of the performance criteria, range and underpinning knowledge, **on more than one (1) occasion**. This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Witness testimony
- Personal statement
- Written evidence (projects or assignments)
- Case study and scenario analysis
- Role play/simulation

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, products and manufacturing specifications, codes, standards, manuals and reference materials.

FLAL1002**Identify flowers, plants and plant material**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to identify common or botanical names and general characteristics of flowers and plant material. This unit also requires the candidate to update the knowledge base and share updated information.

The unit is for all persons working in and involved in the floral industry.

ELEMENT**PERFORMANCE CRITERIA**

Candidates must be able to:

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| 1. Obtain knowledge of flowers, plants and plant material | 1.1 Communicate with relevant persons to determine what is required and identify sources of information on flowers, plants and plant material.

1.2 Acquire and interpret information on the features and characteristics of flowers and plants from approved sources.

1.3 Conduct further research using formal and informal methods to source and select information on features of flowers, plants and plant material. |
| 2. Name flowers, plants and plant material | 2.1 Seek guidance to identify and name flowers, plants and plant material from relevant persons according to workplace procedures.

2.2 Communicate using common and botanical names in daily activities in keeping with workplace procedures.

2.3 Provide guidance and answer queries on flowers, plants and plant material within the limits of own authority and report and record queries according to workplace procedures.

2.4 Consult with relevant persons on queries outside of limits of own authority and convey information provided accordingly. |

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|---|---|
| 3. Update knowledge of flowers, plants and plant material | 3.1 Update knowledge of flowers, plants and plant material continuously, using various methods and sources according to workplace policy. |
| | 3.2 Seek feedback from colleagues and customers on experiences with flowers, plants and plant material and use it to expand own knowledge base. |
| | 3.3 Share updated information with colleagues and customers in accordance with workplace procedures. |
| | 3.4 Complete documentation using approved workplace procedures. |

RANGE STATEMENT

All range statements must be assessed:

- 1. Flowers, plants and plant material** may include but are not limited to:

- Fresh
- Dried
- Artificial

- 2. Common and botanical names** may include but are not limited to:

- Common
- Botanical

- 3. Formal and informal research methods** may include but are not limited to:

- Formal
- Informal

- 4. Features and characteristics** may include but are not limited to:

- Physical appearance
- Care and handling techniques

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. How to communicate with relevant persons to determine needs and identify sources of information on flowers, plants and plant material.
2. Who are the relevant persons with whom to communicate to determine needs and identify sources of information to be used.
3. How to obtain and interpret information on the features and characteristics of flowers, plants and plant material from approved sources according to workplace procedures.
4. Which methods to use to interpret information on the features and characteristics of flowers, plants and plant material.
5. What are the formal and informal methods of research to use in sourcing and selecting information on features of flowers, plants and plant material.
6. What are the different types of flowers, plants and plant material.
7. What are the common and botanical names of flowers, plants and plant material.
8. Why it is important to communicate using common and botanical names in daily activities.
9. When and how to provide guidance and answer queries on the names and characteristics of flowers, plants and plant material.
10. What are the limits of own authority and when to consult with relevant persons on queries outside of these.
11. What are the approved methods and sources of information that can be used to update knowledge.
12. How to seek feedback from colleagues and customers on their experiences with flowers, plants and plant material and why it is important to do so.
13. How to use the feedback on experiences to update own knowledge.
14. What are the workplace procedures for sharing information with colleagues and customers.
15. What are the reporting and recording workplace procedures.
16. When and why it is important to follow the workplace documentation procedures.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

FLAL1004**Prepare and care for floristry and ancillary stock**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to prepare and care for, monitor and maintain the quality of all types of floristry and ancillary stock. Candidates must demonstrate the ability to maintain the cleanliness of preparation and display areas. This unit applies to individuals working with limited independence and under supervision.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

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| 1. Maintain the cleanliness of preparation and display areas | 1.1 Clean and maintain preparation and display areas to avoid spoilage of floristry stock according to workplace cleaning and sanitation policies and procedures.

1.2 Maintain ancillary stock in a manner to avoid spoilage of floristry stock according to workplace cleaning and sanitation policies and procedures.

1.3 Utilise personal protective and safety equipment and chemicals according to the health and safety regulations and manufacturers' instructions.

1.4 Use energy and water resources in an efficient manner to reduce negative environmental impacts. |
| 2. Organise and condition floristry stock | 2.1 Handle floristry stock according to their specific characteristics and requirements and check that handling practices do not result in personal health issues, spoilage or damage to the stock.

2.2 Select and apply appropriate preparation and conditioning techniques according to product requirements. |

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| | 2.3 | Apply conditioning products after checking and confirming that they were prepared according to product instructions. |
| | 2.4 | Store floristry stock in accordance with the established environmental procedures and guidelines. |
| 3. Monitor and maintain the appearance of floristry stock | 3.1 | Observe and check the condition of floristry stock to maintain optimum conditions according to workplace procedures. |
| | 3.2 | Maintain water and conditioning food supplies according to flower and plant requirements. |
| | 3.3 | Confirm that temperature and humidity are maintained according to flower and plant requirements. |
| | 3.4 | Apply appropriate maturation techniques to flower and plant materials according to the planned date of use. |
| | 3.5 | Dispose of spoilt stock and waste in accordance with environmental regulations and to minimise negative environmental impact. |
| | 3.6 | Report and record all relevant information according to workplace procedures. |
| 4. Conduct routine checks on floristry products and displays | 4.1 | Inspect floristry products for pests and diseases according to workplace schedule and communicate findings in accordance with reporting procedures. |
| | 4.2 | Identify and replace unacceptable items within the limits of own authority and document according to reporting and recording workplace procedures. |
| | 4.3 | Maintain displayed floristry products and displays according to industry best practices. |
| | 4.4 | Check and adjust environmental conditions of storage and display areas to maintain perishable displays and merchandise at optimum quality. |

- 4.5 Maintain displayed floristry products and displays according to best industry practices.

RANGE STATEMENT

All range statements must be assessed:

1. Floristry and ancillary stock may include but is not limited to:

- Flowers
- Plants
- Plant material i.e. foliage
- Floral displays
- Ancillary items
 - Oasis
 - Wire
 - Containers

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. What are the cleaning and sanitation procedures for preparation and display areas and containers.
2. What are the maintenance procedures for ancillary items used in the floristry industry.
3. Which methods to use for cleaning and maintaining preparation and display areas and containers.
4. How to and why it is important to utilise personal protective and safety equipment and chemicals according to the health and safety regulations and manufacturers' instructions.
5. How to identify and select personal protective equipment to meet the requirements of tasks.
6. Why it is important to use energy and water resources efficiently.
7. What are the handling requirements for floristry and ancillary stock.
8. Why it is important to handle flowers and plants according to their specific characteristics and requirements.
9. What are the preparation and conditioning techniques according to product requirements.
10. Which are the maturation techniques for different flowers and plants.
11. How to check that handling practices do not result in personal health issues, spoilage or damage to stock.
12. Which methods to use in preparing conditioning products and how to confirm that the correct preparation methods were used.
13. When and how to apply conditioning products and the importance of correct application.
14. How to and when to store floristry stock in accordance with established environment procedures and guidelines.
15. Why it is important to observe and check the condition of floristry stock according to workplace procedures to maintain optimum condition.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

FLAL1005**Assemble floristry products**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to assemble a range of fundamental floristry products to predetermined designs. This includes following job specifications, preparing for assembly, selecting the correct components, assembling and presenting a range of floral arrangements within the limits of authority. Products could be custom made in response to a customer brief or for display or stock items made for general sale.

This unit applies to floristry assistants who work under close supervision and with guidance from others to follow predefined instructions and procedures with work checked by more experienced senior florists.

ELEMENT	PERFORMANCE CRITERIA
<i>Candidates must be able to:</i>	
1. Select materials	1.1 Assess and review job specifications according to workplace procedures. 1.2 Confirm with relevant persons the resources and timelines required to meet job specifications and obtain sign-off to proceed. 1.3 Obtain equipment and the requisite safety and personal protective equipment to meet job specifications and use according to manufacturers' guidelines and workplace procedures. 1.4 Identify and select materials in keeping with job specifications. 1.5 Conduct quality checks to confirm that flowers and materials are suitable for use and proceed to the next step according to workplace guidelines.
2. Prepare to assemble the floral arrangement	2.1 Organise materials in preparation for the assembly of floral arrangement against job specifications.

- 2.2 Identify potential problems and communicate to relevant persons for resolution in accordance with workplace procedures.
 - 2.3 Confirm that the quantity and quality of materials are sufficient to achieve job specifications and obtain additional materials if necessary.
 - 3. Create the floral arrangement
 - 3.1 Use floristry tools, utensils and equipment, utilise personal protective equipment and follow all safety and health procedures according to manufacturers' instructions and organisational procedures.
 - 3.2 Confirm that the work area is clean and that flower and plant materials are suitable for use according to workplace procedures.
 - 3.3 Construct floral arrangement using the appropriate design technique to meet job specifications.
 - 3.4 Make floral arrangements applying the elements and principles of design fundamentals in accordance with job specifications and seek feedback from relevant persons.
 - 3.5 Review job specifications and communicate as required with relevant persons throughout the process to ensure compliance with product requirements.
 - 3.6 Use energy and water resources in an efficient manner during preparation and assembly to reduce negative environmental impacts.
 - 3.7 Report and record damaged materials according to workplace procedures.
 - 4. Obtain sign-off for the floral arrangement
 - 4.1 Inform relevant persons that floral arrangements are completed and record activities in accordance with workplace procedures.

- 4.2 Clean and sanitise the work area, tools and utensils according to manufacturers' instructions and workplace procedures.
- 4.3 Dispose of waste in a safe manner to minimise negative environmental impact according to health and environmental standards.
- 4.4 Record the completion of work activities according to workplace procedures.

RANGE STATEMENT

All range statements must be assessed:

- 1. Materials** may include but are not limited to:

- Flowers
- Plants
- Plan materials
- Presentation materials

- 2. Equipment** may include but is not limited to:

- Manual tools
- Utensils
- Containers

- 3. Design techniques** may include but are not limited to:

- Low difficulty/level 1
- Medium difficulty/level 2
- Advanced difficulty/level 3

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. What are the job specifications and why it is important to know and understand them.
2. What are the materials and their characteristics used in the design of floral arrangement.
3. How to conduct quality checks on materials and when these should be carried out.
4. Why it is important to organise materials in preparation for assembling floral arrangements.
5. What are the safety and health and environmental standards and guidelines to be followed.
6. How to select required tools and utensils to achieve job specifications.
7. Why it is important to select the correct tools and utensils to achieve job specifications.
8. What are and how to use basic tools and utensils used in the majority of floral arrangements.
9. How to identify and select flowers, plant materials and presentation materials according to job specifications.
10. When and how to conduct quality checks according to workplace procedures to confirm that flowers and materials are suitable for use.
11. What are the main elements and principles of the design that should be considered in floral arrangements.
12. What are the different types of the basic triangle design.
13. How to communicate with relevant persons and why it is important to do so effectively.
14. Why it is important to use feedback and how to do so.
15. When to report damaged materials and potential issues in the assembly of floral arrangements.
16. How to create different arrangement assemblies using various design techniques.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Method of Assessment

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(3) Context of Assessment

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The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

FLAL1006**Maintain floristry equipment**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to maintain floristry equipment. It requires the ability to maintain the cleanliness of equipment, identify maintenance and repair needs, complete basic non-specialist repairs and appropriately store items.

The unit applies to florists working at all levels including junior and senior florists and floral designers.

ELEMENT**PERFORMANCE CRITERIA**

Candidates must be able to:

- | | |
|-----------------------|--|
| 1. Clean equipment | 1.1 Confirm with relevant persons the cleaning and maintenance methods and procedures approved for use in the workplace.

1.2 Remove residual flower and plant material from equipment using appropriate cleaning methods according to job requirement.

1.3 Clean equipment, using the correct procedure, before and after use to avoid spoilage of flower and plant materials according to the job requirement.

1.4 Preserve floristry equipment, using appropriate maintenance methods, to avoid corrosion and deterioration according to manufacturers' specification.

1.5 Use energy and water resources according to best industry practices and follow established safety and environmental guidelines for the safe disposal of waste to reduce negative environmental impacts. |
| 2. Care for equipment | 2.1 Select and use personal protective equipment and safety mechanisms when working on and maintaining equipment.

2.2 Inspect equipment for damage according to workplace procedures. |

- 2.3 Identify and report unsafe or faulty equipment and rectify according to level of own authority.
 - 2.4 Confirm that faulty or not in use equipment is labelled and isolated in accordance with workplace procedures.
 - 2.5 Check equipment before use, replace consumable items as required and complete minor, basic (non-specialist) repairs according to workplace procedures.
 - 2.6 Refer complex repairs to appropriate specialists after consulting with relevant persons.
 - 2.7 Complete recording reports according to workplace procedures.
- 3. Store equipment
 - 3.1 Prepare equipment for storage according to manufacturers' instructions.
 - 3.2 Follow industry approved safety and health and manual handling techniques for moving and storing equipment.
 - 3.3 Communicate with relevant persons and obtain sign-off for completion of task in keeping with workplace procedures.

RANGE STATEMENT

All range statements must be assessed:

1. **Equipment** may include but is not limited to:
 - For cutting, e.g. floral snips, knives, secateurs, saws
 - For pruning, e.g. pruners, leaf stripper
 - For assembling arrangements, e.g. ribbon scissors, wire cutters, glue guns

2. **Personal protective equipment** may include but is not limited to:
 - Hand protection
 - Eye protection
 - Head protection
 - Foot protection
 - Clothing protection

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. What are the cleaning and maintenance methods and procedures approved for use in the workplace.
2. How to confirm with relevant persons to determine what are the approved cleaning and maintenance methods and procedures.
3. Which cleaning methods to use to remove residual flower and plant materials from tools and equipment.
4. How to clean, sterilise or disinfect tools and equipment before and after use and why it is important to do so.
5. How to maintain the cleanliness of floristry tools and equipment to avoid corrosion and deterioration.
6. How to use energy and water resources according to best industry practices.
7. What are the established safety and environmental guidelines for the safe disposal of waste.
8. Which personal protective equipment and equipment safety guards to use when maintaining tools and equipment.
9. Which methods to use for checking tools and equipment for damage.
10. How to identify unsafe or faulty equipment and how to report it.
11. What faults can be rectified within the limits of your own authority.
12. When to carry out checks and which checks to carry out on tools and equipment.
13. When to refer complex repairs to appropriate persons after the necessary consultation.
14. When and how to complete reports according to workplace procedures.
15. What are the manufacturers' instructions for the storage of tools and equipment.
16. How to select and prepare tools and equipment for storage according to manufacturers' instructions.
17. Why it is important to adhere to the safety and health and manual handling regulations.
18. How to and when to communicate with relevant persons.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

FLAL1007**Research information on the floristry industry**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to research, source and use fundamental information about the floristry industry and the various products and services it provides. It includes the ability to identify appropriate information sources and to research, develop and maintain a current knowledge base.

This unit applies to persons working from entry level to senior levels such as floral designers.

ELEMENT**PERFORMANCE CRITERIA**

Candidates must be able to:

- | | |
|--|--|
| 1. Explore new trends and developments in floristry industry | 1.1 Agree on the objectives of research with relevant persons in keeping with workplace policies.

1.2 Conduct research on new trends and developments using approved reliable methods and sources.

1.3 Interpret information from the research and consult with relevant persons to obtain feedback according to workplace procedures. |
| 2. Apply information obtained | 2.1 Communicate with relevant persons on information obtained and clarify workplace implementation processes for application.

2.2 Incorporate information into daily work tasks and in providing guidance to customers.

2.3 Record and store information for future use according to workplace procedures. |
| 3. Analyse the impact of new trends and developments | 3.1 Monitor new trends and developments within the floristry industry and document observations according to workplace procedures. |

- 3.2 Consult with relevant persons on observations made and comply with guidance given.
- 3.3 Share relevant information with customers according to workplace procedures.
- 3.4 Follow workplace procedures for reporting and recording information.

RANGE STATEMENT

All range statements must be assessed:

- 1. Trends and developments** may include but are not limited to:

- New varieties
- Care and handling/conditioning

- 2. Floristry industry** may include but is not limited to:

- Products
- Services

- 3. Research methods** may include but are not limited to:

- Online via internet and other search machines
- Manual methods
- Informal search methods

- 4. Information** may include but is not limited to:

- Features/characteristics of flowers and plant materials
- Supplier/vendors

- 5. Customers** may include but are not limited to:

- Internal
- External

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. What are the objectives of the research and why it is importance to have defined and agreed objectives.
2. What are and how to use approved research methods and sources of the workplace.
3. How to conduct research on new trends and developments.
4. How to interpret information obtained from the research.
5. Why is it important to consult with relevant persons to obtain feedback.
6. What are the new trends and developments for areas such as new varieties and care and handling conditions.
7. What are the products and services of the floristry industry.
8. What are the different research methods and how to use each method.
9. How to communicate effectively.
10. When to incorporate new information into daily work tasks and in providing guidance to customers.
11. What are the reporting and recording procedures of the workplace.
12. Which information is relevant for sharing with customers.
13. Why and when to share relevant information with customers.
14. How to deal with different customers and the importance of knowing the difference.
15. What information to record and store for future use according to workplace procedures.
16. When to consult with relevant persons.
17. How to comply with feedback and guidance given.

EVIDENCE GUIDE

For assessment purposes:

1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence must come from a real working environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

FLAL1008**Contribute to the protection of the environment in the floristry industry**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to conduct work activities in a manner that protects the environment. Candidates should take steps to minimise any negative impact on the environment by completing tasks and activities in a way which causes as little damage or disturbance as possible to the environment while following organisational procedures.

ELEMENT**PERFORMANCE CRITERIA**

Candidates must be able to:

- | | |
|--|--|
| 1. Work in an environmentally conscious way | 1.1 Perform duties in accordance with relevant policies and legislation.

1.2 Execute duties in a manner which minimises environmental damage.

1.3 Operate and handle equipment and materials in a manner that minimises environmental damage. |
| 2. Support continuous improvements in protecting the environment | 2.1 Identify instances of likely or actual environmental damage and take appropriate action.

2.2 Identify improvements to procedures and practices in terms of good environmental practice and report to relevant persons.

2.3 Dispose of hazardous and non-hazardous waste according to approved legislative procedures and practices.

2.4 Participate in sustainable development particularly in the conservation of energy, water and the use of resources and equipment to minimise environmental damage. |

RANGE STATEMENT

All range statements must be assessed:

- 1. Relevant policies and legislation** may include but are not limited to:

- Organisational policies
- Health and safety at work
- Environmental legislation
- Solid waste management policies
- Recyclable policies

- 2. Manner which minimises environmental damage** may include but is not limited to:

- Using recycled/reused items and materials where appropriate
- Disposing of polluting substances safely
- Reducing the volume of waste
- Using biodegradable and eco-friendly chemicals
- Planning tasks to reduce the use of fuel and electricity

- 3. Equipment and materials** may include but are not limited to:

- Tools
- Personal protective equipment and safety equipment
- Chemicals and sanitisers
- Floral materials

- 4. Hazardous waste** may include but is not limited to:

- Solid
- Liquid

- 5. Non-hazardous waste** may include but is not limited to:

- Solid
- Liquid

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. What are the relevant policies and legislation governing environmental protection.
2. How to recognise any likely or actual environmental damage.
3. What are the appropriate actions to take in the discovery of likely or actual environmental damage.
4. What are the ways in which tools and materials should be used to minimise environmental damage.
5. What are the different types of pollution.
6. What are the consequences of pollution.
7. How to recognise wastage of energy, water, equipment and materials.
8. What are the methods of working that will minimise pollution and wastage of resources.
9. What are the types of damage which may occur, the impact these can have on the environment and corrective actions to be taken.
10. What are the methods of waste disposal which will minimise the risk to the environment.
11. What are the organisational requirements to prevent wastage.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on no less than three (3) occasions**. This evidence must come from a real working environment.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Witness testimony
- Personal statement
- Written evidence (projects or assignments)
- Case study and scenario analysis
- Role play/simulation

(3) Context of Assessment

This unit may be assessed on the job, off the job or using a combination of both. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by a candidate working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, products and manufacturing specifications, codes, standards, manuals and reference materials.

Assessment methods

The methods which can be used to determine competence in performance and underpinning knowledge.

Assessors

The Assessor guides and assesses the candidate. His/her role is to determine whether evidence presented by a candidate for assessment within the programme meets the required standard of competence in the relevant unit or element. The Assessor needs to be competent to assess to national standards in the area under assessment.

Approved Centre

Organisation/Centre approved by the TVET Council to offer full National Vocational Qualifications.

Case Studies

In situations where it is difficult for workplace assessment to take place, case studies can offer the candidate an opportunity to demonstrate potential competence.

A case study is a description of an actual or imaginary situation presented in some detail. The way the case study is presented will vary depending upon the qualification, but the most usual methods are written, taped or filmed.

The main advantage of a case study is the amount of evidence of underpinning knowledge they can generate and the specific nature of the evidence produced.

Competence

In the context of vocational qualifications, competence means: the ability to carry out prescribed activities to nationally pre-determined standards in an occupation. The definition embraces cognitive, practical and behavioural skills, underpinning knowledge and understanding and the ability to react appropriately in contingency situations.

Element

An element is a description of an activity which a person should be able to do. It is a description of an action, behaviour or outcome which a person should be able to demonstrate.

Explanation of NVQ Levels

NVQs cover five (5) levels of competence, from entry level staff at Level 1 through to senior management at Level 5.

Level 1 - Entry Level

Recognises competence in a range of varied work activities performed in a variety of contexts. Most work activities are simple and routine. Collaboration with others through work groups or teams may often be a requirement. Substantial supervision is required especially during the early months evolving into more autonomy with time.

Level 2 - Skilled Occupations

Recognises competence in a broad range of diverse work activities performed in a variety of contexts. Some of these may be complex and non-routine and involve some responsibility and autonomy. Collaboration with others through work groups or teams and guidance of others may be required.

Level 3 - Technician and Supervisory Occupations

Recognises competence in a broad range of complex, technical or professional work activities performed in a wide variety of contexts, with a substantial degree of personal responsibility and autonomy. Responsibility for the work of others and the allocation of resources are often a requirement. The individual is capable of self-directed application, exhibits problem solving, planning, designing and supervisory capabilities.

Level 4 - Technical Specialist and Middle Management Occupations

Recognises competence involving the application of a range of fundamental principles and complex techniques across a wide and unpredictable variety of contexts. Requires very substantial personal autonomy and often significant responsibility for the work of others, the allocation of resources, as well as personal accountability for analysis, diagnosis, design, planning, execution and evaluation.

Level 5 - Chartered, Professional and Senior Management Occupations

Recognises the ability to exercise personal professional responsibility for the design, development or improvement of a product, process, system or service. Recognises technical and management competencies at the highest level and includes those who have occupied positions of the highest responsibility and made outstanding contribution to the promotion and practice of their occupation.

External Verifier

The External Verifier is trained and appointed by the TVET Council and is competent to approve and ensure an approved Centre's quality of provision.

Internal Verifier

The Internal Verifier acts in a supporting role for Assessors to ensure consistent quality of assessment and competence. They need to be competent to assess to national standards in the area under assessment.

NVQ

National Vocational Qualifications (NVQs) are work-based qualifications that assess an individual's competence in a work situation and certify that the individual can perform the work role to the standards expected in employment.

NVQs are based on national occupational standards of competence drawn up by standards-setting bodies known as Industry Lead Bodies. The standards describe the level and breadth of performance that is expected of persons working in the industry or sector which the NVQ covers.

NVQ Coordinator

The NVQ Coordinator is the centre contact within each approved Centre offering NVQs. He/she has overall responsibility for the operation and administration of the NVQ system.

Observation

Observation of the candidate carrying out his/her job in the workplace is the assessment method recommended in the vast majority of units and elements. Observation of staff carrying out their duties is something that most supervisors and managers do every day.

Performance Criteria

Performance criteria indicate what is required for the successful achievement of an element. They are descriptions of what you would expect to see in competent performance.

Product of Work

This could be items produced during the normal course of work, which can be used for evidence purposes such as reports, menus, promotional literature, training plans, etc.

Questioning

Questioning is one of the most appropriate ways to collect evidence to assess a candidate's underpinning knowledge and understanding.

Questioning can also be used to assess a candidate in those areas of work listed in the range which cannot be assessed by observation. Guidance on when this assessment method can be used is given in the assessment guidance of each individual element.

As an assessment method, questioning ensures you have all of the evidence about a candidate's performance. It also allows you to clarify situations.

Range statements

The range puts the element of competence into context. A range statement is a description of the range of situations to which an element and its performance criteria are intended to apply.

Range statements are prescriptive; therefore each category must be assessed.

Role-plays

Role-plays are simulations where the candidate is asked to act out a situation in the way he/she considers "real" people would behave. By using role-play situations to assess a candidate you are able to collect evidence and make a judgment about how the candidate is most likely to perform. This may be necessary if the range specified includes a situation in which the candidate is unlikely to find himself/herself in the normal course of their work, or where the candidate needs to develop competence before being judged competently, for example, in a disciplinary situation.

Simulations

Where possible, assessment should always be carried out by observing **natural performance** in the workplace. **Simulated performance**, however, can be used where specified to collect evidence about an aspect of the candidate's work which occurs infrequently or is potentially hazardous, for example, dealing with fires.

By designing the simulated situation, briefing the candidate and observing his/her performance, you will be able to elicit evidence which will help you judge how a candidate is **most likely** to perform in real life.

Supplementary evidence

Supplementary evidence can be used to confirm and support performance evidence. Types of supplementary evidence include witness testimonies, reports, journals or diaries, records of activities, personal statements, simulation (see note in glossary).

Underpinning knowledge

Underpinning knowledge indicates what knowledge is essential for a person to possess in order to successfully achieve an element and prove total competence.

Units

A unit of competence describes one or more activities which form a significant part of an individual's work. Units are accredited separately but in combination can make up a vocational qualification. There are three categories of units:

Mandatory units - are core to a qualification and must be completed.

Optional units - candidates must choose the required number of individual units, specified in the qualification structure, to achieve the qualification.

Work-based projects

Work-based projects are a useful way for you to collect evidence to support any decision you make about a candidate's performance. They are particularly appropriate in determining the level of a candidate's underpinning knowledge and understanding where it may be insufficient to rely only on questioning observation.

A project often involves the identification of a solution to a specific problem identified by you and/or the candidate (such as looking at ways to redress a recent drop in sales) or may be a structured programme of work built around a central situation or idea (such as the introduction of a new job rostering process).