

apprenticeship FRAMEWORK

Floristry (England)

IMPORTANT NOTIFICATION FOR ALL APPRENTICESHIP STARTS FROM 21 SEPTEMBER 2018

Modifications to SASE came into effect on 21 September 2018. Accordingly, SASE publication DFE-00236-2018 applies **both** to new Apprenticeship starts from 21 September 2018 **and** all Apprenticeships commenced before and not completed by 21 September 2018.

Latest framework version?

For any previous versions of this framework: https://acecerts.co.uk/framework_library

Issue date: 08 July 2011

Issued By:
Lantra

Apprenticeship Certificates
England

https://acecerts.co.uk/framework_library

Document Status:
Issued

Floristry

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Framework information

Information on the Issuing Authority for this framework:

Lantra

The Apprenticeship sector for occupations in environmental and land-based.

Issue number: 3	This framework includes:
Framework ID: FR00781	Level 2 <input checked="" type="checkbox"/> Level 3 <input checked="" type="checkbox"/> Level 4-7 <input type="checkbox"/>
Date this framework is to be reviewed by: 31/10/2017	This framework is for use in: England

Short description

The Floristry Apprenticeship Framework at Levels 2 and 3 are designed with industry to provide apprentices with the skills and knowledge required to carry out their job role and support the future progression in the industry.

Job opportunities covers roles from junior florist, florist, senior florist and florist manager.

Following successful completion of the Apprenticeship, there are many opportunities available which could include specialising within the profession, completing other vocational courses or progressing into Further and/or Higher Education.

Contact information

Proposer of this framework

The Floristry Industry Group which includes employers and associations such as Interflora, Teleflorist and the British Florist Association

Developer of this framework

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Revising a framework

Why this framework is being revised

(no information)

Summary of changes made to this framework

(no information)

Qualifications removed

(no information)

Qualifications added

(no information)

Qualifications that have been extended

(no information)

Purpose of this framework

Summary of the purpose of the framework

Floristry is about designing, creating, retailing and delivering floral displays for a variety of occasions, but it is also about the wholesale buying of flowers, sundries and associated products and preparing them for sale.

Lantra research from 2010 estimates that there are approximately 5,800 businesses and 14,650 people working in the floristry industry in England. The industry is generally made up of small businesses, but many of these are linked together by relay and industry organisations. Around 94% of businesses employ fewer than nine employees. Therefore, each person has an important role to play within the organisation and emphasising the need for employees to have a variety of skills to help the organisation grow and remain profitable.

Job roles at Level 2 may include: junior florist and florist

Job roles at Level 3 may include: senior florist, florist manager

Florists state that they look for potential and experience when recruiting new staff and take on the responsibility of training them to enhance their skills. The industry has identified skills shortages as technical/practical skills such as art and design, marketing and sales, planning and organising, literacy, numeracy, communication and customer relations. Therefore, it is vital that the industry has qualifications for new entrants so that they can gain the high levels of technical skills required to work within the sector. The industry values the Apprenticeship as an entry route into the sector to achieve this.

It is the view of the floristry industry that because of the nature of their business, work-based learning through Apprenticeships is a good way for apprentices to learn the necessary skills required to work in a commercial environment.

During the review of this Apprenticeship, Lantra involved the English members of its industry and virtual group, which accounts for 75 individuals and trade associations. This important entry mechanism has therefore been highlighted by employers in the Floristry Industry Action Plan, which states the need to prioritise and increase the awareness and uptake of the Floristry Apprenticeship Framework.

Further information on the floristry industry can be found at: www.lantra.co.uk/Industries/Floristry.aspx

Aims and objectives of this framework (England)

The aim of the Intermediate (Level 2) and Advanced (Level 3) Apprenticeships is to build on the success of its predecessor by including updated qualifications to meet the skill needs of employers, attracting new applicants into the floristry sector to fill vacancies and provide a progression pathway for apprentices to fill higher level jobs.

The objectives are to:

1. Increase the uptake of both the Intermediate Apprenticeship and Advanced Apprenticeship in Floristry by attracting new apprentices into the sector, especially those from under-represented groups, to meet the changing skills needs of businesses
2. Upskill those working in floristry jobs to ensure that they attain the skills required to be competent in their profession
3. Increase awareness and benefits of the Floristry Apprenticeship to employers and businesses
4. Provide clear progression and information to higher level jobs, via Further Education and Higher Education where appropriate. Career information within floristry is available on Lantra's website www.lantra.co.uk/Industries/Floristry.aspx.

Entry conditions for this framework

The floristry industry offers a wide range of opportunities if you enjoy working with flowers and have a flair for design and creation. There are many different roles within floristry, which you will be able to work towards, ranging from working in a flower shop through to creating and designing displays for occasions such as weddings, funerals and special events.

Entry requirements for the Intermediate Apprenticeship

There are no specific entry requirements to enter the Intermediate Apprenticeship in Floristry, however, there are qualifications or experience that will help learners understand the sector prior to starting:

- Foundation Diploma in Environmental and Land-based Skills
 - Level 1 Award in Practical Floristry Skills
 - Level 1 Certificate in Introductory Floristry
 - Level 1 Award in Creative Craft Floristry
 - Level 1 Diploma in Floristry
 - Units taken as part of foundation learning
 - Voluntary/work experience within the floristry industry
 - Have previously worked in, or are currently working within, the industry
- GCSEs/A Levels.

Progression opportunities onto the Floristry Intermediate Apprenticeship also exist for adult learners who have experience within the floristry industry or who are looking for a career change.

Entry requirements for the Advanced Apprenticeship

The floristry industry wants the entry requirements for the Advanced Apprenticeship in Floristry to be flexible, so therefore has suggested that ONE of the following should be completed:

- Intermediate Apprenticeship in Floristry
- NVQ Level 2 in Floristry
- Level 2 Diploma in Work-based Floristry
- Level 2 Certificate in Floristry
- Level 2 Diploma in Floristry
- Level 2 Extended Certificate in Floristry
- Practical experience within the floristry industry
- 3 GCSEs (A*-C)/A Levels .

(There are many qualifications within floristry, those named above are a few suggestions.)

Initial Assessment

Training providers and employers should use an initial assessment process which is fit for purpose. This will ensure that applicants starting on the Apprenticeship/Advanced Apprenticeship have a fair opportunity to demonstrate their ability and to tailor programmes to meet individual needs, recognising prior qualifications and experience.

Recognition of Prior Learning (RPL)

If applicants have units towards the level 2/3 work-based and/or knowledge qualifications, these will be reviewed during an initial assessment to see if RPL can be claimed.

Learners who have completed the 14-19 Diploma may have completed units or short courses which will provide underpinning knowledge towards the Intermediate Apprenticeship, this will be assessed during an initial assessment allowing RPL where appropriate.

All apprentices must achieve the required Key/Functional Skills. Applicants may already hold the equivalent qualifications. Refer to Transferable Skills section for more details.

Level 2

Title for this framework at level 2

Floristry

Pathways for the framework at level 2:

Pathway 1: Floristry

Level 2, Pathway 1: Floristry

Description of this pathway

Floristry is the art of designing and creating floral displays for sale. A minimum of 67 credits.

Entry requirements for this pathway in addition to the framework entry requirements

Floristry is the art of designing and creating floral displays for sale. A minimum of 67 credits.

Job title(s)	Job role(s)
Junior Florist	A junior florist will help the florist prepare and assemble floral displays. They must have a knowledge of plants and flowers. Junior florists may be required to maintain display areas and help sell flowers to the general public.
Florist	Florists use creativity and knowledge of plants and flowers to design and assemble floral displays. These can be sold through shops and other retail outlets to the general public, businesses, event organisers etc.

Qualifications

Competence qualifications available to this pathway

C1 - Level 2 Diploma in Work-based Floristry					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	500/8317/X	City & Guilds/NPTC	47	340-417	N/A

Knowledge qualifications available to this pathway

K1 - Level 2 Certificate in Retail Knowledge					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	500/7352/7	City & Guilds	14	93-113	N/A
K1b	500/7497/0	ABC Awards	14	93-113	N/A
K1c	500/7363/1	Edexcel Limited	14	93-113	N/A
K1d	500/6882/9	EDI	14	93-113	N/A
K1e	500/6736/9	OCR	14	93-106	N/A
K1f	500/8174/3	Skillsfirst Awards Ltd	14	93-113	N/A
K1g	500/6943/3	VTCT	14	93-106	N/A

K2 - Level 2 Certificate in Customer Service

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K2a	500/6329/7	City & Guilds	13	115	N/A
K2b	501/0442/1	Edexcel Limited	13	85	N/A
K2c	500/9235/2	EDI	13	115	N/A
K2d	500/8403/3	Lifetime Awarding	13	115	N/A
K2e	600/0840/4	OCR	13	93	N/A
K2f	500/8171/8	Skillsfirst Awards Ltd	13	115	N/A
K2g	501/1083/4	VTCT	13	115	N/A

K2 - Level 2 Certificate in Customer Service

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K3a	500/9311/3	City & Guilds/NPTC	10	60	N/A

Combined qualifications available to this pathway

N/A

Relationship between competence and knowledge qualifications

Dependent on the apprentices job role, they will need to choose the appropriate knowledge qualification.

Apprentices must choose either K1, K2 and K3 to complete, as they all provide the underpinning knowledge for learners to complete C1.

When apprentices complete C1 and K1a, b, c, d, e, f or g, the minimum number of credits

achieved will be 61.

When apprentices complete C1 and either K2a, b, c, d, e, f or g, the minimum number of credits achieved will be 60.

When apprentices complete C1 and K3, the minimum number of credits achieved will be 57.

Transferable skills (England)

Apprentices must complete, or have completed, one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications in order to successfully complete their Apprenticeship.

The list of acceptable qualifications may vary depending on the Apprentice's completion date of their Apprenticeship. Please check the qualifications that are acceptable for each Apprentice.

If Apprentices do not have acceptable evidence of the achievement of these mandatory qualifications, at the required grade/level, an Apprenticeship certificate cannot be awarded.

ENGLISH

For the current list of acceptable English qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the www.gov.uk website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

Does this framework require English achievement above the minimum SASE requirement?

YES

NO

If YES, please state the grade/level required for English:

Click here to enter text.

MATHS

For the current list of acceptable Maths qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the www.gov.uk website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

Does this framework require Maths achievement above the minimum SASE requirement?

YES

NO

If YES, please state the grade/level required for Maths:

Click here to enter text.

Inclusion of Information and Communications Technology (ICT)

Is ICT a framework requirement? **YES** **NO**

ICT

For the current list of acceptable ICT qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the www.gov.uk website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

Does this framework require ICT achievement above the minimum SASE requirement

YES

NO

If YES, please state the grade/level required for ICT:

Click here to enter text.

Progression routes into and from this pathway

The Intermediate Apprenticeship in Floristry is valued by the floristry industry as an entry route into the industry.

There are no specific entry requirements to enter the Intermediate Apprenticeship in Floristry, however, there are qualifications or experience that will help learners understand the sector prior to starting:

- Foundation Diploma in Environmental and Land-based Skills
- Level 1 Award in Practical Floristry Skills
- Level 1 Certificate in Introductory Floristry
- Level 1 Award in Creative Craft Floristry
- Level 1 Diploma in Floristry
- Units taken as part of foundation learning
- Voluntary/work experience within the floristry industry
- Have previously worked in, or are currently working within, the industry
- GCSEs/A Levels .

Learners who have completed the 14-19 Diploma may have completed units or short courses which will provide underpinning knowledge towards the Apprenticeship, this will be assessed during an initial assessment allowing RPL where appropriate.

Progression opportunities onto the Floristry Intermediate Apprenticeship also exist for adult learners who have experience within the floristry industry or who are looking for a career change.

Progression from the Level 2 Intermediate Apprenticeship:

Apprentices successfully completing the Intermediate Apprenticeship have opportunities to progress within the industry by progressing to the Advanced Apprenticeship in Floristry or other Further Education courses such as:

- Level 3 Diploma in Work-based Floristry
- Level 3 Certificate in Floristry
- Level 3 Diploma in Floristry
- Level 3 Extended Diploma in Floristry
- Level 3 Award in Floristry

Typical jobs apprentices will be able to progress onto on completion of the Intermediate Apprenticeship will depend on the qualifications and experience gained during the Intermediate Apprenticeship but could include: senior florist/florist manager.

Further information on careers in the floristry industry including job profiles, progression maps and case studies can be found at [www.lantra.co.uk/Industries/ Floristry.aspx](http://www.lantra.co.uk/Industries/Floristry.aspx).

For apprentices who wish to continue their development of skills and qualification beyond Level 3, opportunities exist to progress further into Higher Education with Foundation Degrees/Degrees and professional qualifications. These are explained in the progression from Advanced Apprenticeship section.

Employee rights and responsibilities

Employee Rights and Responsibilities (ERR) within the Intermediate Apprenticeship in Floristry

Within the Intermediate Apprenticeship in Floristry there are two options for apprentices to choose to gain the ERR element of this framework. This gives apprentices the flexibility to complete the ERR in a way that is most appropriate to them. These two options will be explained to apprentices at the start of their programme during induction.

The two options are:

1. Lantra's Floristry ERR workbook contains a number of tasks with short answer questions covering the nine outcomes listed below, which learners can complete at their own pace. The workbook can be found on Lantra's website www.lantra.co.uk/ERR.

Evidence of achievement of the ERR workbook must be sent to Lantra before an Apprenticeship Completion Certificate can be issued. This must be the sign off sheet at the back of the book which must be signed by the apprentice, employer and training provider.

Or

2. Unit J/602/5253 - Principles of employee rights and responsibilities in the land-based industries (2 credits).

Currently this is an accredited unit offered by British Horseracing Education and Standards Trust (BHEST). Those who complete the ERR unit will need to evidence their achievement with a completion certificate from the awarding organisation.

There are nine national outcomes/standards that all learners must know and/or understand:

1. Knows and understands the range of employer and employee statutory rights and responsibilities under employment law. This should cover the apprentice's rights and responsibilities under the Employment Rights Act 1996, Equality Act 2010 and health and safety legislation, together with the responsibilities and duties of employers
2. Knows and understands the procedures and documentation in their organisation, which recognise and protect their relationship with their employer. Health and safety and equality and diversity training must be an integral part of the apprentice's learning programme
3. Knows and understands the range of sources of information and advice available to them on their employment rights and responsibilities. Details of Access to Work and Additional Learning Support must be included in the programme
4. Understands the role played by their occupation within their organisation and industry
5. Has an informed view of the types of career pathways that are open to them
6. Knows the types of representative bodies and understands their relevance to their skill,

trade or occupation, and their main roles and responsibilities

7. Knows where and how to get information and advice on their industry, occupation, training and career
8. Can describe and work within their organisation's principles of conduct and codes of practice
9. Recognises and can form a view on issues of public concern that affect their organisation and industry.

Certification Requirements for ERR

All providers and apprentices must complete the Apprenticeship Consent Form when claiming for the Apprentice's apprenticeship certificate. The universal form covers declarations for the apprentice to:

- confirm the existence of an Apprenticeship Agreement between themselves and their employer;
- confirm their achievement of all ERR requirements;
- confirm their achievement of all 6 PLTS;
- confirm that they have received at least the minimum levels of GLH set out in their framework and have undertaken training both on and off the job.

All apprentices must sign this form at the end of programme to give their authority for the claimant, named on the form, to make a claim, on their behalf, for their Apprenticeship completion certificate.

Level 3

Title for this framework at level 3

Floristry

Pathways for the framework at level 3:

Pathway 1: Floristry

Level 3, Pathway 1: Floristry

Description of this pathway

Floristry is the art of designing and creating floral displays for sale. A minimum of 88 credits.

Entry requirements for this pathway in addition to the framework entry requirements

No additional entry requirements.

Job title(s)	Job role(s)
Florist Manager	A florist manager may absorb some of the senior florist's duties, but will also be responsible for the marketing and day-to-day running of the business, to include controlling stock levels and managing staff and budgets.
Senior Florist	Senior florists design and assemble floral designs using a variety of construction techniques. They must have an in-depth knowledge of plants and flowers. A senior florist will also be required to discuss client requirements, agree terms of sale and merchandise stock.

Qualifications

Competence qualifications available to this pathway

C1 - Level 3 Diploma in Work-based Floristry					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
C1a	500/9049/5	City & Guilds/NPTC	68	479	N/A

Knowledge qualifications available to this pathway

K1 - Level 3 Certificate in Retail Knowledge					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K1a	500/7350/3	City & Guilds	16	106-124	N/A
K1b	500/7442/8	ABC Awards	16	106-124	N/A
K1c	500/7312/6	Edexcel Ltd	16	106-130	N/A
K1d	500/6883/0	EDI	16	106-130	N/A
K1e	500/6737/0	OCR	16	106-117	N/A
K1f	500/8085/4	Skillsfirst Awards Ltd	16	106-124	N/A

K2 - Level 3 Award in Business Management for the Environment and Land-based Sector					
No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K2a	500/9232/7	City & Guilds/NPTC	10	60	N/A

K3 - Level 3 Certificate in Customer Service

No.	Ref no.	Awarding organisation	Credit value	Guided learning hours	UCAS points value
K3a	500/6206/2	City & Guilds	13	105	N/A
K3b	501/0443/3	Edexcel	13	85	N/A
K3c	500/9236/4	EDI	13	105	N/A
K3d	501/1797/X	Lifetime Awarding	13	105	N/A
K3e	500/8166/4	Skillsfirst Awards Ltd	13	105	N/A

Combined qualifications available to this pathway

N/A

Relationship between competence and knowledge qualifications

Dependent on the apprentices job role, they will need to choose the appropriate knowledge qualification. Apprentices at this level may be running a department or small business.

Apprentices must choose either K1, K2 and K3 as they all provide the underpinning knowledge for learners to complete C1.

When apprentices complete C1 and either K1a, b, c, d, e or f, the minimum number of credits achieved will be 84.

When apprentices complete C1 and K2, the minimum number of credits achieved will be 78.

When apprentices complete C1 and either K3a, b, c, d or e, the minimum number of credits achieved will be 81.

Transferable skills (England)

Apprentices must complete, or have completed, one of the English transferable skills qualifications and one of the Mathematical transferable skills qualifications in order to successfully complete their Apprenticeship.

The list of acceptable qualifications may vary depending on the Apprentice's completion date of their Apprenticeship. Please check the qualifications that are acceptable for each Apprentice.

If Apprentices do not have acceptable evidence of the achievement of these mandatory qualifications, at the required grade/level, an Apprenticeship certificate cannot be awarded.

ENGLISH

For the current list of acceptable English qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the www.gov.uk website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

Does this framework require English achievement above the minimum SASE requirement?

YES

NO

If YES, please state the grade/level required for English:

Click here to enter text.

MATHS

For the current list of acceptable Maths qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the www.gov.uk website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

Does this framework require Maths achievement above the minimum SASE requirement?

YES

NO

If YES, please state the grade/level required for Maths:

Click here to enter text.

Inclusion of Information and Communications Technology (ICT)

Is ICT a framework requirement? **YES** **NO**

ICT

For the current list of acceptable ICT qualifications and appropriate **minimum** grade/level requirements, please refer to the most recent version of [SASE](#) on the www.gov.uk website. Additional guidance materials can be found on the [Knowledge Base](#) section of the [ACE](#) website.

Does this framework require ICT achievement above the minimum SASE requirement

YES

NO

If YES, please state the grade/level required for ICT:

Click here to enter text.

Progression routes into and from this pathway

The floristry industry values the Advanced Apprenticeship as an entry/progression route into the industry. From the Intermediate Apprenticeship there is direct progression onto Level 3, or learners may progress straight onto the Advanced Apprenticeship from another programme.

Progression onto the Advanced Apprenticeship

The floristry industry want the entry requirements for the Advanced Apprenticeship to be flexible, so therefore has suggested that ONE of the following should be completed:

- Intermediate Apprenticeship in Floristry
- NVQ Level 2 in Floristry
- Level 2 Diploma in Work-based Floristry
- Level 2 Certificate in Floristry
- Level 2 Diploma in Floristry
- Level 2 Extended Certificate in Floristry
- Practical experience within the floristry industry
- 3 GCSEs (A*-C)/A Levels.

14-19 Diploma learners who have completed the Higher Diploma may have completed units within this, which could provide underpinning knowledge and will be assessed during an initial assessment so that Recognition of Prior Learning (RPL) can be applied if appropriate.

Progression opportunities onto the Floristry Advanced Apprenticeship also exist for adult learners who have experience within the floristry industry or who are looking for a career change.

Progression from the Advanced Apprenticeship

Apprentices successfully completing the Advanced Apprenticeship have opportunities to progress within the industry by progressing to other Higher Education courses such as a HNC/D, Foundation Degree or Degree/professional qualifications. Examples of courses available across the UK include:

- BA in Professional Floristry
- FdA Professional Floristry
- FdA Commercial Floral Design.

A useful website to visit regarding Higher Education is www.ucas.co.uk, this has information about courses and providers along with specific information on entry requirements.

Apprentices looking to progress in their employment from the Advanced Apprenticeship may be able to find positions such as designer, demonstrator or tutor. Progression will be dependent on the qualification and experience an individual possesses, as achievement alone of the Advanced Apprenticeship does not guarantee entry to these opportunities.

Further information on careers in the floristry industry including job profiles, progression maps and case studies can be found at www.lantra.co.uk/Industries/Floristry.aspx.

Employee rights and responsibilities

Employee Rights and Responsibilities (ERR) within the Advanced Apprenticeship in Floristry

Within the Advanced Apprenticeship in Floristry there are two options for apprentices to choose to gain the ERR element of this framework. This gives apprentices the flexibility to complete the ERR in a way that is most appropriate to them. These two options will be explained to apprentices at the start of their programme during induction.

Apprentices who have undertaken an Apprenticeship at Level 2 may have already completed the ERR workbook or they may have undertaken an accredited unit. These apprentices will not be required to repeat this section but they will be required to provide evidence of completion at the time of certification of the Advanced Apprenticeship.

The two options are:

1. Lantra's Floristry ERR workbook contains a number of tasks with short answer questions covering the nine outcomes listed below, which learners can complete at their own pace. The workbook can be found on Lantra's website www.lantra.co.uk/ERR.

Evidence of achievement of the ERR workbook must be sent to Lantra before an Apprenticeship Completion Certificate can be issued. This must be the sign off sheet at the back of the book which must be signed by the apprentice, employer and training provider.

Or

2. Unit J/602/5253 - Principles of employee rights and responsibilities in the land-based industries (2 credits).

Currently this is an accredited unit offered by British Horseracing Education and Standards Trust (BHEST). Those who complete the ERR unit will need to evidence their achievement with a completion certificate from the awarding organisation.

There are nine national outcomes/standards that all learners must know and/or understand:

1. Knows and understands the range of employer and employee statutory rights and responsibilities under employment law. This should cover the apprentice's rights and responsibilities under the Employment Rights Act 1996, Equality Act 2010 and health and safety legislation, together with the responsibilities and duties of employers
2. Knows and understands the procedures and documentation in their organisation, which recognise and protect their relationship with their employer. Health and safety and equality and diversity training must be an integral part of the apprentice's learning programme
3. Knows and understands the range of sources of information and advice available to them on their employment rights and responsibilities. Details of Access to Work and Additional

Learning Support must be included in the programme

4. Understands the role played by their occupation within their organisation and industry
5. Has an informed view of the types of career pathways that are open to them
6. Knows the types of representative bodies and understands their relevance to their skill, trade or occupation, and their main roles and responsibilities
7. Knows where and how to get information and advice on their industry, occupation, training and career
8. Can describe and work within their organisation's principles of conduct and codes of practice
9. Recognises and can form a view on issues of public concern that affect their organisation and industry.

Certification Requirements for ERR

All providers and apprentices must complete the Apprenticeship Consent Form when claiming for the Apprentice's apprenticeship certificate. The universal form covers declarations for the apprentice to:

- confirm the existence of an Apprenticeship Agreement between themselves and their employer;
- confirm their achievement of all ERR requirements;
- confirm their achievement of all 6 PLTS;
- confirm that they have received at least the minimum levels of GLH set out in their framework and have undertaken training both on and off the job.

All apprentices must sign this form at the end of programme to give their authority for the claimant, named on the form, to make a claim, on their behalf, for their Apprenticeship completion certificate.

The remaining sections apply to all levels and pathways within this framework.

How equality and diversity will be met

Floristry industry

The floristry industry employees are mainly females (94%), which is significantly higher than the sector average of 32% (UK) female employees and England's average at 35%. Whilst the industry doesn't preclude males from working in the sector, it is suggested that the imbalance is due to an out-dated perception of floristry employment as traditionally a female dominated industry despite many roles in floristry being carried out by males. It is interesting to note that Further Education enrolments onto Floristry related learning programmes are also mainly female at an average of 98% compared with work-based learning enrolments 98%.

There are wide range of hands-on roles for people of all ages and abilities together with an increasing need for skilled managerial, high-tech and specialist people. Lantra's research predicts that 110,000 people will be needed over the next decade across the land-based sector.

The floristry industry is generally made up of small businesses, many of which are linked together by large relay organisations such as Interflora, Teleflorist or Flowergram. Employers are looking for employees who show enthusiasm and have basic employability skills such as team working and communication skills.

There are no actual barriers to recruitment into the industry. There may be some physical restrictions in parts of the floristry industry with mobility or when manually lifting and carrying crates of flowers, although this should not prevent anyone working in the industry and not been seen as a barrier.

Care should be taken by providers and employers that unfair discrimination does not occur.

Apprenticeships are seen as an important route to encourage and facilitate a greater diversity of individuals into the industry. Training providers MUST comply with the Equality Act 2010 to ensure that applicants are not discriminated against in terms of entry to the industry, using the nine legally protected characteristics of:

1. Age
2. Disability
3. Gender
4. Gender reassignment
5. Marriage and civil partnership
6. Pregnancy and maternity
7. Race
8. Religion or belief

9. Sexual orientation.

Resolutions and further work

The units within the Diploma in Work-based Floristry have been written in collaboration with partner awarding organisations to ensure that they are free from bias, accessible to all apprentices and are applicable to a wide range of roles and businesses within Floristry. Because of the diverse nature of the Floristry sector the Diploma in Work-based Floristry has been developed from these units to allow maximum flexibility and choice within the rules of combination.

Lantra will work with its Floristry Industry Group to promote the need for skilled employees. This will also take into account the need to increase male and ethnic participation in the industry. Activities will include:

- Increasing the awareness of the Floristry Level 2 and 3 Apprenticeship with specific promotions, in particular focusing on under-represented groups such as males
- Increasing marketing and communications highlighting the opportunities to a wide range of careers within and related to the sector
- Using Lantra's careers web pages to inform careers advisors and apprentices of the opportunities available in the industry.

On and off the job guided learning (England)

Total GLH for each pathway

Total Guided Learning Hours

Intermediate Apprenticeship

The total amount of Guided Learning Hours (GLH) which includes both on and off-the-job guided learning for the Floristry pathway is 591 GLH.

It is expected that apprentices undertaking this pathway would be able to complete the programme within 18 months. The requirement, therefore, is for an apprentice to undertake a minimum of 394 hours in year 1 and 197 in the remaining 6 months of the programme.

Advanced Apprenticeship

The total amount of Guided Learning Hours (GLH) which includes both on and off-the-job guided learning for the Floristry pathway is 732 GLH.

It is expected that apprentices undertaking this pathway would be able to complete the programme within 24 months. The requirement, therefore, is for an apprentice to undertake a minimum of 366 hours in each year of the programme.

Minimum off-the-job guided learning hours

Off-the-job GLH

Off-the-job Guided Learning Hours (GLH) is defined as time for learning activities away from normal work duties.

For this framework the amount of off-the-job GLH is as follows:

Intermediate Apprenticeship

- Floristry Intermediate Apprenticeship - a minimum of 150 off-the-job guided learning hours must be delivered over the 18 month period. 100 off-the-job guided learning hours must be delivered within the first year, followed by 50 hours in the remaining 6 month period. This meets the minimum requirement of 100 off-the-job GLH per year.

Advanced Apprenticeship

- Floristry Advanced Apprenticeship - a minimum of 200 off-the-job guided learning hours must be delivered over the 24 month period. 100 off -the-job guided learning hours must be delivered within each year. This meets the minimum requirement of 100 off-the-job GLH per year.

How this requirement will be met

Off-the-job guided learning should:

- Be planned, reviewed and evaluated jointly between the apprentice and a tutor, teacher, mentor or manager
- Allowed access as and when required by the apprentice either to a tutor, teacher, mentor or manager
- Be delivered during contracted working hours
- Be delivered through one or more of the following methods: individual and group teaching, e-learning, distance learning, coaching, mentoring, feedback and assessment, collaborative/networked learning with peers, guided study.

Examples of off-the-job training for the Floristry Apprenticeship are:

- Knowledge of different flowers (seasonal, care etc)
- Key/functional skills in Communication/English, Application of Number/Maths
- Taught sessions contributing to Employment Rights and Responsibilities knowledge
- Induction where activities are covered away from normal work duties.

Evidence of off-the-job GLH:

- Level 2/3 Knowledge Based Qualifications
- Level 1/2 functional skills/key skills English/Communication, Maths/Application of Number - 45 GLH per key/functional skill
- Employee Rights and Responsibilities
- Personal Learning and Thinking Skills
- Induction

Off-the-job training must be recorded in a diary, workbook, portfolio or attendance records. This evidence needs to be checked and signed by the assessor and employer.

A completed sign off sheet from the provider that the appropriate off-the-job GLH have been completed, which is available on Lantra's website www.lantra.co.uk/forms, needs to be sent to Lantra with a completed certification request.

Minimum on-the-job guided learning hours

On-the-job guided learning is defined as skills, knowledge and competence gained within normal work duties.

Intermediate Apprenticeship (Level 2)

For the Level 2 framework the amount of on-the-job guided learning is as follows:

- Floristry Intermediate Apprenticeship – a minimum of 441 on-the-job guided learning hours must be delivered over the 18 month period. 294 on-the-job guided learning hours must be delivered in year 1 and 147 GLH in the remaining 6 months.

Advanced Apprenticeship (Level 3)

For the Level 3 Advanced Apprenticeship the amount of on-the-job guided learning is as follows:

- Floristry Advanced Apprenticeship - a minimum of 532 on-the-job guided learning hours must be delivered over the 24 month period. 266 on-the-job guided learning hours must be delivered within each year of the programme.

How this requirement will be met

Job roles within the Floristry Apprenticeship require a high level of technical competence and knowledge, which will be undertaken through work-based training, practice and experience.

On-the-job guided learning should:

- Achieve clear and specific outcomes which contribute directly to the successful achievement of the framework and this may include accredited and non-accredited elements of the framework
- Be planned, reviewed and evaluated jointly between the apprentice and a tutor, teacher, mentor or manager
- Allow access as and when required by the apprentice either to a tutor, teacher, mentor or manager.
- Be delivered during contracted working hours
- Be delivered through one or more of the following methods: individual and group teaching, e-learning, distance learning, coaching, mentoring, feedback and assessment, collaborative/networked learning with peers, guided study.

Examples of on-the-job guided learning that a learner will be focusing on within the workplace for the Floristry Apprenticeship are:

- Floral design
- Safe use of equipment
- Environmental awareness
- Employability skills
- Team working and communications
- Task specific workplace instruction or team briefings
- Taught sessions by the workplace line manager/instructor as opposed to formal planned taught sessions off-the-job on Employee Rights and Responsibilities knowledge
- Induction where activities are covered within normal work duties

This evidence will be collected through the following:

- Level 2/3 Diploma in Work-based Floristry
- Level 1/2 functional skills/key skills in Communication/English, Application of Number/Maths - 45 GLH per key/functional skill

Evidence of on-the-job guided learning

On-the-job guided learning must be recorded in a diary, workbook, portfolio or attendance records. This evidence needs to be checked and signed by the assessor and employer.

A completed sign off sheet from the provider evidencing that the appropriate on-the-job

guided learning hours have been completed should be sent to Lantra at the time of claiming the Apprenticeship certificate. This form is available on the Lantra website www.lantra.co.uk/forms.

Certification Requirements for GLH

All providers and apprentices must complete the Apprenticeship Consent Form when claiming for the apprentice's Apprenticeship certificate. The universal form covers declarations for the apprentice to:

- confirm the existence of an Apprenticeship Agreement between themselves and their employer;
- confirm their achievement of all ERR requirements;
- confirm their achievement of all 6 PLTS;
- confirm that they have received at least the minimum levels of GLH set out in their framework and have undertaken training both on and off the job.

All apprentices must sign this form at the end of programme to give their authority for the claimant, named on the form, to make a claim, on their behalf, for their Apprenticeship completion certificate.

Personal learning and thinking skills assessment and recognition (England)

Summary of Personal Learning and Thinking Skills

This section sets out the requirements for completion of all the Personal Learning and Thinking Skills (PLTS) outcomes and then goes on to give more detailed information about how each one is to be evidenced.

Within the Floristry Apprenticeship there are many opportunities for learners to demonstrate and collect evidence for each of the PLTS outcomes through the units within the Diploma in Floristry. The Awarding Organisations (C&G/NPTC and ABC) have developed with Lantra a Record of Achievement, which is based on quality assured evidence collected throughout the Apprenticeship. This ensures that the PLTS are formally assessed.

Lantra requires learners to complete the Floristry PLTS Record of Achievement and providers/assessors will need to check the evidence provided and complete the sign off sheet that can be found on Lantra's website www.lantra.co.uk/apprenticeships .

Apprentices who have already undertaken an Intermediate Apprenticeship at Level 2 may have already completed PLTS. These apprentices will not be required to repeat this section but they will be required to provide evidence of completion at the time of certification of the Advanced Apprenticeship.

It will be the responsibility of the centre to ensure this information is retained for the internal verifier to ensure quality assurance.

The completed sheets must be sent into Lantra when claiming for the Apprenticeship certificate.

Certification Requirements for PLTS

All providers and apprentices must complete the Apprenticeship Consent Form when claiming for the apprentice's Apprenticeship certificate. The universal form covers declarations for the apprentice to:

- confirm the existence of an Apprenticeship Agreement between themselves and their employer;
- confirm their achievement of all ERR requirements;
- confirm their achievement of all 6 PLTS;
- confirm that they have received at least the minimum levels of GLH set out in their framework and have undertaken training both on and off the job.

All apprentices must sign this form at the end of programme to give their authority for the claimant, named on the form, to make a claim, on their behalf, for their Apprenticeship completion certificate.

Creative thinking

People think creatively by generating and exploring ideas, making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value.

To demonstrate these skills, behaviours and personal qualities, apprentices should:

- Generate ideas and explore possibilities;
- Ask questions to extend their thinking;
- Connect their own and others' ideas and experiences in inventive ways; Question their own and others' assumptions;
- Try out alternatives or new solutions and follow ideas through; Adapt ideas as circumstances change.

Independent enquiry

People process and evaluate information in their investigations, planning what to do and how to go about it. They take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes.

Skills, behaviours and personal qualities for apprentices:

- Identify questions to answer and problems to resolve;
- Plan and carry out research, appreciating the consequences of decisions; Explore issues, events or problems from different perspectives;
- Analyse and evaluate information, judging its relevance and value;
- Consider the influence of circumstances, beliefs and feelings on decisions and events; Support conclusions, using reasoned arguments and evidence.

Reflective learning

People evaluate their strengths and limitations, setting themselves realistic goals with criteria for success. They monitor their own performance and progress, inviting feedback from others and making changes to further their learning.

To demonstrate these skills, behaviours and personal qualities, apprentices should:

- Assess themselves and others, identifying opportunities and achievements;
- Set goals with success criteria for their development and work;
- Review progress, acting on the outcomes;
- Invite feedback and deal positively with praise, setbacks and criticism; Evaluate experiences and learning to inform future progress;
- Communicate their learning in relevant ways for different audiences.

Team working

People work confidently with others, adapting to different contexts and taking responsibility for their own part. They listen to and take account of different views. They form collaborative relationships, resolving issues to reach agreed outcomes.

To demonstrate these skills, behaviours and personal qualities, apprentices should:

- Collaborate with others to work towards common goals;
- Reach agreements, managing discussions to achieve results;
- Adapt behaviour to suit different roles and situations, including leadership roles; Show fairness and consideration to others;
- Take responsibility, showing confidence in themselves and their contribution;
- Provide constructive support and feedback to others.

Self management

People organise themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement. They actively embrace change, responding positively to new priorities, coping with challenges and looking for opportunities.

To demonstrate these skills, behaviours and personal qualities, apprentices should:

- Seek out challenges or new responsibilities and show flexibility when priorities change;
- Work towards goals, showing initiative, commitment and perseverance;
- Organise time and resources, prioritising actions;
- Anticipate, take and manage risks;
- Deal with competing pressures, including personal and work-related demands;
- Respond positively to change, seeking advice and support when needed;
- Manage their emotions, and build and maintain relationships.

Effective participation

People actively engage with issues that affect them and those around them. They play a full part in the life of their school, college, workplace or wider community by taking responsible action to bring improvements for others as well as themselves.

To demonstrate these skills, behaviours and personal qualities, apprentices should:

- Discuss issues of concern, seeking resolution where needed;
- Present a persuasive case for action;
- Propose practical ways forward, breaking these down into manageable steps;
- Identify improvements that would benefit others as well as themselves;
- Try to influence others, negotiating and balancing diverse views to reach workable solutions;
- Act as an advocate for views and beliefs that may differ from their own.

apprenticeship **FRAMEWORK**

For more information visit-
www.acecerts.co.uk/framework_library