

	<b>BQA NCQF QUALIFICATION TEMPLATE</b>	Document No.	DNCQF.QIDD.GD02
		Issue No.	01
		Effective Date	04/02/2020

SECTION A: QUALIFICATION DETAILS																
<b>QUALIFICATION DEVELOPER (S)</b>		Construction Industry Trust Fund														
<b>TITLE</b>		Certificate III in Flower Arrangement										<b>NCQF LEVEL</b>		3		
<b>FIELD</b>	Agriculture and Nature Conservation					<b>SUB-FIELD</b>		Flower Arrangement					<b>CREDIT VALUE</b>		40	
New Qualification						<input checked="" type="checkbox"/>		Review of Existing Qualification								
<b>SUB-FRAMEWORK</b>		General Education					<input type="checkbox"/>		TVET			<input checked="" type="checkbox"/>		Higher Education		
<b>QUALIFICATION TYPE</b>		Certificate	I	II	III	<input checked="" type="checkbox"/>	IV	V	Diploma	Bachelor						
		Bachelor Honours					Post Graduate Certificate					Post Graduate Diploma				
		Masters							Doctorate/ PhD							
<b>RATIONALE AND PURPOSE OF THE QUALIFICATION</b>																
<p><b>RATIONALE:</b></p> <p>Government has identified high unemployment and poverty amongst youth as a national security risk, hence the need to train this section of the population in productive and income generating skills.</p> <p>Despite the country continuing to receive investments, these investments are biased towards capital intensive ventures. This situation has the inherent risk of unemployment continuing to surge, and the government, through its vital development policy paper, National Development Plan 11 (NDP 11), has identified areas of potential high employment uptake such as agriculture, services, and manufacturing and has made a commitment to give these sectors extensive support with a view to making meaningful contribution the growth of the economy.</p> <p>Another policy document that makes mention of skills development as a vehicle towards inclusivity and provision of opportunities for all, is the Vision 2036 document under the of Human and Social Development (Pillar 2) which states that” Botswana society will be knowledgeable with relevant quality education that is outcome based, with emphasis on technical and vocational skills as well as academic competencies.”</p> <p>The Creative industry, under which Flower Arrangement falls, is one such sector with a high potential for employment uptake. As an emerging sector there is need for standardization that would guide professionalization</p>																

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of this sector. The Human Resources Development Council (HRDC) report of 2016, *Top Occupations in Demand*, listed Visual Artists as those occupations that would be in demand in the future.

This qualification provides candidates with the requisite flower arrangement knowledge, skills and competences in order to become competent practitioners in the creative industry; be employed or self-employed within the industry and pursue further learning in specific areas of the creative industry.

### **PURPOSE:**

The qualification enables candidates to:

- Ensure health and safety standards in Flower Arrangement.
- Demonstrate knowledge and understanding of the types of flowers, greenery and house plants.
- Apply elementary Flower Arrangement knowledge.
- Maintain good practices in Flower Arrangement.
- Care for cut flowers, greenery and house plants.
- Create floristry designs.
- Display floristry stock mechanics.
- Care for floristry products and merchandise.

### **ENTRY REQUIREMENTS (including access and inclusion)**

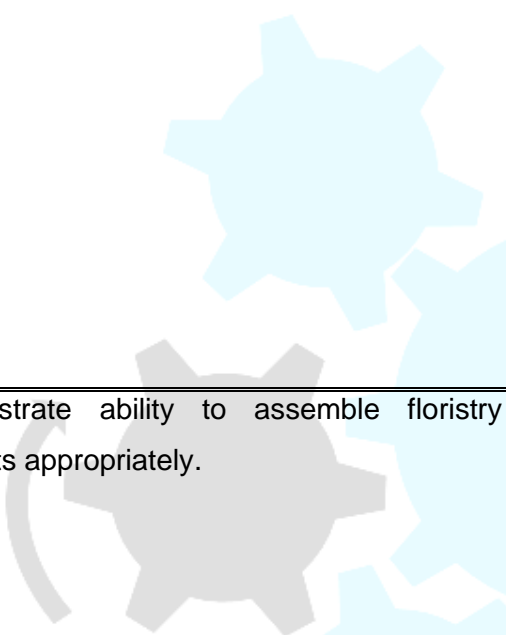
- Must have acceptable basic education NCQF certificate Level II or equivalent.
- There shall be access through RPL and CAT in line with the National RPL and CAT Policies.

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SECTION B		QUALIFICATION SPECIFICATION	
Upon completion of the qualification, candidates will:			
GRADUATE PROFILE (LEARNING OUTCOMES)		ASSESSMENT CRITERIA	
1. Apply the principles of Occupational Health and Safety in the Work Environment		1.1 Identify hazards in the Workplace. 1.2 Asses possible risks in the workplace. 1.3 Practice Good Housekeeping. 1.4 Wear Appropriate Personal Protective Equipment.	
2. Demonstrate basic knowledge of Entrepreneurial principles in the workplace		2.1 Plan for given work assignments. 2.2 Solve problems creatively in the workplace. 2.3 Mobilise people and resources to execute tasks. 2.4 Create value through implementation of innovative ideas.	
3. Demonstrate Understanding of types of cut flowers, greeneries, and house plants		3.1 Identify types of cut flowers, greenery and house plants. 3.2 Identify forms of cut flowers, greenery and house plants. 3.3 Describe use of cut flowers, greenery and house plants.	
4. Apply knowledge to care for cut flowers, greenery and house plants		4.1 Explain factors affecting cut flower quality. 4.2 Apply post-harvest treatments on cut flowers, greenery, and house plants. 4.3 Prepare cut flowers, greenery and house plants. 4.4 Apply appropriate methods of handling and storage of cut flowers, greenery and house plants.	
5. Perform floristry designs		5.1 Identify elements of form, texture, colour and space in floristry design work. 5.2 Describe floristry design styles. 5.3 Apply elements and principles of floristry design.	


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		5.4 Create floristry designs using various techniques. 5.5 Create different designs appropriate per occasions. 5.6 Display floristry stock in an attractive manner. 5.7 Construct basic lines and shapes, transformations and new concepts in the floristry design process. 5.8 Identify principal components in the construction of different bouquets. 5.9 Ensure health and safety standards in Flower Arrangement are adhered to.
	6. Demonstrate ability to assemble floristry products appropriately.	6.1 Prepare and display floristry stock. 6.2 Recommend floristry products and services to customers. 6.3 Assemble and prepare floristry products as per the customers' requirements.

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 <b>BOTSWANA</b> Qualifications Authority	<b>BQA NCQF QUALIFICATION TEMPLATE</b>	Document No.	DNCQF.QIDD.GD02
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<b>SECTION C</b>	<b>QUALIFICATION STRUCTURE</b>				
<b>COMPONENT</b>	<b>TITLE</b>	<b>Credits Per Relevant NCQF Level</b>			<b>Total (Per Subject/ Course/ Module/ Units)</b>
		<b>Level [ 3]</b>	<b>Level [ 4]</b>	<b>Level [ ]</b>	
<b>FUNDAMENTAL COMPONENT</b> <i>Subjects/ Courses/ Modules/Units</i>	Occupational Health and Safety	3			3
	Fundamental Entrepreneurial Principles	3			3
	Communications Skills	3			3
<b>CORE COMPONENT</b> <i>Subjects/Courses/ Modules/Units</i>	Plants and greenery used in floristry	3			3
	Flower growth and development	3			3
	Floristry designs		4		4
	Display of floristry stock	3			3
	Floristry products	4			4
	Cut flowers production	3			3
	Post-harvest techniques in cut flower production	3			3
	Dry Flower Arrangement	3			4
	Costing and Pricing of cut flowers, greenery, and house plants		4		4

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<b>ELECTIVE/ OPTIONAL COMPONENT</b>  <i>Subjects/Courses/ Modules/Units</i>	N/A				

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<b>SUMMARY OF CREDIT DISTRIBUTION FOR EACH COMPONENT PER NCQF LEVEL</b>	
<b>TOTAL CREDITS PER NCQF LEVEL</b>	
<b>NCQF Level</b>	<b>Credit Value</b>
<b>3</b>	<b>32</b>
<b>4</b>	<b>8</b>
<b>TOTAL CREDITS</b>	<b>40</b>
<b>Rules of Combination:</b>	
<b>(Please Indicate combinations for the different constituent components of the qualification)</b>	
<p>The qualification consists of Fundamental and Core Components.</p> <p>To be awarded the Qualification learners are required to obtain a minimum of <b>40</b> credits as detailed below.</p> <p><b>Fundamental Components:</b></p> <p>The Fundamental components consist of foundational knowledge which is generic. All of them are compulsory and make up <b>9</b> credits.</p> <p><b>Core Components:</b></p> <p>The core components consist of modules containing applied knowledge and practical skills to the value of <b>31</b> credits which are compulsory.</p>	

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### **ASSESSMENT ARRANGEMENTS**

All assessments leading/contributing to the award of credits, or a qualification shall be based on learning outcomes and/or sub-outcomes.

#### **Formative assessment:**

Formative or continuous assessment would be conducted to inform teaching and learning and establish the learner's level of readiness for progression to the next learning unit or module.

Formative assessment shall constitute 60% of the Final Mark.

#### **Summative assessment:**

Internal summative assessments shall be carried out in accordance all applicable examination rules, and the weighting of the assessment shall constitute 40% of the Final Mark.

All assessment shall be carried out by Assessors registered and accredited with BQA or by any other recognized Body.

### **MODERATION ARRANGEMENTS**

There shall be internal and external moderation carried out by Moderators registered and accredited with BQA or any other recognized Body.

### **RECOGNITION OF PRIOR LEARNING**

Candidates may submit evidence of prior learning and current competence and/or undergo appropriate forms of RPL assessment for the award of credits towards the qualification in accordance with applicable RPL policies and relevant national-level policy and legislative framework.

### **CREDIT ACCUMULATION AND TRANSFER**

Candidates would be allowed to accumulate enough credits that would warrant them the award of the qualification. This would include transfers of credits from previous learnings.

### **PROGRESSION PATHWAYS (LEARNING AND EMPLOYMENT)**



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### Articulation and Education Pathways

#### Horizontal Articulation:

Graduates of this qualification may consider pursuing to other qualifications on the same level in the field of Creative Industries such as:

- Certificate III in Draping.
- Certificate III in Event Management.

#### Vertical Articulation:

Learners may progress to higher level in the same field such as:

- Certificate IV in Floristry.
- Certificate IV in Event Management.

#### Employment Pathways:

Learners who achieve the units in this qualification will have competencies and attributes to work as:

- Flower Arranger.
- Florist.
- Events Planner.

### QUALIFICATION AWARD AND CERTIFICATION

To be awarded the qualification the candidate must have met the following requirements:

- All exit level outcomes
- Minimum **40** credit requirements

#### Certification:

Upon completion of the qualification the candidate will be issued a certificate for **Certificate III in Flower Arrangement award.**

### REGIONAL AND INTERNATIONAL COMPARABILITY

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Benchmarking has been done against qualifications registered in neighbouring countries within the region and beyond, to appreciate what is typical of this level and type of qualification out there, in relation to graduate profiling, scope and depth of content, to ascertain regional and international comparability and articulation of the proposed qualification.

The following Similarities and Differences of the qualifications examined were observed.

### **Similarities**

The exit level outcomes of the 4 qualifications examined are similar and their scope covers core Flower Arrangement outcomes that include care of cut flowers, greeneries, house plants, their preparation and care. The scope also covers design of bouquets for different functions and occasions, various tools and components used in floristry, the display and sale of floristry products.

Since the qualification is skills based, assessment is integrated, and competencies are achieved through the design and development of assessment activities that make use of a variety of assessment methods and tools that measure not only the learner's knowledge and ability to perform practical tasks and activities within a familiar context, but which also challenge learners to demonstrate their ability to deal with problem situations that might or can arise in the workplace from time and which require learners' to demonstrate their ability to adapt their performance to meet the requirements of changed circumstances and to reflect on what they are doing and why.

### **Differences**

A notable difference observed was in the titles of the qualifications. The qualifications in the UK, Australia, and New Zealand are called Floristry, while the one in South Africa is called Flower Arrangement. The other difference noted is in the structures of the qualifications studied. While some of the qualifications use credits to denotes learning units, some use units, and the New Zealand qualification have distinctly divided their outcomes into knowledge and practical outcomes, while the other qualifications have integrated them.

Another difference is the disparity of credit and duration between the qualifications. The South African qualification has 120 credits, 94 credits for the UK, while the qualifications of the Australasia have not specified the credits, with the TAFE qualification in Australia only stating the duration as 48 weeks.

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### **Comparability and Articulation**

The proposed qualification generally compares well with the qualifications studied since the exit outcomes cover similar scope and depth and are aligned to exit-level descriptors typical of this level and as done within the region and beyond as well as competencies required for employment as a florist.

The examined qualifications, while offering core Flower Arrangement skills, have added additional value adding modules such as display and sale of floristry products, understanding of the world as a set of related system, teamwork, and mathematical literacy.

The proposed qualification has also included fundamentals that include communication skills, entrepreneurship, and occupational health and safety to ensure that there is provision for development of attributes, thus offering the learners with a window of opportunity for self-employment.

### **REVIEW PERIOD**

The qualifications shall be reviewed after 5 years.

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