

Unit 129: Accessory Production

Unit code:	J502/5517
QCF Level 3:	BTEC National
Credit value:	10
Guided learning hours:	60

● Aim and purpose

The aim of this unit is to develop learners' skills in the designing and manufacturing processes associated with accessory production. Learners will gain experience in the use of equipment and techniques used to produce accessories.

● Unit introduction

Accessories are an important part of the fashion industry and are used by stylists to promote trends that are achievable by everyone.

The aim of this unit is to give learners the opportunity to develop their understanding of the designing and manufacturing processes associated with accessory production. Learners will gain experience in the use of equipment and techniques used to produce accessories. Bags, belts, hats, fascinators, fabric corsages, scarves and stoles are just some of the accessories that are added to outfits to enhance style.

Learners will develop their skills in accessory production techniques. They will select and use appropriate machinery and hand tools to achieve quality production standards.

Learners will be expected to plan and extend their skills in the planning of the production process. They will develop a clear understanding of the planning and sequence of operation used during the production process paying particular attention to effectiveness in terms of time management.

Learners are encouraged to look at a variety of accessories to develop their skills and understanding of the production process. Assignment briefs should be designed to be stimulating and motivating to encourage learners to develop and acquire new skills.

Learners will need to be aware of health and safety issues associated with the equipment and materials that they use. Learners should follow and understand appropriate risk assessments. Relevant COSHH guidance should be followed at all times.

● Learning outcomes

On completion of this unit a learner should:

- 1 Be able to create design ideas for accessories
- 2 Be able to use equipment and machinery for the development of accessory production
- 3 Be able to select and use appropriate production processes to assemble and present an accessory
- 4 Be able to plan and complete an ongoing evaluation.

Unit content

1 Be able to create design ideas for accessories

Research: eg identify visual material; critically analyse material; select specific visual sources suitable for developing surface pattern ideas

Historical and contemporary accessories: researching the purpose and roles of different types of accessories using a variety of source material eg books, magazines, posters, slides, CD ROM databases, the internet; historical and contemporary accessory designers

2 Be able to use equipment and machinery for the development of accessory production

Equipment: eg steam iron, hat blocks, hat stretchers, hand tools eg scissors, cutting wheels, pins, needles

Machinery: sewing machines eg lock stitch and over lockers; heavy duty machines for stitching leather, embroidery machines, pressing and steaming equipment eg industrial steam irons

Health and safety: correct use according to manufacturers' guidelines; relevant legislation; risk assessments (write, understand)

3 Be able to select and use appropriate production processes to assemble and present an accessory

Production process: accessory types; pattern cutting; preparing; cutting out fabric, construction techniques; fasteners; decorative details; pressing; finishing; final presentation

4 Be able to plan and complete an ongoing evaluation

Planning: sequence of operation; production techniques; materials; haberdashery, fasteners; trims

Evaluation: ongoing; quality checks

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 research the work of other textile artists and fashion designers [IE]	M1 research diverse historical and contemporary accessories	D1 create accessories that demonstrate a high standard of practical competence, analysis, independent working and sophistication.
P2 use media and materials to develop design ideas for accessories [IE]	M2 produce and evaluate an accessory individually, demonstrating high standards of practical skill and understanding.	
P3 select, use and safely operate equipment and machinery for the development of accessory production [SM, RL]		
P4 select and use appropriate production processes to assemble and present an accessory [CT]		
P5 plan and complete an ongoing evaluation at appropriate stages of the production process. [RL]		

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

Key	IE – independent enquirers CT – creative thinkers	RL – reflective learners TW – team workers	SM – self-managers EP – effective participators
------------	--	---	--

Essential guidance for tutors

Delivery

For learning outcome 1, learners should explore a variety of accessories to broaden their skills, knowledge and understanding of the production techniques and processes. Evidence for learning outcome 1 can take the form of a portfolio which demonstrates that the learner has researched the work of other accessory designers from historical and contemporary sources. This will include visual and written information and possibly tutor handouts.

As well as visiting museums and contemporary shops, many museums organise handling sessions where items can be closely studied. Learners should then develop design ideas for their own accessory. Learners are encouraged to look at new technologies available within the accessory production and manufacturing processes. Learners are also encouraged to be experimental in their choice of accessories. The portfolio should include design ideas for accessories that relate to an assignment brief and have been inspired by historical and contextual research.

For learning outcome 2, tutors delivering this unit must ensure that learners have received an induction within the workshop and the appropriate health and safety procedures and then demonstrate safe working practices at all times. Learners should understand the process of risk assessment and be able to apply this to their own working practice.

For learning outcome 3, learners should be encouraged to be experimental in their production of accessories and make use of a range of materials. It is, therefore, essential that learners have the opportunity to access a wide range of materials used to create accessories.

Learners should be encouraged to make up samples of substantial parts of accessories where skill can be demonstrated in using, for example, difficult fabrics and/or techniques, and expensive fabrics.

Learners should be given guidance on minimal waste of fabric, the production of layplans, materials used in production processes and the overall cost effectiveness of the process before putting these skills in practice themselves. Evidence for learning outcome 3 can take the form of an ongoing evaluation which may also include tutor observations made during the production process. It should also include the sequence of operation used for the construction of the accessory and any alterations provide details of any samples or test pieces completed. Additional evidence may be in the form of tutor observation and question and answers records.

For learning outcome 4, they should also be required to complete quality checks throughout the production process in order to develop their skills and understanding of the planning and evaluation of finished accessories.

Regular feedback should be given to learners through day to day discussion and formal and informal assessment. Learners should participate in a group critique on completion of a final accessory.

This unit could be integrated with others. For example, a learner might make a hat where they have designed and embroidered the crown in a textile unit. A bag might be designed to match an outfit produced in a fashion unit.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Introduction to unit and assignments.
Assignment 1: Preparation and Techniques Used in Accessory Production Research on accessory production, lecture by tutor followed by individual learner research.
Identification of appropriate materials and haberdashery for accessory production. This will include a detailed costing and fabric length if applicable. Discussion, demonstration, group and individual activities.
Demonstration and practical design activities led by tutor on millinery, gloves, bags and belt, etc techniques to include specialised processes.
Tutors give learners guidance on pattern laying and learners cut them out. Learners place pattern onto material if applicable and cut out using a cost effective lay, transferring appropriate pattern markings for production.
Assignment 2: Accessory Production Learners plan the production process through a cost effective sequence of operation. This should be accompanied by a technical specification and working sketch.
Learners safely use and select appropriate tools and machinery to carry out the production process.
Learners add decorative details and trims if applicable.
Learners press, present finished garment.
Learners evaluate production process.
Group crit.
Review of unit and assessment.

Assessment

When applying the grading criteria tutors should follow the advice given below. Please note that the examples of evidence given here are indicative only. The advice is not inclusive.

To achieve P1, learners will be expected to research historical and contemporary accessory sources and the work of current accessory designers. The research should include a variety of different types of accessories. Research will be mainly tutor led and obvious in that learner own exploration is limited to current magazines, journals and websites.

For P2, learners are to use a range of media and materials to develop design ideas for accessories in response to a brief. Learners will be expected to create ideas using a range of media and materials. Experimentation will be limited and may be tutor led. Design ideas will show little understanding of historical and contemporary work.

To achieve P3, learners will be expected to select the appropriate tools, equipment and production process for accessory production. Evidence should include practical testing and the production of substantial samples and test pieces. Learners should produce a portfolio which includes samples, annotated notes, health and safety documentation, lay plan, costing, sequence of operation, technical specification sheet, working sketch and a sequence of operation. The portfolio should relate to a variety of accessories including the assessed accessory.

For P4, learners will be expected to record the planning of the accessory production and an ongoing evaluation of the production process to demonstrate their understanding of how they can improve their work. For P4, learners will be expected to produce an accessory which demonstrates appropriate production processes. The accessory must be accompanied by a record of evidence of the planning process which will include: sequence of operation of the production process, identifying production techniques, different types of threads, trims, and carrying out quality checks.

For P5, learners will show that they have been able to evaluate their work at appropriate stages of the production processes. Evaluations will be descriptive and tutors will help suggest improvements.

To achieve M1, the learner will be expected to demonstrate that they have worked independently to produce a range of research material within their portfolio. The research should be documented with the source of origin clearly recorded.

To achieve M2, the learner should be able to effectively plan and evaluate a variety of accessories at the various production stages. This could include visual and/or written evidence of the process in addition to observation. The learner must also be able to demonstrate effective planning in terms of action planning, and identification and selection of individual production techniques and processes. The learner should, with a degree of independence, be able to produce a well-finished accessory which demonstrates good practical skills and understanding of the production process. They will also be able to operate all equipment and hand tools independently, demonstrating good practice with consideration to both self and peers within a workshop environment.

To achieve D1, learners must be able to demonstrate that they have continuously reflected and evaluated throughout the production process and that this has informed a high degree of practical application in the creation of quality accessories. The work must have been completed independently and demonstrate a degree of sophistication.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
PI, P2, P3, MI	Assignment 1: Preparation and Techniques Used in Accessory Production (Individually produced documentation)	Accessory designer follows brief from a manufacturing company to produce a range of accessories in sample form to a specified target market to a given budget and deadline which is accompanied by detailed production process requirements.	Accessory research. Samples and test pieces. Annotated notes. Health and safety documentation. Lay plans if applicable. Costings. Sequence of operation. Technical specification sheet. Working sketch. Record of tutor observation.
PI, P2, P3, P4, P5, MI, M2, DI	Assignment 2: Accessory Production (Individually produced well-finished accessories)	Designer plans, costs and produce an accessory/ accessories from the range design Assignment 1.	Sequence of operation. Record of the production process. Fabric and haberdashery requirements listing. Evaluation and presentation. Record of tutor observation.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Art and Design sector suite. This unit has particular links with the following unit titles in the BTEC Art and Design suite:

Level 1	Level 2	Level 3
Introduction to Hand and Machine Sewing Techniques	Working with Fashion Briefs	Garment Production
Introduction to Garment Making	Working with Accessory Briefs	Fashion Media, Techniques and Technology
		Embroidered Textiles
		Developing Costume Design Skills

National Occupational Standards

This unit also provides development opportunities for some of the underpinning skills, knowledge and understanding of the following National Occupational Standards:

Skillfast-UK Sector Skills Council

Textiles and Material Design

- HSI – Health, safety and security at work
- D1 – Research design information and ideas for textiles and materials using a range of techniques
- D3 – Develop design responses for textiles and materials to meet agreed requirements
- D2 – Develop and communicate design ideas for textiles and materials
- D4 – Contribute to producing detailed designs for textiles and materials
- D5 – Contribute to realising design prototypes for textiles and materials
- D6 – Contribute to realising final textiles and materials design.

Essential resources

For this unit learners should have access to the appropriate production equipment used to create accessories within the fashion and clothing industry. This should include access to domestic sewing machines and, where possible, industrial sewing equipment to include flat bed sewing machines, overlocking machines and industrial pressing equipment.

Employer engagement and vocational contexts

Centres should develop links with practising artists, craftspeople and designer, to deliver assignments to learners or to provide work experience.

Links with employers are essential to the delivery of the programme for work experience and future employment.

Vocational learning support resources:

- Learning and Skills Network – www.vocationallearning.org.uk

Business and finance advice:

- local and regional Business Link – www.businesslink.gov.uk

Assignments should be vocationally relevant; centres should consider the delivery of 'live projects', for example, to support the vocational content of the unit and programme.

Skillfast-UK, the Sector Skills Council for Fashion and Textiles (www.skillfast-uk.org), provides details on careers (www.skillfast-uk.org/justthejob) and the industry and has regularly updated news and events pages

Indicative reading for learners

Textbooks

- Albrizio A and Lustig O – *Classic Millinery Techniques* (Lark Press, 2002) ISBN 978-1579900168
- Anlezark, M – *Hats on Heads* (Kangaroo Press, 1990) ISBN 978-0864173034
- Couldridge A – *The Hat Book* (Batsford, 1980) ISBN 9780133842227
- Cumming V – *The Visual History of Costume Accessories* (Batsford, 1998) ISBN 978-0896762336
- Dreher D – *From the Neck Up* (Madhatter Press, 1981) ISBN 978-0941082006
- Emlyn-Jones G – *Make Your Own Gloves* (G Bell & Sons, 1974) ISBN 978-0684141053
- Lee L – *Scarves to Make* (Taunton, 1999) ISBN 978-0756752095
- McGehee L – *Simply Sensational Bags* (KP Books, 2000) ISBN 978-0873418485
- Parks C – *Making Handbags and Purses* (Lark Books, 2000) ISBN 978-1579901493
- Remiasz S V – *Hats: Design and Construction* (Hat Tree Studio, 1986) ISBN 978-0961741402
- Terry T – *Hat Tricks* (New Holland, 1998) ISBN 978-1579900397
- Vass L and Molnar M – *Handmade Shoes for Men* (Konemann, 2006) ISBN 978-0841601611

Websites

- | | |
|--|--------------------------------|
| www.thehatmagazine.com | The HAT trade company |
| www.luluguinness.com/history.php | Lulu Guinness |
| www.vam.ac.uk/collections/fashion/resources/links/links/index.html | The Victoria and Albert Museum |

Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
Independent enquirers	selecting, using and safely operating appropriate equipment and machinery for the development of garment production
Creative thinkers	selecting and using appropriate production processes to assemble a well finished garment
Reflective learners	evaluating their work at appropriate stages of the production process
Self-managers	planning the production process and use appropriate techniques to present well finished garments and accompanying documentation.

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
Independent enquirers	selecting and operating appropriate equipment and materials
Creative thinkers	using an innovative and creative approach to the production process when completing finished garments
Reflective learners	adapting and refining garment production processes to meet a sophisticated level of competence
Team workers	working as a team to produce a collection of garments
Self-managers	producing garments which demonstrate a high standard of competence and meeting the requirements of the brief and meeting the deadline
Effective participators	effectively participating in group critique and presentations.

● Functional Skills – Level 2

Skill	When learners are ...
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	researching the work of other accessory designers researching other accessory designers
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	
ICT – Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> • text and tables • images • numbers • records 	producing and presenting the following working documents using IT: <ul style="list-style-type: none"> • lay plan • sequence of operation • working sketch • costing • technical specification • evaluation
Bring together information to suit content and purpose	
Present information in ways that are fit for purpose and audience	
Mathematics	
Interpret and communicate solutions to practical problems in familiar and unfamiliar routine contexts and situations	producing a cost effective lay plan for the selected accessory if appropriate
Draw conclusions and provide mathematical justifications	
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	participating in one-to-one tutorials and group critique throughout the production process
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	gathering research on accessory production
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	producing an ongoing evaluation of the production process and sequence of operation.