

# Unit 9: Plan, Assemble and Evaluate Diverse Floral Wedding Designs

<b>Unit code:</b>	<b>D/503/6751</b>
<b>QCF Level 3:</b>	<b>BTEC National</b>
<b>Credit value:</b>	<b>10</b>
<b>Guided learning hours:</b>	<b>60</b>

## ● Aim and purpose

The aim of this unit is to provide the learner with the knowledge, understanding and skills required to take responsibility for planning, assembling and evaluating diverse floral designs for weddings. The designs will be standard designs, adapted standard designs and customised designs.

## ● Unit introduction

This unit helps learners to develop the skills needed to produce a range of diverse wedding designs, both wired and in a medium. Those employed in all aspects of floristry must have the knowledge and skills to undertake wedding orders and provide a reliable quality service.

Learners will look at the preparation processes associated with wedding designs. They will advise clients, take orders, choose materials, give reasons for their choice of materials and consider the availability, quality, condition and preparation of suitable materials.

Learners will develop the practical skills needed to produce wedding designs and experiment with methods of enhancing flower materials. They will recognise the importance of good workmanship and finish and be able to define the principles and elements of design as they apply to floristry.

This includes suggesting suitable materials, producing design ideas, costing the order effectively and presenting the final product to the client. Evaluating the process will enable learners to recognise the importance of each stage of producing wedding designs in a medium for clients.

## ● Learning outcomes

**On completion of this unit a learner should:**

- 1 Understand how to assemble diverse floral designs for weddings
- 2 Be able to plan, prepare and cost the assembly of floral designs for weddings
- 3 Be able to assemble floral designs for weddings
- 4 Be able to evaluate floral designs for weddings.

# Unit content

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## 1 Understand how to assemble diverse floral designs for weddings

*Design schema arrangement styles:* decorative; form-linear; use of the principles and elements of design for diverse floral designs for wedding; to include: wiring, binding, gluing, using a medium

*Construction methods:* wiring, binding, gluing, using a medium; reasons and methods for support wiring; non-traditional methods; innovative methods

*Physiological effects:* on the development of wired, glued materials and using a medium (temperature, light, ventilation and preservatives); physiological reasons for these effects

*Techniques:* eg gluing, cupping rolling, plaiting, threading

*Customer requirements:* identification and resolution of complex customer/order requirements; criteria used to evaluate designs (commercial standards, client requirements; workmanship and finish)

*Safe working:* safe working practices to be used for assembly, manual handling and transportation of diverse wedding floral designs; current safe working practices and responsibilities contained within relevant legislation eg Health and Safety at Work Act 1974, Sale of Goods legislation, COSHH; risk assessment

## 2 Be able to plan, prepare and cost the assembly of floral designs for weddings

*Interpretation of design specifications:* planning and preparation of wedding orders; plans and design sketches which are accurate, realistic; assessment of the customer's design requirements from available information eg date, seasonal availability of flowers, theme/style of dress; budget constraints; quotes for clients; compilation of market buying lists; interpretation of wedding order forms; cost up, cost down; order of suitable materials at the correct time to be of optimum condition for the occasion; checking quality and condition of materials eg yellowing leaves, broken flowers, 'blueing' of roses, fully developed pollen; preparation of fresh materials, specialist conditioning treatments and appropriate storage of materials, storage of completed designs; preparation of sundry items; delivery box to enhance product and protect designs

*Design and client requirements:* lifespan; standard design; designer or customised; special adaptation of designs; gilding and the use of accessories

### 3 Be able to assemble floral designs for weddings

*Wedding designs to include:* decorative, form-linear (form and line) and vegetative influenced styles;  
*mediums to include:*

Floral foam eg loose/open posy, shower bouquet, semi crescent; form and line design  
Wired eg Edwardian loose posy, Victorian posy, shower bouquet; form and line design using limited materials, semi-crescent

Glued bridal bouquets (with handle) or bridal designs; using frameworks, collars and structures, made from natural or man made materials (fresh or preserved plant material, card, design wire, wire mesh, etc)

Materials: fresh; manufactured/dried/preserved; accessories; selection and correct preparation of appropriate sundries, mediums, and structures; packaging for presentation and transportation as appropriate

*Quality criteria:* correctly conditioned, suitability for the design, appropriate to the customer's needs, to a high technical standard in line with decorative, form-linear, or vegetative design principles as appropriate

*Techniques:* selection and utilisation of effective wiring and taping techniques within floral designs for weddings, to include mount wiring (single and double leg), support wiring, loop stitch, branched units, natural units, ribbed units, feathering, binding; incorporation of appropriate accessories securely where applicable; optimisation of a bridal bouquet via the use of packaging materials and trims for presentation, protection and transport against the specification; and necessary modifications which are within the terms of the design requirements

*Tools and equipment:* handling of tools, materials and equipment safely and in a manner that minimises wastage, damage and contamination

*Appropriate records:* accurate, legible and stored correctly

### 4 Be able to evaluate floral designs for weddings

#### **Evaluation criteria:**

*Customer specification:* client design requirements; theme; time of year (seasonal availability and consideration of peak periods); effective use of client information (height of bride, dress style); perceived value; chosen materials suitable for use and duration of the occasion

*Elements and principles of design:* elements used are appropriate to the design style eg use of colour and texture in decorative designs; the use of form, line, line and movement in form linear; balance of the elements in vegetative influenced designs, design principles (visual balance, actual balance when carried, use of scale and proportion ie the materials to one another, to the overall design and to the bride or bridesmaid); use of flower placement; dominance and rhythm; achievement of contrast and harmony within a design

*Design criteria:* appropriate method of construction used; fresh materials are suitable for construction methods used; mechanics concealed; techniques used effectively; workmanship and finish is to a high standard; design is fit for purpose; materials are used economically and effectively with minimal waste; choice of materials promotes business sustainability; improvements identified

## 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:
<b>P1</b> explain the characteristics of diverse floral designs for weddings [IE, RL]	<b>M1</b> explain criteria used to evaluate a selected diverse wedding design	<b>D1</b> explain, in detail, possible problems with the planning of floral wedding designs recommending valid remedial action
<b>P2</b> explain the reasons and methods for supporting vulnerable materials [IE, RL]		
<b>P3</b> explain how the use of non-traditional methods can aid innovation when creating floral designs for weddings [IE, RL]		
<b>P4</b> describe techniques which can be used effectively within floral designs for weddings		
<b>P5</b> plan diverse floral designs for weddings to meet customer requirements [TW, CT, SM]	<b>M2</b> explain how materials and costings meet customer requirements for a selected design	
<b>P6</b> calculate the retail cost of floral designs for weddings [SM]		

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:
<b>P7</b> select floral materials for floral designs for weddings [CT, SM, EP]	<b>M3</b> complete selected wedding designs, including packaging for delivery, within commercial timescales	<b>D2</b> evaluate, in detail, the completed design against criteria for diverse floral wedding designs making appropriate recommendations for improvement
<b>P8</b> construct specified designs [CT, SM, EP]		
<b>P9</b> review the developing design [CT, SM, EP]		
<b>P10</b> complete floral designs for weddings within commercial timescale [CT, SM, EP]		
<b>P11</b> evaluate the completed design against the customer specification	<b>M4</b> evaluate selected design against elements and principles of design	
<b>P12</b> identify improvements to work practices		

**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	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

# Essential guidance for tutors

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## Delivery

Delivery of this unit will involve practical assessments, written assessments, visits to suitable collections and will link to industrial experience placements.

Tutors delivering this unit have opportunities to use as wide a range of techniques as possible. Lectures, discussions, seminar presentations, site visits, supervised floristry practicals, internet and/or library-based research and the use of personal and/or industrial experience would all be suitable. Delivery should stimulate, motivate, educate and enthuse learners.

Work placements should be monitored regularly in order to ensure the quality of the learning experience. It would be beneficial if learners and supervisors were made aware of the requirements of this unit before any work-related activities so that naturally occurring evidence can be collected at the time. For example, learners may have the opportunity to produce or package designs for a wedding and they should be encouraged to ask for observation records and/or witness statements to be provided as evidence of this. Guidance on the use of observation records and witness statements is provided on the Edexcel website.

Whichever delivery methods are used, it is essential that tutors stress the importance of a safe working environment.

Health and safety issues relating to working in a floristry environment must be stressed and reinforced regularly, and risk assessments must be undertaken before practical activities.

Tutors should consider integrating the delivery, private study and assessment for this unit with other relevant units and assessment instruments learners are taking as part of their programme of study.

Learning outcome 1 looks at the theory of assembled diverse floral designs against weddings. Delivery is likely to include formal lectures, discussions, demonstrations, site visits and independent learner research. Site visits could include wholesalers, sundry wholesalers, growers, trade shows etc.

Learning outcome 2 considers the planning and costing of assembled diverse floral designs for weddings. Delivery is likely to include formal lectures, discussions, demonstrations, supervised practical sessions, site visits and independent learner research. Visiting expert speakers could add to the relevance of the subject for learners. For example, practising florists could talk about how they work with clients to plan suitable designs.

Learning outcome 3 explores the construction and completion of designs against specifications. Delivery is likely to include formal lectures, discussions, demonstrations, supervised practical sessions, site visits and independent learner research. Learners should have sufficient exposure to professional practice to experience designs in a medium being produced in a commercial context.

Learning outcome 4 covers the evaluation of wedding designs, including interpretation of client requirements, materials costs, packaging, delivery and collection.

To facilitate regional, seasonal and business variations learners may negotiate and produce alternative evidence within each design style, provided that designs are of an equivalent range and level of complexity.

## 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 gives an **indication of the volume of learning it would take the average learner** to achieve the learning outcomes. It is **indicative and is one way of achieving the credit value**.

Learning time should address all learning (including assessment) relevant to the learning outcomes, regardless of where, when and how the learning has taken place.

Topic and suggested assignments/activities and/assessment
Introduction to unit.
<b>Assignment 1: Introduction to Diverse Floral Wedding Designs</b> (P1, P2, P3, P4, M1)
Theory – basic techniques and methods, health and safety considerations including safe use of tools and equipment, risk assessment.
Client requirements – client brief, costings.
Theory – materials, physiological effects.
Practice – basic techniques and methods, quality checks and standards of workmanship.
<b>Assignment 2: Planning, Preparing and Costing Diverse Wedding Floral Designs</b> (P5, P6, M2, D1)
Planning and preparing wedding orders.
<b>Assignment 3: Assembling and Evaluating Diverse Wedding Floral Designs</b> (P7, P8, P9, P10, P11, P12, M3, M4, D2)
Theory – risk assessment, record keeping.
Practical – selection of materials and safe construction of diverse wedding floral designs.
Practical – package designs for storage and transportation.
Theory – evaluation of completed designs against relevant criteria.
Unit review.

## Assessment

Learners must plan, construct and evaluate a minimum of eight designs covering wired, glued and using designs in a medium to achieve this unit.

They need to detail different floral designs, construction methods, arrangement styles, physiological influences and techniques.

For P1, P2, P3, P4 and M1 could be assessed through learners producing of a florist guide on diverse floral designs for weddings. Learners need to explain arrangement styles and characteristics of at least eight wedding designs; to include construction methods, methods of supporting vulnerable materials, use of non-traditional methods to aid innovation. They also need to describe a minimum of eight manipulation techniques which can be used effectively with wedding designs.

P5, P6, M2, D1 could be assessed through a role play exercise to give learners the appropriate information to produce planning documents. The learner could carry out a consultation discussing client requirements. Learners must plan appropriate designs and select the materials, techniques and methods necessary within budget constraints and explain how these meet customer requirements. They should calculate the retail costs of their proposed designs correctly. They should also explain possible problems within the planning process wedding designs and how these could be solved.

P7, P8, P9, P10, M3, P11, P12, M4, D2 could be assessed through the production of a portfolio of wedding designs. This should include a minimum of eight assessed wedding designs. This could take the form of a photobook or other similar professional portfolio. This could be presented by learners at the end of the unit. Learners must carry out an evaluation of completed wedding designs which identifies possible improvements.

## Programme of suggested assignments

The following table shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the 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
P1, P2, P3, P4, M1	Introduction to Diverse Floral Wedding Designs	You are a freelance wedding floral designer. You need to detail different floral designs, construction methods, arrangement styles, physiological influences and techniques.	Essay. Presentation. Podcast. Workbook.
P5, P6, M2, D1	Planning, Preparing and Costing Diverse Floral Wedding Designs	Carry out a wedding consultation discussing client requirements. You must plan appropriate designs and select the materials, techniques and methods necessary within budget constraints. Explain possible problems and how these could be solved.	Video. Presentation. Mood board. Role play.
P7, P8, P9, P10, M3 P11, P12, M4, D2	Assembling and Evaluating Diverse Wedding Floral Designs	Create a portfolio of wedding designs. Carry out an evaluation of completed wedding designs which identifies possible improvements.	Photobook. e-portfolio. Presentation.

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

This unit forms part of the BTEC Land-based sector suite. This unit has particular links with:

Level 2	Level 3
Plan, Prepare and Construct Wedding Designs with Floral Materials	Plan, Assemble and Evaluate Accessories and Novelty Designs

## Essential resources

Learners will need access to a wide range of cut flower and foliage, flowering and foliage plants, in fresh, dried and synthetic materials. Learners should be given the opportunity to use a variety of suitable tools and have access to a full range of accessories and sundries materials.

It is desirable that learners have access to a commercial floristry environment, and are given the opportunity to complete as wide a range of designs as possible.

Tutors should be able to evidence regular contact with the industry and technical updating.

## Employer engagement and vocational contexts

Centres are encouraged to develop links with florists to give learners insight into different diverse wedding floral designs. This may be through a floristry shop, trade shows, wedding exhibitions etc.

## Indicative reading for learners

### Textbooks

Batho R, Kay J and Waugh B – *The Advanced Guide to Floristry* (Murdoch Books, 1998)  
ISBN 9781853915178

Batho R, Kay J and Waugh B – *The Beginner's Guide to Floristry, 2nd Edition* (Murdoch Books, 2001)  
ISBN 9781853917875

### Websites

[www.flowercouncil.org](http://www.flowercouncil.org)

Flower Council Holland

[www.flowers.org.uk](http://www.flowers.org.uk)

Flowers and Plants Association

## Delivery of personal, learning and thinking skills (PLTS)

The following table identifies the PLTS opportunities that have been included within the assessment criteria of this unit:

Skill	When learners are ...
<b>Independent enquirers</b>	consulting with and researching client requirements identifying problems and suggesting remedial actions evaluating completed designs
<b>Creative thinkers</b>	generating ideas for plans connecting own and others' ideas of wedding designs adapting ideas as client circumstances change
<b>Reflective learners</b>	reviewing wedding design progress setting goals with success criteria working within time constraints to complete wedding designs communicating their learning in relevant ways to different audiences through presentation
<b>Team workers</b>	showing fairness and consideration to others when planning and developing designs take responsibility, showing confidence in themselves and their contribution with peer evaluation or evaluation of designs
<b>Self-managers</b>	organising time and resources, prioritising actions when planning and constructing wedding designs anticipating, taking and managing risks as appropriate
<b>Effective participators</b>	proposing practical ways forward, breaking these down into manageable steps when planning wedding designs identifying improvements to designs that would benefit others as well as themselves.

## ● Functional Skills – Level 2

Skill	When learners are ...
<b>ICT – Use ICT systems</b>	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	researching and compiling portfolios and presentations
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	
Manage information storage to enable efficient retrieval	
Follow and understand the need for safety and security practices	
Troubleshoot	
<b>ICT – Find and select information</b>	
Select and use a variety of sources of information independently for a complex task	researching and compiling portfolios
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	
<b>ICT – Develop, present and communicate information</b>	
Enter, develop and format information independently to suit its meaning and purpose including:	researching and compiling portfolios and presentations such as buying list or spreadsheet for costings
Bring together information to suit content and purpose	
Present information in ways that are fit for purpose and audience	
Evaluate the selection and use of ICT tools and facilities used to present information	
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	presenting information electronically.
<b>Mathematics</b>	
Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations	

Skill	When learners are ...
Identify the situation or problem and the mathematical methods needed to tackle it	
Select and apply a range of skills to find solutions	
Use appropriate checking procedures and evaluate their effectiveness at each stage	
Interpret and communicate solutions to practical problems in familiar and unfamiliar routine contexts and situations	
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	
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	