

Unit 10: Plan, Assemble and Evaluate Accessories and Novelty Designs

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| Unit code: | J/602/0733 |
| QCF Level 3: | BTEC National |
| Credit value: | 10 |
| Guided learning hours: | 60 |

● Aim and purpose

This unit aims to introduce learners to the skills and knowledge needed to plan, assemble and execute accessories and novelty designs and how these can be applied in practice. It is designed for learners in centre-based settings looking to progress into the sector or onto further/higher education.

● Unit introduction

In this unit learners will develop the skills needed to produce a range of accessories and novelty designs both wired and glued. Those employed in all aspects of floristry must have the knowledge and skills to undertake orders for accessories and novelties and provide a reliable quality service for special occasions such as celebration balls and parties, college and university proms and weddings.

Learners will look at the preparation processes associated with accessories and novelty 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 accessories and novelty 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.

Evaluation of the process will enable learners to recognise the importance of each stage in producing accessories and novelty designs for clients.

● Learning outcomes

On completion of this unit a learner should:

- 1 Understand how to assemble accessories and novelty designs
- 2 Be able to plan, prepare and cost the assembly of accessories and novelty designs
- 3 Be able to assemble accessories and novelty designs
- 4 Be able to evaluate accessories and novelty designs.

Unit content

1 Understand how to assemble accessories and novelty designs

Design schema arrangement styles: decorative; form-linear; use of the principles and elements of design for accessories and novelty designs, to include wired and glued designs

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

Construction methods: methods of wiring eg binding point, internal, external, semi-internal; support and mount wiring (single/double leg mounts) branching units, ribbed units, natural units; taping of stems to conceal, seal and protect; methods of gluing; the use of cold glue, hot glue and glue dots, as a method of construction. Manipulation techniques

Techniques: eg pinning, stitching, binding, feathering, cupping, rolling, plaiting, threading, weaving.

Materials: eg commonly used wires of varying gauges and length, floral tape, bullion wire, metallic reel wire, aluminium wire, floral adhesive (cold glue), hot glue

Tools and equipment (identification, appropriate use, maintenance), eg scissors, knives, wire cutters, pliers, secateurs, wires, glue guns

Important factors: lightweight; no damage to materials; potential harm to wearer/carrier or their clothes/accessories, degree of natural movement; ease of handling

Sundry materials: eg combs, bags, books, pearl headed pins, feathers, sisal, beads, sequins, bark, paper, ribbon, fabric

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 accessories and novelty 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, PPE

2 Be able to plan, prepare and cost the assembly of accessories and novelty designs

Interpretation of design specifications: planning and preparation of accessories and novelty design orders

Plans and design sketches: accurate, realistic; assessment of the client design requirements from available information eg date, occasion, where the design is to be worn, seasonal availability of flowers, theme/style of dress; budget constraints; quotes for clients; compilation of market buying lists; interpretation of accessories and novelty design order forms; cost up, cost down

Materials: order 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, eg feathers, beads, sequins, ribbon, fabric, bark

3 Be able to assemble floral designs for weddings

Accessories: wired and/or glued eg buttonhole, boutonniere, standard corsage, extension corsage, design for attachment to bag/hat/comb/book, circlet, Alice band, coronet/tiara, body adornment, designer buttonhole, wrist corsage

Novelties: wired and/or glued eg baskette, fan, hoop, wired jewellery, pomander, designer wired designs, cornucopia, handbag

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

Quality criteria: correctly conditioned, suitability for the design, appropriate to the client'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 accessories and novelties, 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

Packaging: optimisation of accessories and novelty designs via the use of packaging materials and trims for presentation, protection and transport

Tools and equipment: handling of tools, materials, and equipment safely and in a manner that minimises wastage, damage and contamination; use of appropriate PPE; sustainable working practices minimising waste and harm to the environment

Appropriate records: accurate, legible and stored correctly

4 Be able to evaluate floral designs for weddings

Evaluation criteria: budget, lasting qualities seasonal availability, content, occasion, design style, client requirements, recommendations that will improve business sustainability and manage wastage

Incorrect selection: potential problems eg damage to clothing, restricted movement, customer complaint, wastage of materials, weight

Incorrect interpretation of design brief: potential problems eg customer dissatisfaction, damaged reputation, wastage of materials, cost of time

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 explain the characteristics of accessories and novelty designs [IE, RL] | M1 explain the criteria used to evaluate a complex accessory or novelty design | D1 explain, in detail, possible problems with the planning of accessories and novelty designs, recommending valid remedial action |
| P2 explain the reasons and methods for supporting vulnerable materials [IE, RL] | | |
| P3 explain how the use of non-traditional methods can aid innovation when creating accessories and novelty designs [IE, RL] | | |
| P4 state construction techniques which can be used effectively within accessories and novelty designs | M2 explain how materials and costings meet client requirements for selected designs | |
| P5 plan accessories and novelty designs to meet customer requirements [TW, CT, SM] | | |
| P6 calculate the retail cost of accessories and novelty designs correctly [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: |
| P7 select floral and sundry materials for accessories and novelty designs [CT, SM, EP] | M3 complete selected accessories and novelty designs, including packaging for delivery, within commercial timescales | D2 evaluate, in detail, a completed design against criteria for accessories and novelty designs making appropriate recommendations for improvement. |
| P8 construct specified designs [CT, SM, EP] | | |
| P9 review the developing designs [CT, SM, EP] | | |
| P10 complete accessories and novelty designs [CT, SM, EP] | | |
| P11 evaluate the completed design against the customer specification [RL, TW, IE] | M4 evaluate selected accessories and novelty designs against the elements and principles of design. | |
| P12 identify improvements to work practices. [RL, CT, IE] | | |

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.

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

Essential guidance for tutors

Delivery

Delivery of this unit will involve practical assessments, written assessment, visits to suitable collections and will link to work 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 are undertaken so that naturally occurring evidence can be collected at the time. For example, learners may have the opportunity to produce accessories or novelty designs, or package designs for a wedding, prom or other special occasion, and they should 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 any 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 behind assembling accessories and novelty designs. 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 accessories and novelty designs. 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 to specifications. Delivery is likely to include formal lectures, discussions, demonstrations, supervised practical sessions, site visits and independent learner research. Learners should have sufficient opportunities to observe professional practice so they can experience designs that are wired and glued being produced in a commercial context.

Learning outcome 4 covers the evaluation of accessories and novelty 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. |
| Assignment 1: Introduction to Accessories and Novelty Designs (P1, P2, P3, P4, M1) |
| Theory - basic techniques and methods, health and safety considerations including safe use of tools and equipment, risk assessment, PPE. |
| Customer requirements – client brief, costings. |
| Theory – materials, physiological effects. |
| Practice - basic techniques and methods, quality checks and standards of workmanship. |
| Assignment 2: Planning, Preparing and Costing (P5, P6, M2, D1) |
| Planning and preparing wedding orders. |
| Assignment 3: Assembling and Evaluating Accessories and Novelty Designs (P7, P8, P9, P10, P11, P12, M3, M4, D2) |
| Theory – risk assessment, record keeping. |
| Practical – selection of materials and safe construction of accessories and novelty designs. |
| Practical – package designs for storage and transportation. |
| Theory – evaluation of completed designs against relevant criteria. |
| Unit review. |

Assessment

Learners must plan and construct a minimum of 10 designs covering wired and/or glued designs to achieve this unit.

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

P1, P2, P3, P4 and M1 could be assessed through learners producing a guide for florists on accessories and novelty designs for special occasions. Learners need to explain the arrangement styles and characteristics of at least 12 accessories and novelty designs, including construction methods, methods of supporting vulnerable materials, and use of non-traditional methods to aid innovation. They also need to state a minimum of five manipulation techniques which can be used effectively with accessories and novelty designs.

P5, P6, M2, D1 could be assessed through a role-play exercise where learners produce planning documents. Learners could carry out a consultation discussing client requirements. Learners must plan appropriate designs and select the materials, techniques and methods necessary within budget constraints. They should explain possible problems within the planning process and how these could be solved. For M2 learners must cover a minimum of three designs.

P7, P8, P9, P10, M3 P11, P12, M4, D2 could be assessed through learners producing a portfolio of accessories and novelty designs. This could take the form of a photobook or other similar professional portfolio and could be presented by learners at the end of the unit. Learners must evaluate a completed design identifying 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 Accessories and Novelty designs | You are a freelance 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 Accessories and Novelty Designs | Carry out a 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 resolved. | Video. Presentation. Mood board. Role play. |
| P7, P8, P9, P10, P11, P12, M3, M4, D2 | Assembling and Evaluating Accessories and Novelty Designs | Create a portfolio of accessories and novelty designs. Carry out an evaluation of completed accessories and novelty 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 Diverse Floral Wedding 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 have 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 an insight into different accessory and novelty designs. This may be through a floristry shop, trade shows, wedding exhibitions, prom fayres etc.

Indicative reading for learners

Textbooks

Ashwell M and Pearson S — Professional Floristry Techniques (The Crowood Press, 2002)
ISBN 9780852365700

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

Interflora — Practical Floristry: The Interflora Training Manual (Hodder Education, 1993)
ISBN 9780340569405

Owen L — Wedding Floristry (Hodder Education, 1994) ISBN 9780340604854

Journals

Cut Flower and Plant Booklets — Flower Council of Holland

Florist Wholesale Buyer

Fusion Flowers

Wedding Flowers

Websites

www.aquarius-flora.com

Aquarius Flora

www.floristpages.co.uk

Florist Pages

www.flowercouncil.org/uk

Flower Council of Holland

www.flowers.org.uk

Flower and Plants Association

www.masterflorist.com

Master Florist

www.metz.nl

Metz Flowers and Plants

www.rainbowfloristsupplies.co.uk

Rainbow Florist Supplies

www.regal.nl

Regal Flowers

www.smithersoasis.com

Smithers-Oasis Company

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 ... |
|--------------------------------|--|
| Independent enquirers | <ul style="list-style-type: none"> reporting how to overcome problems encountered while working reporting on how to minimise damage to materials describing how to overcome typical problems that may occur when assembling accessories and novelty designs taking customer orders and developing specifications costing designs for the commercial environment |
| Creative thinkers | <ul style="list-style-type: none"> planning designs, including the selection of materials and sundries for accessories and novelty designs sketching designs suggesting solutions to possible problems |
| Reflective learners | <ul style="list-style-type: none"> reviewing designs that are being assembled evaluating and reflecting on the assembled designs |
| Team workers | <ul style="list-style-type: none"> carrying out practical tasks safely creating documentation such as order sheets and sketches that other professionals could use |
| Self-managers | <ul style="list-style-type: none"> selecting appropriate tools and equipment for assembling accessories and novelty designs lifting, transporting, maintaining and storing materials, tools and equipment safely, using appropriate techniques managing their time to begin to work to commercial timescales |
| Effective participators | <ul style="list-style-type: none"> reporting how to overcome problems faced while working reporting on how to minimise damage to materials describing how to overcome typical problems that may occur during the assembly of accessories and novelty designs. |

Although PLTS opportunities 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 | investigating key points of current health and safety legislation and codes of practice working with clients to create design specifications |
| Creative thinkers | applying techniques and theory to assemble commercial accessories and novelty designs |
| Reflective learners | evaluating own performance evaluating selected designs action planning and target setting for future activities |
| Team workers | providing help and support to peers during tasks |
| Self-managers | completing risk assessments completing accessories and novelty designs |
| Effective participators | investigating problems that occur when using tools and equipment incorrectly. |

● Functional Skills — Level 2

| Skill | When learners are ... |
|--|--|
| ICT – Use ICT systems | |
| Select, interact with and use ICT systems independently for a complex task to meet a variety of needs | presenting information on accessories and novelty designs |
| Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used | presenting buying lists for appropriate fresh materials and sundries |
| Manage information storage to enable efficient retrieval | saving word processed work over a period of time to present a final piece of work |
| Follow and understand the need for safety and security practices | |
| Troubleshoot | |
| ICT – Find and select information | |
| Select and use a variety of sources of information independently for a complex task | researching the internet for current health and safety codes of practice |
| Access, search for, select and use ICT-based information and evaluate its fitness for purpose | researching different design styles for accessories and novelty designs |
| 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 | designing planning and customer specification documents presenting costing sheets presenting research and planning documents/portfolios producing a risk assessment for practical tasks |
| Bring together information to suit content and purpose | |
| Present information in ways that are fit for purpose and audience | presenting portfolios of designs |
| 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 | |

| Skill | When learners are ... |
|---|--|
| Mathematics | |
| Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations | costing designs |
| Identify the situation or problem and the mathematical methods needed to tackle it | costing designs and creating buying lists for selected designs |
| Select and apply a range of skills to find solutions | |
| Use appropriate checking procedures and evaluate their effectiveness at each stage | costing designs |
| 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 | presenting information on accessories and novelty designs |
| Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions | researching accessories and novelty designs |
| Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively | <p>reporting how to overcome problems encountered while working</p> <p>reporting on how to minimise damage to materials</p> <p>describing how to overcome typical problems that may occur during the assembly of accessories and novelty designs</p> <p>describing appropriate tools, equipment and techniques used to assemble accessories and novelty designs</p> <p>reviewing the assembly of accessories and novelty designs</p> <p>producing a risk assessment for practical tasks</p> <p>evaluating completed designs.</p> |