

Unit 13: Plan, Assemble and Evaluate Diverse Tied Floristry

Unit code: A/601/4931

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 evaluate diverse tied floristry 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 diverse tied floristry designs. The unit includes commercial floristry tied designs suitable for gifts, corporate clients, weddings and sympathy tributes. Those employed in all aspects of floristry must have the knowledge and skills to produce tied designs and provide a reliable quality service.

Learners will explore the preparation processes associated with tied designs. They will also 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 assemble tied designs and experiment with methods of producing these designs. This will include, where appropriate, the construction of collars and frameworks using natural or non-natural materials, using methods of enhancement to increase perceived value, for example beads and gilding pastes, the manipulation of materials to produce decorative techniques and finishing the design appropriately for presentation as a gift.

Learners 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 tied designs for clients.

● Learning outcomes

On completion of this unit a learner should:

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

Unit content

1 Understand how to assemble diverse floristry tied designs

Design schema arrangement styles: decorative, form-linear, vegetative influenced; features of tied designs using the design schema and principles and elements of design

Physiological effects and the reasons for these effects: on materials during the production, storage and planned transportation of tied designs; water supply, temperature, light, humidity; the use of flower food and post-production handling.

Construction methods: spiralling, tying, incorporation of frameworks and collars as appropriate; for enhancement and to support vulnerable materials

Techniques: tied designs (binding, banding, grouping, veiling, caging, framing, shadowing, sheltering); collar and framework construction – techniques eg plaiting, weaving, winding, lacing, layering

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 and responsibilities contained within current relevant legislation to be adhered to for the assembly, manual handling and planned transportation of tied designs; relevant legislation eg Health and Safety at Work Act 1974, COSHH and risk assessment, The Sale and Supply of Goods to Consumers Regulations 2002

2 Be able to plan, prepare and cost the assembly of diverse tied floristry designs

Interpretation of design specifications: planning and preparation of orders for tied designs

Plans and design sketches: use of available information; accurate, realistic assessment of customer design requirements; suitability for occasion or use; budget constraints; anticipated vase life, seasonal availability of requested materials

Materials: fresh; natural or non-natural manufactured; dried; preserved; appropriate accessories and sundries; packaging materials for presentation and transportation as appropriate

Preparation of fresh materials: checking the quality and condition of materials eg post-harvest damage including broken flowers; senescence, signs of ageing or ethylene damage, including yellowing leaves, 'blueing' of roses, fully developed pollen; specialist conditioning treatments as required.

Preparation of appropriate materials for collars and frameworks: sundry material to package for delivery or finish the design for presentation as a gift

Design and client requirements: lifespan; standard, designer or customised using collars or frameworks; special adaptation of designs for wedding or sympathy tributes; enhancing materials eg gilding or the use of accessories

Interpretation of order forms: accurate information; correct cost up, cost down; accurate record keeping

3 Be able to assemble diverse tied floristry designs

Decorative: gift wrapped designs: flat backed bouquet; hostess bouquet aqua packed; tied design for peak periods and impulse buys (relay styles); wedding-tied shower (compact or loose style), cascade/waterfall; informal presentation; tied posy design grouped and/or textured; sympathy - tied sheaf

Form-linear: eg design using limited materials (contract work or themed venue); parallel tied design

Vegetative: eg natural tied posy, corporate tied design.

Materials: fresh; natural or non-natural manufactured; dried; preserved; appropriate accessories and sundries; packaging materials for presentation and transportation as appropriate

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

Techniques: tied designs eg binding, banding, grouping, veiling, caging, framing, shadowing, sheltering; to a high technical standard in line with decorative design principles as appropriate; collar and framework construction techniques eg plaiting, weaving, winding, lacing, layering; modifications necessary within the terms of the design requirements; appropriate accessories, where applicable

Gift wrapping: packaging materials and trims for presentation; protection and transport against the specification ; modifications necessary within the terms of the design requirements.

Appropriate safe working practices: in relation to tools, materials, and equipment; to minimise wastage, damage and contamination; appropriate records, accurate, legible and stored correctly

4 Be able to evaluate diverse tied floristry designs

Evaluation criteria: against quality checks.

Design requirements: tied design style comparative with the design schema; use of elements and principles of floristry design

Materials: lasting qualities and anticipated vase life, variables affecting availability, including peak periods and seasonality; good business practices in the use of natural resources to improve sustainability and manage wastage

Client requirement: meeting budget constraints; materials content as requested or required, compatibility of materials; design style and finish appropriate for occasion and/or use, workmanship to a high technical standard, secure and neat; areas for improvement recognised

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 diverse tied floristry designs [IE, RL]	M1 explain the criteria used to evaluate selected tied floristry designs	D1 explain, in detail, possible problems with the planning of diverse tied floristry 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 tied floristry designs [IE, RL, CT]		
P4 state a minimum of 8 traditional and/or non traditional techniques		
P5 plan diverse tied floristry designs to meet customer requirements [IE, CT, SM]		
P6 calculate the retail cost of diverse tied designs	M2 explain how materials and costings meet customer requirements for selected floristry tied designs	D2 evaluate, in detail, completed designs against quality checks and criteria for diverse tied designs, making appropriate recommendations for improvement
P7 select floral materials for diverse tied floristry designs	M3 complete diverse tied floristry designs, including those which use packaging materials and trims for presentation, protection and transport, within commercial timescales	
P8 construct specified designs		
P9 review the developing design		
P10 complete tied designs within commercial timescales [SM, RL, CT, IE]		
P11 evaluate the completed design against the customer specification	M4 evaluate completed designs against quality checks and application of the elements and principles of design	
P12 identify improvements to work practices [IE, CT, RL, SM]		

PLTS: This summary references where applicable in the pass criteria, in the square brackets, the elements of the personal, learning and thinking skills. 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

Delivery

Delivery of this unit will involve practical workshops and written workbooks. Involvement in educational projects, such as in-house or national competitions, open days and demonstrations where learners assist designers, would all be a useful part of the learning process. Relevant educational visits, visiting speakers and links to appropriate work experience placements will also be useful.

Tutors delivering this unit have opportunities to use as wide a range of techniques as possible. Supervised practical floristry workshops, demonstrations, lectures, discussions, seminar presentations, site visits, internet and/or library-based research and the use of personal and/or industrial experience would all be suitable. Delivery should enthuse, stimulate and motivate 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 or package designs 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 of design styles relating to diverse tied floristry designs for gifts, weddings, sympathy tributes and corporate clients. Delivery is likely to include formal lectures, discussions, demonstrations, site visits and independent learner research.

Site visits could include flower wholesalers, sundry wholesalers, growers, trade shows etc. Visits to trade shows will allow learners to develop their knowledge of the different styles available and to see new and interesting adaptations of traditional designs.

Learning outcome 2 considers the planning and costing of assembled diverse tied designs for gifts, weddings, sympathy tributes and corporate clients. 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 corporate clients to plan suitable diverse tied designs.

Learning outcome 3 explores the construction and completion of designs to specifications. Delivery is likely to include supervised practical workshop sessions, formal lecture demonstrations, discussions, site visits and independent learner research. Learners should have sufficient opportunities to observe professional practice so they can experience tied designs being produced in a commercial context, particularly at peak times. They should be aware of the timescales needed to ensure commercial viability.

Learning outcome 4 covers the evaluation of diverse tied floristry designs against quality checks for workmanship and finish, the interpretation of the customer requirements and costs. Delivery is likely to include formal lectures, discussions, demonstration of design requirements, followed by learner self-assessment, peer evaluation and tutor observation. This links with learning outcome 1 where learners study the theory relating to tied designs.

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.
Health and safety considerations including safe use of tools and equipment.
Conduct generic and site-specific risk assessment, record keeping.
Theory – understand the assembly of tied floristry designs, aims and objectives, basic spiralling techniques and methods.
Assignment 1: Training Manual to Introduce Diverse Tied Designs Suitable for Gifts, Corporate Clients, Wedding Occasions and Sympathy Tributes (P1, P2, P3, P4, M1)
Introduction to the design schema arrangement styles, principles and elements of design and quality checks.
Understanding customer requirements – client brief, budget constraints, costings – planning and sketching, presentation of ideas.
Theory – materials, physiological effects, construction techniques, workmanship and finish criteria.
Practise tied design construction – tying techniques and methods, construction of collars and frameworks, quality checks and standards of workmanship.
Assignment 2: Planning, Preparing and Costing Tied Floristry Designs for a Client (P5, P6, M2, D1)
Planning, preparing and interpretation of client/customer orders.
Practical assessment – selection of materials and safe construction of diverse tied designs.
Assignment 3: Assembling and Evaluating Diverse Tied Designs (P7, P8, P9, P10, P11, P12, M3, M4, D2)
Practical – package designs for presentation, storage and transportation.
Tutor observation.
Theory – evaluation of completed designs against relevant criteria.
Unit review.

Assessment

To achieve this unit learners must plan, correctly cost, construct to a good technical standard and evaluate eight floristry tied designs. Four of the eight designs should demonstrate the correct use of packaging materials to increase perceived value and meet customer or design requirements.

Evidence for P1, P2, P3, P4 and M1, could be the production of a floristry manual explaining diverse tied designs. Learners need to explain arrangement styles and characteristics, decorative, form-linear and vegetative style, as applied to diverse tied designs. They will need to include construction methods, methods of supporting vulnerable materials with collars and frameworks and the use of non-traditional methods to aid innovation. Learners also need to state a minimum of eight manipulation techniques and describe how these can be used effectively. They will need to explain the criteria used to evaluate completed designs in relation to workmanship and finish, meeting customer and design requirements and safe working practices.

Evidence for P5, P6, M2 and D1 could be the production of a design brief for a themed event which covers a range of tied designs.

Learners would need to plan, prepare and cost tied designs for a client. They would need to interpret order forms correctly, prepare information accurately, cost up and cost down correctly, and understand the importance of accurate record keeping.

Learners need to produce plans and sketches to explain how client and design requirements are met. They should consider the required lifespan of the design and check the quality and condition of materials. In addition, they need to explain how to prepare sundry materials and the use of collars and frameworks to create designs. Learners will need to identify possible problems and recommend valid ways of avoiding these.

P7, P8, P9, P10, M3 could be assessed through tutor observation of learners assembling designs. Assessment must be recorded using suitable methods and/or quality checklists. Learners would need to produce evidence of the designs they produced including the selection of floral materials and the construction of the specified designs. They will need to explain how they review the developing designs and evidence the completion of eight tied designs within commercial timescales. For M3, four tied designs need to be finished with the use of packaging materials and trims for presentation, protection and transport, within commercial timescales. All designs must be evidenced photographically.

For P11, P12 M4, D2, learners could produce a portfolio of their completed designs. Learners are required to evaluate the completed designs against the customer specification and identify improvements to work practices. For example, good business practices in using natural resources to improve sustainability and manage wastage. Learners are required to evaluate eight selected designs against quality checks and the application of the elements and principles of design. For D2, the eight completed designs should be evaluated in detail against quality checks and criteria for tied designs, with recommendations for improvement.

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	Training Manual to Introduce Diverse Tied designs	<p>You are the owner of three florist shops and need to standardise the floristry across the shops.</p> <p>Prepare a training manual for staff to detail diverse tied designs, and explain arrangement styles and construction methods, including frameworks and collars to support vulnerable materials.</p> <p>Identify eight techniques used, discuss physiological influences on materials and identify quality checks.</p>	<p>Training manual.</p> <p>Presentation.</p> <p>Podcast.</p> <p>Workbook.</p>

Criteria covered	Assignment title	Scenario	Assessment method
P5, P6, M2, D1	Planning, Preparing and Costing Tied Designs for a Client.	Your client requires a range of tied designs for a themed event. You must plan eight designs and discuss client requirements. Select the materials required within budget constraints. Explain the techniques and methods necessary, possible problems and how these can be avoided.	Mood board. Photographic evidence. Presentation including ICT techniques.
P7, P8, P9, P10, M3. P11, P12, M4, D2	Assembling and Evaluating Diverse Tied Floral Designs	Create a portfolio of eight tied designs. Include evidence of observed practical assessments by the tutor. The tied designs must be completed within commercial timescales and four designs finished using packaging materials to increase perceived value. Evaluate the completed designs by carrying out quality checks and identify possible improvements.	Assessment documentation. Photobook. e-portfolio. Workbook. PowerPoint presentation. Photographic evidence.

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 Tied Designs with Floral Materials	Applying Trends in the Floristry Industry
	Photography, Technology and Media in Floristry

Essential resources

Learners will need access to a wide range of cut flowers and foliage, 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 sundry 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 tied designs as possible.

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

Employer engagement and vocational contexts

Centres are encouraged to develop links with the floristry industry to give learners an insight into diverse tied designs. This may be through floristry shops, trade shows, participation in national competitions, UK Skills etc.

Indicative reading for learners

Textbooks

Cowling C – *Wedding bouquets for Spring* (Thrive Floristry, 2008) ISBN 9780954196035

Lersch G – *Principles of Floral Design - revised edition* (Donau Verlag, 1999) ISBN 9783871700668

Lersch G – *Standing Ovations; Handtied Bouquets* (Imprint) ISBN 9783980528627

Loen G, Ragg D, and Dewaele K – *One Colour bouquets* (Stichting Kunstboek BVBA, 2008)
ISBN 9789058562562

Persyn I – *The Bouquets Talks* (Stichting Kunstboek, 2006) ISBN 9789058561909

Journals and magazines

Fleur Creative

Florist and Wholesale Buyer

Fusion Flowers

Websites

www.britishfloristassociation.org

British Florist Association

www.flowers.org.uk

Flower and Plant Association

www.flowercouncil.org

Flower Council of Holland

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	consulting with clients and researching their requirements identifying problems and suggesting remedial actions
Creative thinkers	generating ideas for plans connecting own and others' ideas of tied designs
Reflective learners	reviewing design progress setting goals with success criteria working within time constraints to complete designs
Team workers	showing fairness and consideration to others when planning and developing designs taking responsibility, showing confidence in themselves and their contribution with peer evaluation or evaluation of designs
Self-managers	organising time and resources, prioritising actions when planning and constructing tied designs anticipating, taking and managing risks as appropriate
Effective participators	proposing practical ways forward, breaking these down into manageable steps when planning tied designs identifying improvements to designs that would benefit others as well as themselves.

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	taking part in discussions and peer evaluation, exploring techniques and methods
Creative thinkers	planning and sketching designs
Reflective learners	evaluating processes during the construction of tied designs
Team workers	taking part in peer evaluation and group discussion, working to resolve problems
Self-managers	managing their time and producing completed work in the required format for assessment
Effective participators	working effectively in a group contributing to peer evaluation and discussions.

● 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	<ul style="list-style-type: none"> formulating evidence of understanding planning and completing tied designs in a portfolio, including images, text and number
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	<ul style="list-style-type: none"> using PowerPoint for presentations using software for the production of a Photobook for their portfolio using spreadsheets for costing designs and the production of order requirements using programmes to format images (Photoshop) saving work in progress
Manage information storage to enable efficient retrieval	<ul style="list-style-type: none"> using USB and other removable storage devices organising information into files on a computer hard drive
Follow and understand the need for safety and security practices	<ul style="list-style-type: none"> using software for internet security understanding health and safety regulations controlling computer use following good practice such as setting up their workstation well and taking breaks in intensive work
Troubleshoot	<ul style="list-style-type: none"> using task manager and control panel using the help function
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	<ul style="list-style-type: none"> using a camera card or USB storage device for portfolio images using spellchecker, thesaurus and research functions
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	<ul style="list-style-type: none"> carrying out multiple internet searches for design ideas, suitable materials and other information
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 	<ul style="list-style-type: none"> formulating photographic evidence of designs producing tables to show materials lists producing PowerPoint presentations to include images creating Photobook for their portfolio producing spreadsheets to calculate the cost of designs producing tables or spreadsheets to record customer requirements
Bring together information to suit content and purpose	<ul style="list-style-type: none"> producing assignments to include ICT formulated evidence

Skill	When learners are ...
Present information in ways that are fit for purpose and audience	producing a design brief with a spreadsheet showing costs to the client producing a presentation of ideas to the client presenting assignment work and portfolio
Evaluate the selection and use of ICT tools and facilities used to present information	evaluating the use of ICT as part of the conclusion to their assignment work
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	sending/receiving email with attachments as evidence of contact with clients and tutors showing they know data protection regulations and how to store sensitive material safely and securely
Mathematics	
Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations	costing designs calculating retail flower prices from wholesale invoices applying percentage formula for VAT and profit margins
Identify the situation or problem and the mathematical methods needed to tackle it	calculating different methods of costing designs ie costing up and costing down calculating VAT/profit margins/hourly skills rate (labour cost)
Select and apply a range of skills to find solutions	calculating percentages using a calculator and by mental arithmetic using formulae to calculate retail cost of materials using addition and subtraction to calculate retail cost of completed designs
Use appropriate checking procedures and evaluate their effectiveness at each stage	using a calculator effectively using IT programmes effectively to produce spreadsheets with formulae to calculate costs
Interpret and communicate solutions to practical problems in familiar and unfamiliar routine contexts and situations	showing all workings to reach final costings
Draw conclusions and provide mathematical justifications	evaluating the commercial viability of designs
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	discussing design ideas presenting to and discussing ideas with peers evaluating completed designs asking questions and offering solutions to others listening and formulating conclusions modifying their attitudes to subjects previously not understood
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	researching information using books, the media and the internet identifying relevant information and summarising it in a way relevant to its purpose
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	producing reports, assignment essays, PowerPoint presentations, spreadsheets and tables to communicate information sourced previously.