

Unit 15: Applying Trends in the Floristry Industry

Unit code:	Y/602/0736
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 understanding needed to recognise and identify trends in floristry 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

A florist needs to be aware of the current trends, styles and innovations affecting the industry and where to research predictions for future trends, styles and seasonal colours. Florists must understand how a trend or style influences the consumer and recognise the importance of being able to react promptly to a changing retail environment. This will enable effective and viable marketing and buying decisions to be made.

Learners will investigate the media, and other sources, known to impact on consumer buying behaviour. The ability to respond to trend and style indicators can enable retail florists to remain competitive, and also motivate consumers to explore new concepts and ideas. Learners will look at how industry-related marketing organisations help retail florists market the latest trends in design styles and sundry and floral materials. They will learn how to make effective use of available trend marketing.

Learners will investigate and consider the role of sundries manufacturers who extend the range of products on offer to florists on a continuous basis. Learners will explore and identify developments in floriculture and analyse the impact of these on the industry.

Learners will identify floral designers whose innovative designs influence current trends within the floristry industry. They will understand and develop the practical skills needed to produce innovative designs in the style of influential, high-profile floristry designers. Learners will discuss and explore the impact and commercial viability of the innovative designs produced, using traditional styles as a comparison.

● Learning outcomes

On completion of this unit a learner should:

- 1 Know predictors of future trends
- 2 Understand developments in fresh cut materials and sundry products
- 3 Know influential floral designers and innovative design styles
- 4 Be able to develop and apply innovative floristry techniques and design ideas.

Unit content

1 Know predictors of future trends

Trend, style or mode: design influences and the effects on the floristry industry; sources of future style and trend predictions eg websites, marketing organisations, floristry industry organisations; moodboards (reasons for use, how to construct them).

Influences: recognition of the influence of the media (magazines, newspapers, television) on the lifestyle choices of different social groups; home and living styles, interior furnishing design; product design and manufacturing; imported consumables; colours and styles

Trend marketing: role of industry-related marketing organisations to promote flowers and floral design eg The Flower Council of Holland, The Flower and Plants Association, European Floral and Lifestyle Suppliers Association (EFSA); trend interpretation for the floristry industry; how retail florists can promote innovative floral designs as gifts or displays for the home; modify attitudes to the perception of the home flower arranger; encourage the display of flowers in contemporary ways; encourage the consumer to buy more cut flowers

2 Understand developments in fresh cut materials and sundry products

Sundry product developments: recent developments; innovative products to inspire or save time and money for the florist eg floral foam frame shapes, coloured floral foam, wedding bouquet foam holders, pre-constructed collars/frames for hand ties.

Products to enhance completed designs: packaging bags and boxes; designer wire products; beads, pins and crystals

Floriculture developments: recent developments resulting in new and/or improved varieties of commercial fresh cut materials.

Inspirational flower varieties; eg new colours or colour ways, 'double' varieties, scented and large headed roses, bi-coloured flowers *Eustoma*, *Chrysanthemum* and *Rosa* varieties.

Improved vase life and quality: eg product research and quality checks undertaken, quality marks; development and use of specialist flower food additives at various stages of flower production

Use of innovative products and cut flower materials: ways to use or incorporate new or innovative products into commercial designs; ways to maximise the marketing potential.

3 Know influential floral designers and innovative designs styles

Work of influential floral designers: international floral designers who influence florists and the industry; their inspirations, influences and design styles

Floral designers: eg Gregor Lersch, Klaus Wagener, Per Benjamin, Tomas de Bruyne, Max Van de Sluis, Moniek Vanden Berghe, Geert Pattyn, Marie Françoise Deprez, Daniel Ost, Wally Klett, Ryusaku Matsuda, Pim van den Akker, Jouni Seppanen; British designers eg Claire Cowling, Sarah Horne, Neil Whittaker

International floral design styles: innovative designs and styles; techniques and methods of construction; use of related design elements and principles

4 Be able to develop and apply innovative floristry techniques and design ideas

Innovative floristry techniques: innovative techniques and design styles; related to tied designs, arrangements, bridal designs, sympathy designs

Recording the design process: construction methods and techniques used; ideas; simple line sketches; photographs of completed designs

Evaluation: against traditional design styles; the commercial viability of innovative design styles

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.

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 describe the influence of the media on lifestyles and how it can be a predictor of future trends in the floristry industry [IE, CT, SM]	M1 explain the role of industry-related marketing organisations in helping retail florists market trends and styles in floral design	D1 develop and produce marketing material predicting a trend style or theme, showing floral designs and incorporating innovative sundry product/s and recently developed fresh cut material/s
P2 create a mood board to depict the lifestyle of a selected social group [IE, CT, SM]		
P3 describe influences on ideas and floral design styles [IE, CT, SM]		
P4 identify and explain recent developments in sundry products available to the floristry industry [IE, CT, SM]	M2 explain, giving examples, the commercial impact on the floristry industry of the developments in sundry products and floriculture	
P5 identify and explain recent developments in floriculture resulting in new and/or improved varieties of fresh cut materials [IE, CT, SM]		

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:
P6 identify and document the styles of selected influential floral designers	M3 explain, in detail, the floristry techniques, design principles and elements used in innovative designs by four influential floral designers	D2 evaluate four selected designs which use innovative techniques and design styles comparing them to traditional styles for commercial viability
P7 describe innovative design styles as demonstrated by selected influential floral designers [IE, CT, SM]		
P8 apply innovative floristry techniques to selected tied designs and other arrangements	M4 document the construction methods applied in eight designs including simple sketches and photographic images	
P9 apply innovative floristry techniques to selected bridal and sympathy designs [IE, CT, 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 assessments, written assessments, practical workshops, group and tutor skill evaluation, visits to suitable collections and will link to work experience placements.

Assessment of this unit will involve written assignments, a professionally produced mood board, computer-generated material using suitable IT programmes, practical assessment workshops, sketches of planned designs and images of completed designs. Portfolio assessments can be paper based or computer generated or a combination of both, but presentation must be professional.

Involvement in educational projects, such as in-house or national competitions, open days and demonstrations where learners assist designers would all be useful as part of the learning process. Relevant educational visits and/or study tours and visiting speakers 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 innovative 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. 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. This unit links with other practical units in the programme and will develop learners' practical skills and understanding further.

Learning outcome 1 investigates trends affecting the floristry industry, and encourages learners to research the influence of the media on lifestyle choices. Learners will produce a mood board depicting a lifestyle and consider suitable floral design styles for interiors. They will research the industry-related marketing organisations that help to set forthcoming trends in floristry design. Delivery is likely to include formal lectures, discussions, independent learner research and the use of suitable IT programmes to produce marketing materials. Visits to trade shows will allow learners to broaden their knowledge of the floristry organisations involved in setting trends and styles.

Learning outcome 2 considers recent developments in sundry products for the floristry industry and in floriculture resulting in new and/or improved varieties of commercial fresh cut materials. Learners will consider the commercial impact of these developments. Delivery is likely to involve independent research where learners investigate floristry sundries manufacturers, and the floriculture industry, to identify new product ranges. Visiting sundries manufacturers and study tours to commercial cut flower growers are good sources of information, as are cut flower wholesalers. The internet is a good research tool for product development information, for example at Flora Holland.

Learning outcomes 1 and 2 are linked. For learning outcome 1 learners need to investigate how floristry organisations use trend predictions to market new products and flower materials. In learning outcome 2

learners are required to evaluate the impact of product development on the floristry industry and design marketing material to include the sundry and floral items investigated.

Learning outcome 3 explores the work of international floral designers, their influences, inspiration and innovative design styles. Learners will investigate design styles and study techniques and methods of construction in detail, identifying the techniques used and the application of the elements and principles of design. Learners will select four designers to base further study on. Delivery is likely to include independent learner research using floristry books and magazine articles, demonstrations and workshops, competition work, websites and visits to industry shows.

Learning outcome 4 requires learners to produce floristry designs using innovative techniques and design styles for tied designs, arrangements, bridal designs and sympathy designs. Delivery is likely to include practical workshops, formal demonstrations of innovative design techniques, learner self-assessment, peer evaluation and tutor observation. Learners will be encouraged to sketch designs and photograph completed designs to produce a portfolio. Design styles will be evaluated for commercial viability as compared to traditional styles.

Learning outcome 4 links with learning outcome 3 where learners study the techniques used by influential designers and may choose to replicate their 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 the unit, health and safety considerations including safe use of tools and equipment. Conduct generic and site-specific risk assessment, record keeping.
Discussion – design influences and the effects of these on the floristry industry. Sources of future style and trend predictions. Group research – investigate trends, styles and modes in interior design and lifestyles through media and websites.
Understand trend marketing. Independent research – industry organisations related to marketing trends and future trends in floristry and floral products, recognising ways to maximise the marketing potential.
Theory and practice. Investigate ways to use or incorporate new or innovative products into commercial designs.
Assignment 1: Understand the Importance of Trend Prediction in Retail Floristry (P1, P2, P3, M1) Produce a mood board to depict a trend or lifestyle showing ideas for interiors, including the display of flowers and floral designs, explain and justify influences on chosen trends, products and styles. Explain the role of floristry organisations in marketing lifestyle trends in relation to floristry.
Investigate sundry product developments in the floristry industry. Their uses and potential effect on commercial floristry.
Investigate floriculture developments resulting in new and/or improved varieties of commercial fresh cut materials.

Topic and suggested assignments/activities and/assessment

Assignment 2: Promote Floristry Designs using Newly Developed Fresh Floral Materials and Innovative Sundry Items (P4, P5, M2, D1)

Produce marketing ideas and materials showing trends in floral designs using innovative sundry products and newly developed floral materials.

Explain the development of the products and materials and discuss the impact on the floristry industry.

Investigate international floral designers, their inspiration, design styles, and the innovative techniques they use in their floral designs. Discuss the commercial application of the techniques and styles.

Practical assessment – develop and apply innovative floristry techniques to commercial designs. Evaluate completed designs against traditional styles.

Assignment 3: Design Portfolio (P6, P7, P8, P9, M3, M4, D2)

Produce a two-part portfolio.

Part 1 – profile four diverse international floral designers. Document and describe their inspirations and design styles. Explain in detail the innovative techniques used in one design for each chosen designer.

Part 2 – apply trend ideas and innovative floristry techniques to eight specified commercial designs and record the process. Include planning sketches and images of completed designs. Explain in detail the techniques used. Analyse four innovative designs and compare these to traditional styles in terms of commercial viability. Include evidence of assessment by tutor/assessor.

Unit review.

Assessment

P1, P2, P3 and M1 can be assessed using an assignment where learners investigate the media influence on lifestyle choices. Learners are required to produce a mood board to depict a trend or lifestyle illustrating trend ideas for interiors in relation to displays of flowers and floral designs. Learners need to describe the influences on the chosen trends and justify their choice of products and styles. They would need to explain the role of industry-related marketing organisations, such as The Flower Council of Holland, in marketing trends in floristry. This could be an illustrated essay or project and could include samples of marketing materials.

P4, P5, M2 and D1 could be assessed using an IT based assignment requiring learners to produce marketing ideas and materials. Images would show the use of trends in floral design, innovative sundry products and newly developed floral materials. Learners would need to explain the development of the products and materials and discuss their impact on the floristry industry.

P6, P7, P8, P9, M3, M4, and D2 could be assessed through a portfolio or design project produced in two parts. The completed work should be presented professionally for assessment.

Part 1 would take the form of an investigative project profiling diverse international floral designers, describing their inspirations and design styles. Learners could then select four designers to explain, in detail, the innovative techniques used in one design for each chosen designer.

Part 2 would require learners to apply trend ideas and innovative floristry techniques to designs including tied designs, arrangements, bridal designs and sympathy designs. Learners would need to select eight commercial designs across the specified range and record the design process. They must include planning sketches and images of completed designs, and explain the techniques used in detail. Learners will then analyse four innovative designs across the range and compare these to traditional styles in terms of commercial viability.

Tutors may wish to devise records to evidence the techniques learners use in producing their designs.

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, M1	Understand the Importance of Trend Prediction in Retail Floristry	As the owner of a retail florist you wish to understand your clients' style choices in order to purchase products for next season.	Moodboard with essay. Moodboard with PowerPoint presentation.
P4, P5, M2, D1	Promote Floristry Designs using Newly Developed Fresh Floral Materials and Innovative Sundry Items.	As the owner of a retail florist you wish to produce marketing material to promote a range of sundries and floral designs.	Project including ideas and computer-generated marketing material – eg poster/ leaflet/flyer. Essay.
P6, P7, P8, P9, M3, M4, D2	Design portfolio	You have found many influential floral designers inspiring and wish to document their design styles. You then wish to create designs using the techniques they have used.	Paper- or IT- based portfolio. e-Photobook. Sketchbook. Essay. Tutor observation records.

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
Floristry Interior Design	Plan, Assemble and Evaluate Diverse Wedding Designs
	Plan, Assemble and Evaluate Diverse Floral Designs Arrangements
	Plan, Assemble and Evaluate Diverse Floristry Tied Designs
	Plan, Assemble and Evaluate Diverse Sympathy Designs

Essential resources

Learners will need access to a wide range of cut flowers and foliage materials and should have opportunity to use a variety of suitable tools. A full range of accessories and sundry materials, including new products, should be made available, as well as suitable workstations of the correct height with easy access to water and adequate lighting.

Access to lifestyle and floristry magazines, the internet and membership of industry-related marketing organisations would be beneficial. 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 delivering this unit should be competent and experienced florists with relevant floristry qualifications to a minimum Level four, preferably Level five or equivalent, suitably qualified assessors and be able to evidence regular contact with the industry and technical updating.

Learners should have the opportunity to visit floristry events, flower and sundry wholesalers and floristry demonstrations.

Employer engagement and vocational contexts

Centres are encouraged to develop links with the floristry industry to give learners an insight into trends within the industry. This may be 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* (Donau Verlag, 1999) ISBN 9783871700668

Lersch, G – *Standing Ovations: Hand tied Bouquets* (Imprint) ISBN 9783980528627

Journals and magazines

Cut Flower booklet – Flower Council of Holland

Cut Flower Care booklet – Flower Council of Holland

Fleur Creative

Floral Design International

Fusion Flowers

The Flower Arranger

The Wholesale Florist and Buyer

Websites

www.efsa.com

European Floral and Lifestyle Suppliers Association

www.flora.nl/en/AboutFloraHolland

Floral Holland

www.flowercouncilofholland.org

Flower Council of Holland

www.flowers.org.uk

The 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 ...
Independent enquirers	carrying out research using suitable IT programmes to produce marketing materials producing a mood board depicting a lifestyle and considering suitable floral design styles for interiors investigating lifestyles and trends affecting the floristry industry researching recent developments in sundry products for the floristry industry researching recent developments in floriculture resulting in new and/or improved varieties of commercial fresh cut materials discussing the commercial impact of developments for the floristry industry exploring the work of international floral designers identifying the techniques used and the application of the elements and principles of design producing floristry designs using innovative techniques and design styles
Creative thinkers	carrying out research using suitable IT programmes to produce marketing materials producing a mood board depicting a lifestyle and considering suitable floral design styles for interiors investigating lifestyles and trends affecting the floristry industry researching recent developments in sundry products for the floristry industry researching recent developments in floriculture resulting in new and/or improved varieties of commercial fresh cut materials discussing the commercial impact of developments for the floristry industry exploring the work of international floral designers identifying the techniques used and the application of the elements and principles of design producing floristry designs using innovative techniques and design styles
Reflective learners	evaluating commercial viability compared to traditional design styles

Skill	When learners are ...
Self-managers	carrying out research using suitable IT programmes to produce marketing materials producing a mood board depicting a lifestyle and considering suitable floral design styles for interiors investigating lifestyles and trends affecting the floristry industry researching recent developments in sundry products for the floristry industry researching recent developments in floriculture resulting in new and/or improved varieties of commercial fresh cut materials discussing the commercial impact of developments for the floristry industry exploring the work of international floral designers identifying the techniques used and the application of the elements and principles of design.

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 used during the construction of tied designs
Team workers	taking part in peer evaluation and group discussion, working to resolve problems
Self-managers	managing time and assignment work, producing completed work in the required format for assessment
Effective participators	working in a group effectively as required contributing to peer evaluation and discussions.

● Functional Skills — Level 2

Skill	When learners are ...
ICT – Use ICT systems	
preparing portfolios or assignments for assessment of practical designs	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	formulating evidence of understanding and planning and completing tied designs, including images, text and number.
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	using PowerPoint for presentations, software to produce a Photobook for their portfolio and programmes to format images using spreadsheets to cost designs and produce order requirements saving work in progress
Manage information storage to enable efficient retrieval	using USBs and other removable storage devices organising information into files on a computer hard drive
Follow and understand the need for safety and security practices	using software for internet security understanding health and safety regulations controlling computer use following good practice, eg setting up their workstation well and taking breaks in intensive work.
Troubleshoot	using task manager and control panel using the help function
ICT – Find and select information	
researching for design ideas	
Select and use a variety of sources of information independently for a complex task	using a camera card or USB storage device for portfolio images
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	carrying out multiple internet searches for design ideas, trends and marketing 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 	formulating photographic evidence of designs producing tables to show materials lists producing PowerPoint presentations including images creating Photobook for their portfolio producing spreadsheets to calculate the cost of designs producing tables or spreadsheets to record information
Bring together information to suit content and purpose	producing assignments to include ICT formulated evidence
Present information in ways that are fit for purpose and audience	producing a design brief with spreadsheet presenting ideas presenting assignment work and portfolio.

Skill	When learners are ...
Evaluate the selection and use of ICT tools and facilities used to present information	evaluating the use of ICT
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 are aware of data protection regulations and how to store sensitive material safely and securely
Mathematics	developing and presenting costing of retail commercial designs
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	using formulae to calculate the retail cost of materials using addition and subtraction to calculate the retail cost of completed designs
Use appropriate checking procedures and evaluate their effectiveness at each stage	using IT programmes to produce spreadsheets with formulae in order to calculate costs
Interpret and communicate solutions to practical problems in familiar and unfamiliar routine contexts and situations	showing all workings in reaching their 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 trend and design ideas presenting ideas and discussing with peers evaluating completed designs asking questions and offering solutions to others listening and formulating conclusions, modifying 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 through textbooks, 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, essays, PowerPoint presentations, spreadsheets and tables to communicate information relating to information sourced previously.