

Unit 20: Understanding Floristry Marketing Strategies

Unit code:	D/602/0740
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 produce marketing strategies 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

Marketing is an important part of successful retail floristry and at the heart of marketing is the customer. This unit will introduce learners to the tools and techniques used in the modern marketing industry to achieve business objectives by meeting customer needs and expectations.

As well as understanding the customer, it is important for learners to understand the business environment in which retailing takes place. There are many external influences that affect the relative success of particular marketing strategies and campaigns. Learners will have an opportunity to examine marketing within a floristry context.

● Learning outcomes

On completion of this unit a learner should:

- 1 Know principles of marketing in a floristry business context
- 2 Be able to carry out floristry-related market research
- 3 Be able to use floristry market research and analytical techniques
- 4 Understand the use of marketing techniques.

Unit content

1 Know principles of marketing in a floristry business context

Principles of marketing: consumers, planning, implementation, evaluation

Marketing concept: marketing definitions; principles; activities; marketing objectives (SMART); functions; the link between organisational objectives and marketing objectives; use of marketing principles eg retail consumers; planning, control and evaluation processes; development of e-marketing; 4 Ps marketing mix (products, price, place, promotion)

Limitations and constraints on marketing: current legislation and codes of practice eg Sale of Goods Act 1979, Trade Descriptions Act 1968, Consumer Credit Act 1974, Data Protection Act 1998, Code of Advertising Practice and Advertising Standards Authority; pressure groups and consumerism; acceptable language

2 Be able to carry out floristry-related market research

Market research: qualitative; quantitative; primary research; secondary research; uses and limitations

Primary research: methods; purposes; accessibility; fitness for purpose; validity; cost; time and reliability; types of sampling; accuracy; planning; defining objectives; identifying information needs, data collection; presenting findings; sources of bias; electronic data collection; analysing data

Secondary research: importance; sources of data and information eg news reports, trade journals, market analyses from specialist agencies eg Department for Environment, Food and Rural Affairs (DEFRA); online sources; government statistics eg Social Trends and Family Expenditure Survey

3 Be able to use floristry market research and analytical techniques

Using market research: key themes; business objectives; understanding customer preferences; lifestyles and aspirations; competitors activities; environment; decision-making units (DMUs); preferences; lifestyle and aspiration classifications eg ACORN; MOSAIC; 4 Cs and how they are used to segment, target and position products

Analytical techniques: situation analysis; SWOT (strengths, weaknesses, opportunities, threats); PESTLE (political, economic, social, technological, legal, environmental); competitor and competitive; developments in the local, national and global marketplace; product life cycle; product portfolios; diversification; implications of social and technological change

4 Understand the use of marketing techniques

Market segmentation and targeting: importance; bases for segmentation eg geographic, demographic, psychographic, lifestyle; design of marketing mix to satisfy needs of target group, greater individualisation afforded by e-business and e-marketing

Branding: importance in influencing buyer behaviour; brand building and positioning; brand extension

Relationship marketing: concept, lifetime customer; Business to Business Marketing (corporate client targeting, winning, keeping) eg funeral directors, regular vase contracts, wedding coordinators, reception venues

Planning, control and evaluation processes: marketing planning process model eg audit, set objectives, determine strategy and tactics, implement changes, evaluate

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 describe the floristry marketing principles [IE]	M1 explain how the principles of marketing have been applied to selected products/services within a given floristry scenario	D1 explain limitations and constraints of marketing within a given floristry scenario	
P2 outline the use of marketing principles in a given floristry scenario [CT, IE, RL]			
P3 carry out qualitative, quantitative, primary and secondary research for selected floristry products/services [IE, CT, EP, SM]	M2 justify selected research methods used for selected floristry products/services		
P4 explain customer requirements for a given floristry scenario [IE, CT, EP]	M3 analyse competition to a given floristry scenario using appropriate analytical techniques		D2 develop a marketing plan for a selected product/ service in a given floristry scenario.
P5 explain competitive strengths, weaknesses, opportunities and threats for a given floristry scenario [IE, CT, EP]			
P6 outline a given business environment for a given floristry scenario [IE, CT, TM, EP]			
P7 explain how marketing techniques are used to increase demand for a selected floristry product [IE, RL, EP]	M4 make recommendations to improve a given marketing mix using appropriate examples.		
P8 evaluate a given marketing mix using appropriate examples. [IE, CT, RL, EP, TW]			

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, 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, demonstrations, scenarios, supervised practical sessions, workshops, internet and/or library-based research and the use of personal and/or industrial experience would all be suitable. Delivery of this unit 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 carry out marketing research for a floristry product 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 legislation relating to the sale of goods, trade descriptions, health and safety and the need to manage the resource using approved methods.

Health and safety issues must be stressed and reinforced regularly where relevant 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.

For learning outcome 1 tutors should highlight the fact that marketing is often seen as advertising. In fact, it is a more complex concept, and this unit gives a deeper understanding of the whole marketing process, the centre of which is the customer. Delivery is likely to be in the form of formal lectures, discussion, site visits and independent learner research.

Learning outcome 2 covers practical marketing research. Learners could work as a group exercise to research a selected floristry product or service. Learners assessing the advantages and disadvantages of different types of primary research could be productive. An exercise carried out in a learning resource centre would show up the relative merits and pitfalls of secondary research. The implications of the computer analysis of market data should be emphasised, raising limitations and constraints on market research activities such as issues of privacy and data protection. Delivery is likely to be in the form of formal lectures, discussion, site visits, supervised practical sessions and independent learner research.

Learning outcome 3 covers the use of marketing research and analytical techniques.

Analytical techniques could be delivered using a variety of examples and case studies. The ability to use analytical techniques to understand direct and indirect competition should be developed. Delivery is likely to be in the form of formal lectures, discussion, site visits, supervised practical sessions and independent learner research.

For learning outcome 4, learners should develop an awareness of how marketing techniques can be used to increase demand for products (goods or services). It is important to bring out the different methods of customer segmentation, in addition to social status groupings (for example the 1997 structure used in the 2001 census). Changing lifestyles of individuals and family units illustrate developments in preferences and the need for different methods of segmentation. It is important to integrate the concepts of segmentation, targeting, branding and relationship marketing with learning outcomes 1 and 2. Again, delivery is likely to be

in the form of formal lectures, discussion, site visits, supervised practical sessions and independent learner research.

On completion of the unit learners should have a firm understanding of the basic principles and key terms used in marketing. Some learners may be able to combine all these aspects into a marketing plan for a given floristry product/ service.

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: Marketing Principles Case Study (P1, P2, M1, D1)
Theory – principles of marketing.
Theory – limitations of marketing.
Practical – applying marketing principles.
Assignment 2: Market Research Study (P3, M2)
Theory – introduction to secondary research.
Theory – introduction to primary research.
Market research limitations and constraints.
Practical – secondary research.
Practical – primary research.
Assignment 3: Marketing Plan (P4, P5, P6, P7, M3, M4, D2)
Theory using market research.
Theory – customers; segmentation of target market.
Theory – analytical techniques external – eg PEST.
Theory – analytical techniques internal – eg SWOT.
Theory – balancing the marketing mix.
Theory – marketing techniques – branding/relationship, cause-related marketing.
Theory – control, evaluation.

Assessment

P1, P2, M1 and D1 could be assessed through learners producing of a case study on a chosen flower shop. Learners need to describe the floristry marketing principles and outline the use of marketing principles their chosen scenario. They could go on to explain how the principles of marketing have been applied to two selected products/services within a given floristry scenario. Learners should explain limitations and constraints of marketing within the given floristry scenario.

P3 and M2 could be assessed through a market research study. Learners should select a minimum of two floristry products or services and carry out a research study using qualitative, quantitative, primary and secondary methods. They should justify their selected research methods.

P4, P5, P6, P7, P8, M3, M4 and D2 could be assessed through learners producing of a marketing plan. Learners could choose one of the products or services they researched for learning outcome 3 and develop a plan to market this. They should explain customer requirements for this product/service, competitive strengths, weaknesses, opportunities and threats the business in providing this product/service, outline the business environment, explain how marketing techniques are used to increase demand for this product and evaluate the current marketing mix. Learners could also analyse direct and indirect competition to the product/ service using a minimum of two appropriate analytical techniques. They should make recommendations to improve the marketing mix, using appropriate examples.

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, M1, D1	Marketing Principles Case Study	You are a manager in a branch of flower shops and have been asked to give a report to the owners on how the effectiveness of your marketing. You have been asked to highlight a particularly well marketed product and one which is not selling well. You should explain how your shop uses the principles of marketing and any limitations and constraints you take into account when marketing your products.	Report. Essay. Presentation. Podcast. Film.
P3, M2	Market Research Study	It is the beginning of January and you are trying to develop the products your will shop sell for the Valentine's Day period. You are to compile a research report based on secondary and primary data for suitable products.	Essay. Report. Presentation.
P4, P5, P6, P7, P8, M3, M4, D2	Marketing Plan	You have recently bought a flower shop. As the new owner you are trying to maximise the sales of a certain product for the Valentine's Day period. You should choose one product that the shop has marketed in the past and suggest ways to improve this. You will need a full understanding of your current position, marketing mix and competitor marketing activities.	Report, presentation, video, mood boards.

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
Undertake Basic Floristry Display Techniques	Undertake and Review Work Related Experience in the Land-based Industries
Presentation and Service for Retailing in the Land-based Sector	Undertake Retail Merchandising for the Land-based Sector
	Undertake Floristry Display Techniques

Essential resources

Learners will need access to the internet and marketing information for a suitable floristry context.

Employer engagement and vocational contexts

Centres are encouraged to develop links with florists to give learners insight into different marketing activities. This may be through a floristry shop, trade shows, wedding exhibitions, freelance florists, websites etc.

Visits should be arranged to appropriate floristry outlets to show marketing theory in practice. Contact should be made with local business and marketing managers, retail florists, flower wholesalers, floristry industry manufacturers etc who specialise in using different marketing techniques/target markets.

Indicative reading for learners

Textbooks

Brassington F and Solomon M – *Principles of Marketing* (FT Prentice Hall, 2006) ISBN 978 1 40583947 1

Cave S – *Consumer Behaviour in a Week* (Hodder Arnold, 2002) ISBN 978034084971 2

Dibb S, Simkin L, Pride W and Farrell O – *Marketing Concepts and Strategies* (Houghton Mifflin (Academic), 2005) ISBN 97806 18532032

Hall D, Jones R and Raffo C – *Business Studies, 3rd Edition* (Causeway Press, 2004) ISBN 978 1 902796833

Needham D and Dransfield R – *Marketing: Everybody's Business – Covering European and International Marketing* (Heinemann, 1994) ISBN 9780435450250

Proctor T – *Essentials of Marketing Research* (FT Prentice Hall, 2005) ISBN 9780273694946

Websites

www.adassoc.org.uk

The Advertising Association

www.bized.ac.uk

Business Education

www.flowers.org.uk

The Flowers and Plants Association

www.marketingonline.com

Marketing Online

www.statistics.gov.uk

Official UK statistics

www.the-dma.org

The Direct Marketing 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	describing marketing principles and applying them to given scenarios and products/services.
Creative thinkers	explaining how to improve marketing mixes
Reflective learners	explaining how marketing techniques are used to increase demand for products
Team workers	carrying out a research study using both primary and secondary research
Self-managers	developing a marketing plan
Effective participators	identifying improvements to marketing mixes.

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	researching floristry scenarios and marketing principles
Creative thinkers	asking questions to extend their own thinking and drawing on their own experiences of marketing
Team workers	giving feedback and support to other learners' ideas
Self-managers	showing initiative when finding scenarios and products to study.

● 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	compiling research and presentations on marketing principles and market research
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	
Manage information storage to enable efficient retrieval	saving work over a period of time
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	selecting secondary market research including evidence of web-based marketing materials
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	finding evidence of marketing principles and activities for floristry products/services
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 	compiling a market research report including primary and secondary data using graphs/ diagrams to display results where appropriate
Bring together information to suit content and purpose	producing presentations/reports/marketing plans
Present information in ways that are fit for purpose and audience	producing presentations/reports/marketing plans
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	developing an understanding of sampling and primary market research databases
Mathematics	
Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations	
Identify the situation or problem and the mathematical methods needed to tackle it	

Skill	When learners are ...
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	presenting work and giving feedback on other learners' ideas producing films/podcasts for assignment work
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	carrying out secondary research and researching the use of the principles of marketing
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	producing reports, presentations, plans and moodboards.