

Unit 6: Undertaking Floristry Display Techniques

Unit code:	A/602/0731
QCF Level 3:	BTEC National
Credit value:	10
Guided learning hours:	60

● Aim and purpose

This unit aims to give learners an understanding of floristry display techniques and how these can be applied in practice. This unit is primarily aimed at learners within a centre-based setting looking to progress into the sector or further education and training.

● Unit introduction

In this unit learners will gain experience in using techniques to display fresh, dried and artificial plant materials, including sundries at Point of Sale and elsewhere to promote business sales and demonstrate their floristry skills.

As a professional florist it is important that the skills demonstrated and the materials used produce a high visual impact within a retail environment. The display should be assessed, replenished and maintained continuously throughout its life.

Learners should have the opportunity to research and plan ideas for a display by discussing, sharing and agreeing ideas with other learners.

Learners will develop a display plan, assess methods of sourcing materials for the plan and estimate quantities and cost. This will include the interpretation of set guidelines, materials required, condition of the stock and its anticipated lifespan, the identification of accessories, tools and equipment, and the production of a risk assessment.

Setting up, labelling and maintaining a display will develop learners' ability to assess if additional materials are needed. Longevity, or otherwise, of some materials will inform learner knowledge for future displays, together with any possible limitations and constraints their choice of design and/or materials has placed on them.

Learners will dismantle the display and assess its overall effectiveness. They will evaluate the application of elements and principles of design within the display. Along with an appreciation of the design schema and 3, 5, 8 ruling, the sustainable use of resources by recycling and reusing materials is emphasised.

● Learning outcomes

On completion of this unit a learner should:

- 1 Be able to develop designs for a display within set guidelines
- 2 Be able to plan for a display
- 3 Be able to set up, label and maintain a display
- 4 Be able to evaluate a display

Unit content

1 Be able to develop designs for a display within set guidelines

Designs: theme and guidelines; colour and style trends; possible seasonal and peak period influences; initial plans and sketches; limitations and set guidelines eg time, space, materials, cost/budgets, commercially viable; health and safety; access to display; relevance as a sales/promotional technique

Sources: magazines eg trade, style; books; exhibitions; retail arenas

2 Be able to plan for a display

Planning: initial ideas with annotated plan; display objectives; requirements and interpretation of set guidelines; materials required; assessment of the condition of stock, anticipated lifespan (perishable and non-perishable); necessary accessories (drapes, stands, containers); tools and equipment; risk assessment; evaluation of overall display against intended objectives; materials required eg labels; sources of materials; costs (quantities required and availability, possible bulk purchase discounts, buying list, estimated total cost)

3 Be able to set up, label and maintain a display

Setting up and maintaining a display: display area and windows preparation (if applicable eg cleaning, clearing); lighting; security of the display; health and safety; initial assessment with adjustments if necessary; designs within the display at expected standards; constructed designs or gift wrapped; display maintenance (replacing/replenishing as required, ensuring effective promotion, tidiness, cleanliness, health and safety)

Labelling: purpose of labelling; appropriate label selection; positioning of labels within the display; relationship between clear labelling and sales; pricing policy meets with relevant legislation eg Price Marking Order 2004, Sale of Goods Act 1994

4 Be able to evaluate a display

Dismantling of display: timescale; stock return to sales area or storage, together with drapes and other accessories; area cleared and waste materials disposed of (recycling where appropriate); health and safety

Evaluation of display in terms of: suitability; fitness for purpose; fulfilment of design guidelines impact on sales and/or promotion; fulfilment and success of plan; variations of plan due to problems encountered during construction, assembly or maintenance; improvements that might be made if the display was repeated use of design schema, elements and principles of design within the display

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 develop ideas and designs for a floristry display to meet given guidelines [CT, SM]	M1 explain access and safety requirements for a selected display area	D1 evaluate selected design ideas and make appropriate recommendations for improvement
P2 describe key considerations when planning a floristry display [EP, RL]		
P3 identify design sources for use in display planning [EP, TW, RL]		
P4 plan a floristry display [TW, EP]	M2 explain the materials required to construct and maintain a selected display	
P5 explain key considerations in plan developed [SM, EP, RL]		
P6 assess risks in the developed plan [IE, RL]		

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 set up, label and maintain a selected display to meet given objectives [CT, TW, EP]	M3 explain the review of stock levels and the reasons for maintaining a selected display	D2 discuss any problems that arose with a selected display, how they were dealt with and might be prevented in the future.
P8 ensure adequate stock is available for intenance [RL, EP]		
P9 explain the maintenance carried out [SM, RL]		
P10 dispose of waste safely and appropriately [TW]	M4 discuss the dismantling process and the disposal and recycling of waste, taking account of all health and safety risks.	
P11 dismantle a selected display appropriately [TW, EP]		
P12 evaluate a selected display for its effectiveness as a promotional/marketing tool. [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.

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 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 practical sessions, 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 prepare a floristry display 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 displaying flowers 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 covers the development of learner designs for a display within set guidelines. Delivery is likely to be in the form of formal lectures, discussion, site visits, visits to retail trade shows and display and prop wholesalers, supervised practical sessions and independent learner research. Learners should be encouraged to explore the reasons why good display techniques can be an invaluable marketing tool for promoting individual businesses and increasing sales. Learners need to be involved in teamwork as well as working individually to produce plans and designs for suitable displays. However, assessment must be of an individual's own work.

Learning outcome 2 covers the planning required for a display. Delivery is likely to be in the form of formal lectures, discussion, site visits, supervised practical sessions and independent learner research. Visits to high street stores, retail florists, floristry events, flower and sundries wholesalers and/or floristry demonstrations could be used to enhance delivery. A practical demonstration by a professional visual merchandiser would be useful as they could explain the techniques of visual merchandising, the use of various 'props', suitable lighting methods, background panels and the principles of design within a visual display.

Learning outcome 3 covers the setting up, labelling and maintenance of a display. Delivery is likely to be in the form of formal lectures, discussion, site visits, supervised practical sessions and independent learner research. Learners should be encouraged to gain practical experience of floristry displays within a commercial context, as this would enhance their understanding of space, time and cost.

Learning outcome 4 looks at the dismantling and evaluation of a display. Again, delivery is likely to be in the form of formal lectures, discussion, site visits, supervised practical sessions and independent learner research.

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.
Theory on use and practices of visual merchandising, both in independent retail shops and large department stores. Promoting the business good marketing and high street presence.
Guest speaker such as a retail visual manager or site visit to a visual prop company.
Assignment 1: Floristry and Visual Merchandising (P1, P2, P3, M1)
Practical session – looking at display techniques, use of principles and elements of design. Introduce the design schema and 3, 5, 8 proportions.
Assignment 2: Planning and Designing a Visual Display (P4, P5, P6, M2, D1)
Theory session on risk awareness of working safety. Need for good planning skills. Budgeting for props and background materials.
Assignment 3: Implementing a Visual Display (P7, P8, P9, P10, P11, M3)
Practical session – learners build own display within a predetermined work area/window or exhibition shell.
Assignment 4: Evaluating the Visual Display (P12, M4, D2)

Assessment

Learners must plan, construct and evaluate a minimum of four floristry-related displays and windows to achieve this unit.

To achieve P1, P2, P3 and M1 learners are required to demonstrate understanding and knowledge of the importance of good display and the correct merchandising of a flower shop. Learners could create a reference aid on the principles of visual merchandising for florists discussing both good and bad practices of display. Possible additional research into other high street shops, which promote good use of visual merchandising, would enhance assignments. Evidence may be presented a PowerPoint presentation, in a written format or as a mood boards with additional written evidence. All of these could be suitable for a reference/training tool for a commercial florist shop.

To achieve P4, P5, P6, M2 and D1 learners are asked to plan an appropriate window and in-store display, a suggested theme would be Mother's Day. Learners need to detail different floral designs, construction methods, arrangement styles, physiological influences and techniques, space awareness, time and budget implications. Learners are also asked to show an understanding of correct price marking/ticketing. This evidence could be presented in a written/pictorial assignment, or as evidence in work placement logbook together with drawings and witness/employer statements.

To achieve P7, P8, P9 and M3, learners must implement a display either using their previously planned design or an alternative pre-planned event, for example Flower Festivals, regional events or industry competitions. Suggested evidence may take the form of a written/pictorial assignment or work placement logbook together with witness/employer statements and photographic evidence.

To achieve P10, P11, P12, M4 and D2 learners are required to dismantle, reflect on and evaluate a display. Learners must consider the dismantling process and the disposal and recycling of waste in a display, showing knowledge of health and safety risks and precautions.

Learners must be able to evaluate the commercial viability of a display, understanding the limitations of cost, time and space. In evaluating the design concept, learners must include use of principles of design and dismantling. Evidence assessment may take the form a presentation to a peer group with discussion, a video production or PowerPoint presentation. Alternatively, a moodboard with discussion notes could be produced.

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	Floristry and Visual Merchandising	As a senior member of the floristry team in a retail shop, you have been asked to create a reference aid on the principles of visual merchandising for florists for all staff.	PowerPoint presentation. Written assignment. Mood boards – with written material.
P4, P5, P6, M2, D1	Planning and Designing a Visual Display	Mother's Day is fast approaching. Plan an appropriate window and in-store display.	Written assignment. Evidence in work placement logbook –witness statements.
P7, P8, P9, P10, P11, M3	Implementing a Visual Display	Create a visual display either using the above assignment (Mother's Day) or an other pre-planned events, for example flower festivals, trade events or a college open day.	Written assignment Evidence in work placement log book-enhanced with video logs, witness statements, photographic evidence.
P12, M4, D2	Evaluating the Visual Display	Presentation to the peer group, evaluating the completed display, and the dismantling of the display.	PowerPoint presentation. Mood boards. Notes and video evidence to record 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
Undertake Basic Floristry Display Techniques	Photography Media, Techniques and Technology
Floristry Interior Design	Understanding Floristry Marketing Strategies

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 access to a full range of accessories and sundries materials.

It is desirable for learners to have access to a commercial floristry environment, and the opportunity to complete a window or display area.

Learners should have access to a well-stocked, up-to-date library or resource centre, and to ICT facilities within the centre.

Employer engagement and vocational contexts

Centres are encouraged to develop links with local industry professionals, to give learners an insight into good practices in relation to display and merchandising techniques. This may be through a selection of retail department stores, flower shops, visual prop suppliers and retail trade events. This could be through visits to the establishments, guest lecturers from suitable organisations or work experience.

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

Indicative reading for learners

Textbooks

Guild T and Wilhide E – *Tricia Guild on Colour: Decoration, Furnishing, Display* (Conran Octopus, 1995) ISBN 9781850297277

Morgan T – *Visual Merchandising: Window and In-Store Displays for Retail* (Laurence King publishing LTD, 2008) ISBN 9781856695398

Portas M – *How to shop with Mary, Queen of shops* (BBC Books, 2007) ISBN 9781846072147

Portas M – *Windows: the art of retail display* (Thames and Hudson, 1999) ISBN 9780500019443

Journals and magazines

Cut Flower – Flower Council of Holland

Cut Flower Care – Flower Council of Holland

Fleur Creatif

Fusion Flowers

Retail Week

The Flower Arranger

The Florist and Wholesale Buyer

Websites

www.britishdisplaysociety.co.uk

British Display Society

www.flowercouncil.org/uk

Flower Council of Holland

www.flowers.org.uk

The Flowers and Plants Association

www.retailweek.com

Retail Week

www.VMSD.com

Visual Merchandising and store design

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 different design styles of display concepts, looking at a variety of construction methods explaining legislation relating to the floristry industry and health and safety
Creative thinkers	developing new concepts and designs through practical sessions, tackling problems and working towards a solution
Reflective learners	setting and evaluating their own goals understanding and monitoring their own performance seeking feedback from others on tasks completed to improve in the future
Team workers	working within groups to achieve an end goal, carry out research or give team presentations on visual design concepts to the rest of the group
Self-managers	prioritising and managing self, working on own visual designs in a controlled and committed manner
Effective participators	participating fully in discussions and group activities interacting with guest speakers and on educational visits, to gain further knowledge and different perspectives from others.

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	planning and carrying out research linked to related floristry tasks analysing information on current market trends
Creative thinkers	asking questions to gain further knowledge on the subject experimenting with new concepts adapting ideas as circumstances change eg current retail climate
Reflective learners	setting achievable goals reviewing progress of practical and coursework related tasks
Team workers	developing skills in leadership and task completion organising the 'team' to complete display-related tasks to a commercially viable timescale
Self-managers	showing commitment, dealing with the stress and pressure of completing visual displays within timescales and space allowances
Effective participators	discussing environmental issues and carbon footprint concerns within the floristry industry.

● 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	using ICT facilities within the centre to complete their course work using smart boards and PCs in class using interactive materials for teaching and learning researching subjects on the internet using ICT packages to complete assignments, such as PowerPoint
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	
Manage information storage to enable efficient retrieval	
Follow and understand the need for safety and security practices	
Troubleshoot	
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	
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 	
Bring together information to suit content and purpose	
Present information in ways that are fit for purpose and audience	
Evaluate the selection and use of ICT tools and facilities used to present information	
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	

Skill	When learners are ...
Mathematics	
Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations	suggesting flower content for any given floral display calculating the number of flowers required, wrap size to be purchased in and relationship of wholesale to retail prices. considering commercial viability and the impact on increased sales due to the display
Identify the situation or problem and the mathematical methods needed to tackle it	
Select and apply a range of skills to find solutions	
Use appropriate checking procedures and evaluate their effectiveness at each stage	
Interpret and communicate solutions to practical problems in familiar and unfamiliar routine contexts and situations	
Draw conclusions and provide mathematical justifications	
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	reading material on the subject from a variety of sources for their assignment work producing clear and concise documents using correct floristry/ display terminology
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	writing assignments taking session notes communicating when working as a group to plan visual displays.