



Australian Government

SFLDEC014 Research theories of creativity

Release: 1

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Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to research and critically evaluate theories of creativity and creative thinking techniques and to use that research as a way of extending expertise in creative and innovative floristry design.

This unit applies to all floristry industry businesses including retail floristry shops, and studio floristry businesses and those that specialise in corporate or special events. It applies to senior and specialist floral designers and floral stylists who work with significant autonomy, have considerable experience across product categories and have a strategic design focus as part of their job role.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Design and Construction

Unit Sector

Floristry

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes.

1. Explore creativity.
2. Evaluate information to

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1 Assess and select research strategies for exploration of theories of creativity.
- 1.2 Identify and explore past and current information about creativity and creative thinking techniques.
- 1.3 Research information on how designers and artists apply creativity to the design process.
- 2.1 Expand knowledge of creativity through critical analysis

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| inform work practice. | of information. |
| | 2.2 Use information to challenge own past use of creativity and innovation in floristry designs. |
| | 2.3 Analyse ways in which theories of creativity and creative thinking techniques may be used or adapted to current work practice. |
| | 2.4 Assess the commercial viability of producing highly creative and innovative floristry designs. |
| | 2.5 Use information to generate debate and critical analysis of creativity in floristry design. |
| | 2.6 Develop position on theories of creativity and integrate into professional design practice. |
| 3. Extend floristry designs using a creative approach. | 3.1 Use information presented by research to extend and refine a creative approach to floristry designs. |
| | 3.2 Practise and experiment with creative thinking techniques to choose preferred approaches to own creative practice. |
| | 3.3 Collaborate with other professionals on a creative approach to floristry designs to support self-development. |
| | 3.4 Use practice, feedback, professional discussion and evaluation to continually improve creativity of floristry designs. |

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed below:

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| Reading skills to: | • interpret and analyse information about complex and conceptual ideas on creativity. |
| Oral communication skills to: | • articulate and debate conceptual ideas with professional design colleagues. |
| Initiative and enterprise skills to: | • proactively use opportunities to update knowledge of a creative approach to floristry designs. |
| Teamwork skills to: | • use professional discussions with other florists to analyse creativity in floristry design. |
| Planning and organising skills to: | • establish a research process, collect and evaluate research data to inform professional development. |
| Self-management skills to: | • critically analyse information and formulate positions on theories of creativity. |

Technology skills to:

- use computers and the Internet to research information.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1fbe7a66-4c60-4b1c-8616-a3e693d9d8b9>

Assessment Requirements for SFLDEC014 Research theories of creativity

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- complete a research project using information from at least three different sources to:
 - identify and explore:
 - theories of creativity
 - creative thinking techniques
 - how florists, designers and artists apply creativity to the design process
 - develop a report which covers:
 - analysis of theories of creativity and creative thinking techniques
 - impacts on own current design practice
 - implications for the commercial viability of producing highly creative and innovative floristry designs
 - experience of experimenting with creative thinking techniques and chosen options
 - information on discussions and debates and the individual's position on theories of creativity
 - plans for integrating creativity to own professional design practice
 - any experiences where design skills have been extended by using new creative thinking techniques during or post research.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- research strategies
- sources of reliable information on theories of creativity and creative thinking techniques:
 - innovative business organisations
 - industry journals and trade magazines
 - published articles and conference papers
 - text books
 - university publications
- methods for engaging in professional discussion and debate
- definitions of creativity

- different theories of creativity:
 - historical perspectives
 - current and emerging thinking
- relationship of theories of creativity and creativity in practice
- benefits of creativity for individuals and businesses
- a range of creative thinking techniques:
 - brainstorming
 - daydreaming and mental wandering
 - lateral thinking games
 - making associations
 - mind mapping
 - trigger words
 - use of metaphors and analogies
 - visualisation
 - wishful thinking.

Assessment Conditions

Assessment must ensure use of:

- computers and the Internet to research information
- publications and texts on creativity
- people with whom the individual can engage in professional discussion; these can be:
 - people in an industry workplace or
 - people who participate in project activities, role plays or simulated activities, set up for the purpose of assessment, within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors.

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