



Australian Government

SFLDEC015 Research global floristry trends

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 global floristry design trends and practice at a strategic level, and to use that research as a way of extending expertise in floristry design and construction.

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 floristry design trends and practice.

PERFORMANCE CRITERIA

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

- 1.1 Assess and select research strategies for exploration of global floristry design ideas and concepts.
- 1.2 Identify and explore new and alternative sources of information.
- 1.3 Research information on the history and evolution of the global floristry industry as a context for current work practice.

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| | 1.4 Identify and explore current, emerging technology and innovative ideas in floristry design practice. |
| | 1.5 Identify consumer markets for innovative floristry designs. |
| 2. Evaluate information to inform work practice. | 2.1 Use information to challenge own past design practice and personal style. |
| | 2.2 Analyse ways in which trends may be used or adapted to current work practice and generate commercial opportunities. |
| | 2.3 Assess the commercial viability of producing floristry designs that align to new and emerging trends. |
| | 2.4 Use information to generate discussion and critical analysis of floristry design trends. |
| | 2.5 Develop position on global design trends and emerging technology and integrate into professional design practice. |
| 3. Extend floristry design skills and knowledge. | 3.1 Assess implications of design trends, re-evaluate and refine approaches to own design practice. |
| | 3.2 Use opportunities presented by research to extend and refine floristry design skills and knowledge. |
| | 3.3 Collaborate with other professionals on floristry design practice to support self-development. |
| | 3.4 Use practice, feedback, professional discussion and evaluation to continually improve skills. |

Foundation Skills

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

Skill	Description
Reading skills to:	interpret and analyse information about complex and strategic design concepts, floral design trends and emerging technology.
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 global floristry design trends and emerging technology.
Teamwork skills to:	use professional discussions with other florists to analyse floristry design trends.
Planning and organising	establish a research process, collect and evaluate research data

skills to: to inform professional development.

Self-management skills to: • critically analyse information and formulate positions on design trends.

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 SFLDEC015 Research global floristry trends

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 current, emerging technology and innovative ideas in floristry design practice
 - develop a report which covers:
 - analysis of emerging floristry design trends and technology
 - implications for their adoption including implications for the commercial viability of floristry designs that align to new and emerging trends
 - impacts on current design practice
 - potential for generating commercial opportunities
 - information on discussions and debates and the individual's position on global design trends and emerging technology
 - plans for integrating new and emerging trends to own professional design practice
 - any experiences where design skills have been extended by using new and emerging trends 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 global floristry design trends and emerging technology:
 - grower associations
 - industry associations
 - professional design practitioners
 - industry journals and trade magazines
 - university publications
- primary functions of local, national and international design industry networks
- methods for engaging in professional discussion and debate
- evolution of the global and Australian floristry industry
- emerging floristry design trends and technology and:
 - implications for their adoption

- impacts on current design practice
- potential for generating commercial opportunities.

Assessment Conditions

Assessment must ensure use of:

- computers and the Internet to research information
- trade magazines
- 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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