



Statens fagskole for gartnere  
og blomsterdekoratører

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## Curriculum for College Study:

**E**xperimental **F**loral **D**esign

*An international continuing education program for florist and other craftsmen, artisans, and designers who want competence in experimentation with botanical materials.*

## Foreword

This document is the syllabus for the vocational college course, " Experimental Floral Design". The document is divided into two parts and contains information about the program and subject descriptions for each of the courses.

**Part 1**-addresses, among other things, information about the study objectives, content, admission requirements, educational philosophy, teaching methods, assessment methods, and other elements that are related to the courses.

**Part 2**-contains descriptions of the main subject and course descriptions for each course in the main subject.

The curriculum covers:

- ❖ Subject Code
- ❖ Scope
- ❖ Objectives
- ❖ Course Descriptions
- ❖ Instruction
- ❖ Mandatory educational activities
- ❖ Assessments
- ❖ Examinations

### **Appendix:** 1. Bibliography 2. Overview of Collections

Vea – Statens fagskole for gartnere og blomsterdekoratører  
Moelv, 16.12.2011, version 8.0 per december 2011.

Approved by NOKUT pr. 21.12.2011

The program is approved by lånekassen.

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## **Part 1 – Common Subject Information**

# ***Experimental Floral Design***

## Objectives of the Curriculum

The college program **Experimental Floral Design** is an international vocational continuing education program with a focus on plant materials and its aesthetic and technical possibilities. The objective of *Experimental Floral Design* is for various craftsmen, designers, and aestheticians to continue their education through the experimentation of plant materials. The main focus is to abstract and work experimentally/exploratory with plant materials in combination with other materials, as well as with technical aids from various craftworks to expand technical boundaries and create new forms of expression within their own disciplines.

The program is suitable for a broad audience. It is appropriate for florists who want to become familiar with plant materials in a new way and to gain more knowledge about the plant material's properties and possibilities. The program is also for other professionals. Craftsmen, designers, artisans, and educators in design and craftsmanship that want competence in experimentation with plant materials in the context of their own professional practice. The banishing of existing academic disciplines in the floral trade is a recurrent theme for florists. In addition, it is good for all the target groups to be familiar with the possibilities of plant materials and combine them with their own professional practice. The goal is to create an exciting and diverse learning environment where sharing experiences and inspiring each other is central.

**In *Experimental Floral Design* the student will develop further as a professional/craftsman/artisan through:**

- Taking part in an international learning environment with an international perspective on craftwork, work tools and implements, design, etc.
- Working creatively with plant materials.
- Experimenting with plant materials in combination with other materials.
- Gaining more knowledge about nature's possibilities.
- Gaining new knowledge about plant materials and their properties.
- Using plant material as a means of creating experiences.
- Experimenting with techniques and implements connected to plant materials.
- Seeing new professional development possibilities and combinations.
- Gaining new professional experiences that can be used for training purposes or for use in carrying on a trade.
- Developing various types of concepts connected with plant materials.
- Working together with practice professionals from other cultures and with other hand craft traditions.

- Participating and leading in creative projects.

**After completion of the program the student will be able to:**

- Experiment with plant materials in a conscious and independent way connected to their own hand craft/professional practice.
- Combine plant materials with other materials.
- Use plant materials in new contexts and in new ways.
- Develop concepts in which other plant materials are involved.
- Work with creative and experimental processes in a structured and reflective way.
- Prepare for competitions (NM, DM, international competitions) in a structured and reflective way.
- Be the inspiration/demonstrator for other florists, designers, or artisans.
- Start a consulting business in professional development for florists.
- Lead creative projects.

## Title

After completion of the program one receives the title of **Technician – Experimental Floral Design**. The title describes a specialization in Experimental Floral Design with plant materials in various combinations and contexts for creating experiences with the help of concrete products and use of space. The Technician also has competence in the management of creative projects.

## The program's target groups

The program's aim is for most professions and communities related to the subject. Experimental Floral Design is for:

- handworkers/craftsmen
- designers
- artisans
- interior designers
- florists
- teachers/educational administrators in the subjects of design and hand crafts
- stylists
- decorators
- other craftsmen and aestheticians who want more knowledge about and experimenting with plant materials, so as to develop themselves as well as their craftwork/trade.

## Admission Requirements

College education in secondary education or equivalent qualifications.  
College Act § 1.

In addition the applicant must have basic knowledge in English.

Admission requirements for Experimental Floral Design are:

1. Successfully completed secondary education (see College Act § 1, paragraph 2) in design and handwork, with a letter of recommendation in the relevant subjects.

*Or*

2. Prior learning equivalent to Section 1. Applicants seeking validation must contact the vocational school for guidance in special provision/conditional admission.

3. The vocational school can take students conditionally, if there is documentation stating that the applicant will complete and document the admissions criteria prior to the start of school and examination registration.

Please refer to the vocational school regulations for college students, Chapter 2, which can be found on the vocational school's website

## Literature and Technical Aids

Textbooks are only one of several tools used for knowledge acquisitions. The curriculum's objectives and the main elements that form the basis for the students' learning, and textbooks should be regarded as an aid and inspirational source. It will be up to the student, based on previous experience, to choose appropriate literature. Teachers and librarians can assist in finding suitable literature in books, magazines, on the internet, and through library databases. Training in searching library databases will be provided.

A booklist will be presented to the students at the start of each school year. This is to ensure that the quality of the booklists is always up to date. Students must have access to their own laptop with wireless internet connection, as well as a digital camera.

## Organization and Work Methods

The college program, **Experimental Floral Design** is a flexible vocational program that is possible to combine with a job. The program is offered as a session-based study over the course of one year, with 8-10 sessions with a duration of 1-2 weeks. There will be time between the sessions when students can immerse themselves with research related to plant materials in their own fields of study. The student will document their work on the electronic learning platform called, *Its Learning*. Here they will deliver submissions, presentations, technical trials, products, and other relevant information. The learning platform will also be used to ensure the students continuity in the program with dialogue between the student and teacher.

The student will be given a series of encouraging boosts at the technical gatherings, where knowledge is conveyed and shared in dialogue with fellow students, advisors, tutors, and external expertise.

The program has a strong focus on practical technical experimentation, where creative work with botanical materials is put into different contexts. Various themes are introduced, processed, and completed with various combinations of exhibitions, presentations and documentation. The program contains clear work requirements that must be implemented in order to pass and receive a certificate of competence and title.

The themes are designed and organized based on the seasons and rooted in the interplay between Veia and the various branches of the student representatives. Nature's rhythm is also an important factor that the themes are based upon. Evening classes and field trips may be arranged, as well as weekend and weeklong inspirational sequences between the sessions.

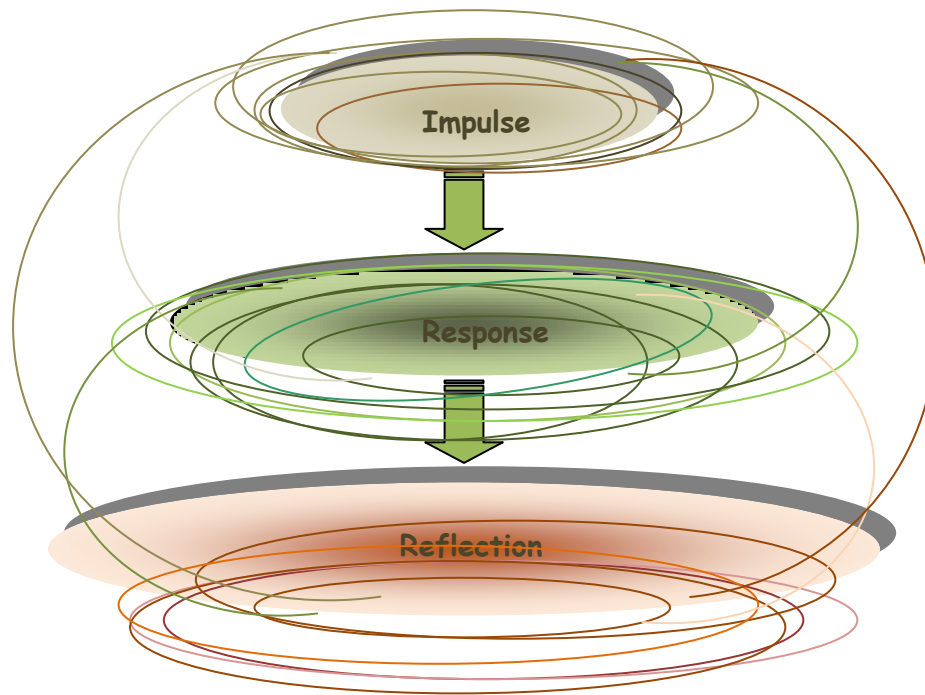
The sessions will mainly be organized as workshops with inspiring ideas, experience sharing, and practical creative work. Extracurricular activities will be available for the students and they will be encouraged to be active during and between sessions, both as a group and individually. Flexible working and teaching methods are important, so that the study can meet the industry requirements for change in the best possible way. By being proactive, it will ensure that the quality the students receive is the latest and most updated know how on the knowledge in the various subject areas. It is assumed that the student will be prepared for the classes, as well as following through on the tasks and projects.

The program concludes with a cross-subject portfolio exam. Documentation of the entire study process is therefore important, because the student will choose out parts of the process for further processing and development for their portfolio examination. This is the assessment portfolio that the whole portfolio examination will be based on. The portfolio should be readable for the external examiner and show the student's learning progression. The portfolio examination involves the

interdisciplinary and presentation of the process. It will have an emphasis on the academic subject of experimentation. More information about the portfolio examination will be given by the teachers and department head at the start of the school year.

## Vea's educational model

The principles for Vea's educational model are shown in the figure below (Figure 1):



**Figure 1:** Educational model.

The figure shows the context between central elements in a learning process defined here as: IMPULSE, RESPONSE and REFLECTION. At Vea, these are the three elements of the main features in a learning process. This is how we explain these elements:

### **Impulse:**

At Vea it is important to give the pupils and students subject impulses. It can be an introduction or inspiration for themes such as lectures, workshops, trials, demonstrations, and/or field trips.

### **Response:**

As a rule, after an impulse/impulses comes response, where the pupil/student transfers the impression of their own expression, preferably in plant materials. We are referring here about assignments, or project work in groups, individually, or a combination of the two, where the process from the idea to product has focus.

### **Reflection:**

To develop independent professionals, it is important to stimulate reflection. This is done through entering evaluations jointly or individually; plenary discussions, journal

writing, and other experience exchanges, where the "important and right" questions are asked.

As the model shows, a learning process can contain multiple influences, multiple responses, and multiple reflection sequences, and the order may be different from time to time. Empirically, we see that IMPULSE-RESPONSE-REFLECTION is a process that works like gears within each other, and it will often be a parallel process where it is not necessarily one that must come first to initiate the next step in the process. A response could easily serve as an impulse in single contexts and the reflections can have the character of the response.

### Internationalization

The program is based on an international learning environment, where Veas network and the students own contracts could be transferred and exchanged. Ideally the program would strive for the student group to be international and in this way international impulses would be present throughout the entire program. The study site will be mainly at Veas, but it is also desirable to have workshops abroad as long as they are of good quality, economic, and educational. During the duration of the study period, the students have the opportunity to participate in large international projects.

### International Cooperation

Veas is associated with an exciting international network called, Flornet ([www.flornet.eu](http://www.flornet.eu)), with partners from 24 central gardener and floral design schools from all over Europe. As a student at Veas you will have the opportunity to use this network for your own subject development, through participation in international modules or as an exchange student. The school also has close national contacts, as well as contacts in the Nordic region that one can transfer to as an exchange student.

### Educational provisional level, scope, workload, and length

The program is a vocational college course and builds further on the competence with trade practice with an aesthetic subject equivalent certificate. Competency requirements may be replaced by equivalent work experience. The contents of the main subject and the topic areas in the program are sharpened toward practical experience and work management, a subject competence that is relevant to the trade practice at a higher level.

The program is based on themes with clear work requirements that are varied with thought on design and content. This is to ensure versatility in the way in which to document and present concepts, Work requirements will also ensure that the student uses the time between sessions for their own specialization and that the sharing of experiences among the students becomes stronger and inspires contributions in the sessions.

*Experimental Floral Design* is equivalent to a half year full-time study, i.e. 1067 hours divided into 400 lessons and 667 student work hours (individual research).

## Contents of the Program

The program is sessions based with net support between the sessions. This gives an excellent opportunity for personal choice combined with projects in the subject area. The subject, Academic Experimentation is a self-based program and includes various topics that will provide inspiration and academic input.

### Main Subject

Technical experimentation is the main subject in the program and it has the most hours. The subject has a practical foundation where knowledge about and experimenting with plant materials has the main focus. Inspiration from plant materials provides a basis for material exploration.

### The Courses

The courses in *Experimental Floral Design* are the spices in the program. Through the courses the students will accumulate new knowledge and inspiration, and new perspectives on plant materials. They will create experiences through plant materials and work together with others. The courses integrate with the main subject to a large degree for illuminating the technical experimentation.

The table below (Table 1) gives an overview on the subject and the individual courses and their scope based on instruction time and the expected total contributions from the students. This is the total amount of time that the student will have of instruction in the courses. Various methods will be used to achieve the desired effects and outcome in the courses. The student will use the time outside of instruction for individual specialization. Both the instructional time and the individual specialization are assigned with 45 minute hours. Descriptions of the individual courses are given under course descriptions (The study plan part 2).

Code	Main Subject	Vocational School points	Number Instructional Hours at 45 minute hours	Individual Research at 45 minute hours
FE	Technical experimentation	30	400	667
Code	Courses in the Main Subject		Number Instructional hours	Individual research
FE	Technical Experimentation	Enter into the main subject	200	320
KI	Idea and Concept Development	Enter into the main subject	60	100
P	Plant Knowledge and Applied Botany	Enter into the main subject	40	70
U	Exhibition Techniques/Use of Space	Enter into the main subject	40	70
PL	Project Organization and Management	Enter into the main subject	40	70
KT	Communication/Conveying	Enter into the main subject	20	37

**Table1.** Overview of subject and topic code with attached instruction hours and individual efforts in the program *Experimental Floral Design with plant material*.

As the table about shows, *Technical Experimentation* is the main subject and will therefore permeate the entire program. The courses will be appropriate for carrying out the blocks in terms of specialization. Great emphasis is placed on integration and professional relevance.

### Assessment and Exam Arrangements

The purpose of the assessment is to ensure a high standard of education. Assessment means that the result of the training is assessed against levels of achievement in light of the objectives that are set out in the curriculum.

**The assessment will have different objectives. Including:**

- guide the students in the degree of achievement and improvement potential.
- motivate and further develop the student
- motivate the supervisor to continuously assess their teaching practices
- to inform the community, the work place, and higher educational institutions about which competences the student has achieved.

**With assessment considered as the basis:**

- the learning objectives as set out in this study plan, both the overall objectives in section 3 and the objectives of the curriculum under part 2, form the basis for the assessment. In projects/thematic tasks the objectives of learning will be synonymous with the work requirements.
- the assessment of the students work will show to what extent the objectives of the curriculum have been achieved
- finally, the students overall competence will be assessed as described in the curriculums overall goal.

**Assessment in the main subject and courses**

On all of the work assignments<sup>1</sup> the student will receive academic assessment along the way – (formative assessment) – and at the conclusion (summative assessment).

All work requirements will get one of these summative assessments **not passed or passed**. A list of the various work assignments will be given out at the beginning of the school year. The overview will show what the student needs to deliver, to whom, in which format and by what day. Additionally, with regard to the assessment mentioned above, the student will also get a written reply on all completed assignments with feedback on what was good and on what can be improved.

All topic/work assignments must have a passing grade in order to take the portfolio examination.

**The Exam**

The program concludes with a portfolio exam. The portfolio exam is an examination that will both illustrate the learning process and the result. The student documents and presents their individual progression throughout the course of study based on earlier work from their sample portfolio. Practical work, together with documentation, reflection, and an oral examination will show the student's progression and learning process.

The main subject and courses will be represented in the portfolio examination. The portfolio examination will be given a final grade that reflects the student's competence in *Experimental Floral Design*.

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<sup>1</sup> With work demands in this context, contract and delivering of various art is required. It can be verbal or visual documentation, products, exhibitions, presentations, technical evaluations, and the like.

## The Grading Scale

The letter grades shown in the table are applicable for grades in the examinations. It appears to general and qualitative descriptions provided by the Universities and Higher Educational Institutions, August 6, 2004 (Table 2).

Symbol	Term	General, non-subject description of assessment criteria
A	Excellent	Excellent presentation, clearly outstanding. The candidate demonstrates excellent assessment skills and a high degree of autonomy.
B	Very Good	Very good presentation. The candidate shows a certain degree of autonomy.
C	Good	Good presentation that is satisfactory in most areas. The candidate shows good judgment and autonomy in the most important areas.
D	Satisfactory	A satisfactory presentation with some essential lacking areas. The candidate shows a certain degree of good judgment and autonomy.
E	Sufficient	The presentation is sufficient and meets the minimum requirements, but not much more. The candidate shows a little judgment and autonomy.
F	Fail	Failed presentation that does not meet the minimum academic requirements. The candidate shows both an absence of both ability and autonomy.

**Table 2** Grading Scale

## Examiners

The students should ensure objective assessment of their knowledge and skills. The College President is responsible for appointing external examiners from the subject and educational criteria.

Internal examiners are always the actual subject teachers from each of the courses. External and internal examiners will examine the sample portfolio (part 1), documentation (part 2) and product/products, exhibition, presentations, etc. In the case of complaints, refer to Veas guidelines for handling complaints.

## Documentation on Vocational Education

After completion of the program and exam, documentation will be issued. It will document the results with which the student has achieved in the terms of the submitted work requirements and the portfolio exam. This certificate describes which final competences, Vocational Techniques Experimental Floral Design has. *Certificates* are issued to students who have completed and passed the entire vocational school education (all work requirements and the portfolio examination).

*Competence Evidence* is issued to students who have interrupted the program and have passed parts of the vocational school education. (Parts of the work requirements).

Please refer to the vocational school regulations for college students Chapter 3, which is located on the vocational school website.



**Part 2 – Subject and Course Descriptions**

***Experimental Floral Design***

Presentation of the Main Subject

## TECHNICAL EXPERIMENTATION

**Code: FE**

**Vocational School Points:** 30

**Number of instructional/classroom hours:** 200

**Number of hours in individual specialization:** 320

### Description of the Subject

*Technical Experimentation* is the main subject in the program and contains everything from creative methods to create work with various techniques and materials. The student will become familiar with various plant materials and techniques and use these for creating products and experiences. *Technical experimentation* is linked to various themes and contexts that give the students latitude in the use of plant materials. At the same time the main subject, *Technical Experimentation* gives the student opportunities for specializing in their own topics related to plant material, all while honing in on their on skills.

### Purpose of the Subject

#### Competence:

- provides a comprehensive competence in experimentation in plant materials
- combines materials, techniques, and tools, and creates new combinations
- be able to challenge existing technical disciplines and develop new ones
- be able to develop and manage the hand craft culture in their own subject in combination with *Experimental Floral Design*.

#### Knowledge:

- develop knowledge about the use of plant material in combination with their individual topics
- be able to create experiences with plant materials
- be able to make products based on plant materials in combination with other materials.

#### Skills:

- see techniques, tools, and equipment in combination with plant materials
- be able to use plant material appropriately, in combination with individual topics/handwork

## TECHNICAL EXPERIMENTATION

	Subject Descriptions
<b><i>The student will be able to manage and develop the handwork culture within their own discipline.</i></b>	<p><b>Main Objectives</b></p> <p>The student will be able to;</p> <ul style="list-style-type: none"> <li>- put the subject in a historic perspective and see their own work and professional role highlighted because of this.</li> <li>- contribute to continual further development of the handwork culture in the subjects.</li> <li>- develop and dispel existing academic disciplines.</li> </ul>
<b><i>The student will experiment and use materials from other handwork subjects in combination with plant materials.</i></b>	<p><b>Main Objectives</b></p> <p>The student will be able to;</p> <ul style="list-style-type: none"> <li>- experiment with various tools and techniques.</li> <li>- know that adjacent subject areas can be integrated into their own discipline.</li> <li>- survey actual materials, work tools, techniques, and equipment from other handwork subjects. The student can experiment with these and see new possibilities in their own discipline.</li> <li>- use new materials, work tools, techniques, and equipment in an appropriate manner.</li> <li>- document and present their findings.</li> </ul>
<b><i>The student will be able to experiment and acquire the knowledge to select and use the most suitable material in a given situation.</i></b>	<p><b>Main Objectives</b></p> <p>The student will;</p> <ul style="list-style-type: none"> <li>- get experience in practical use of various materials and techniques.</li> <li>- give knowledge of relevant and appropriate model materials in a given situation.</li> <li>- develop a basic understanding of material technology.</li> <li>- be able to develop new products, that are relevant to the subject and the time, which meet standards for quality, function, durability, and aesthetics.</li> </ul>
<b><i>The student will be able to use appropriate tools in product development, and see the connection between the use of techniques, tools,</i></b>	<p><b>Main Objectives</b></p> <p>The student will be able to;</p> <ul style="list-style-type: none"> <li>- be familiar with various equipment, tools, and aiding devices in the subject area.</li> <li>- apply this knowledge for developing new equipment, tools, and aiding devices.</li> <li>- consider the environment and see the possibilities for</li> </ul>

<b><i>and materials for obtaining the desired expression.</i></b>	recycling materials and products.
<b><i>The student will be familiar with the creative disciplines and will know how to experiment with plant materials in connection with these.</i></b>	<b>Main Objectives</b> The student will be able to; <ul style="list-style-type: none"><li>- be familiar with various creative disciplines in other designs and handcrafts.</li><li>- show creative disciplines in their own field of study and use these as a basis for technical experimentation with plant materials.</li></ul>

## Presentation of the Course

### IDEA AND CONCEPT DEVELOPMENT

**Code:** KI

**Vocational School Points:** Included in the main subjects

**Number of instructional/classroom hours:** 60

**Number of hours in individual specialization:** 100

#### Description of the course

*Idea and Concept Development* takes its creativity and how one can work in the process from idea to product, with among other things, plant materials. Imagination and new subject approaches, both technological and composition, are measurements that are used in the course, so as to develop new ideas.

Development of various concepts and concept-types are also central in the subject. The question, "What is a concept?" is seen in different perspectives, - including historical and various art related movements. The course will open up for new ideas and contribute to subject innovation. The students will have the opportunity to see their specific field of study in a new light, put into new contexts.

The course, *Idea and Concept Development* will provide competence in the development of ideas and concepts related to plant materials. The development is set in various contexts, from art to commercial work.

The course is closely linked to the main subject, *Technical Experimentation*, where the creative angles of the *Idea and Concept Development* course contributes to the variation in the practical creative work with plant materials. The students will have the opportunity to develop their own concepts in which they can build upon further into a business.

#### Purpose of the course

##### Competence:

- gain competence in the developing of ideas and concepts related to plant materials and to create experiences.
- to develop different concepts with others and individually
- ensure further development in connection to their individual focus/handwork/profession, so as to be able to answer the needs of the market and the demands for innovation.

**Knowledge:**

- have knowledge for various concepts related to art or for commercial work and use it as inspiration for technical experimentation.
- be able to convey ideas and concepts.

**Skills:**

- be able to work practically in various workshops for subject updating and inspiration.

**IDEA AND CONCEPT DEVELOPMENT**

<b>Course and Goal Descriptions</b>	
<b><i>The student will be able to work from idea to product as part of the design process.</i></b>	<p><b>Main Objectives</b></p> <p>The student will be able to;</p> <ul style="list-style-type: none"> <li>- work creatively in the design process, both individually, as well as with others.</li> <li>- make choices during the process and give justification of their choices from their desired expressions and context/dimensions.</li> <li>- experiment with various materials, tools, expression, and techniques during the design process.</li> <li>- document and present the design process.</li> <li>- use visualization for understanding and explaining the motives character and communicate with partners.</li> <li>- visualize their own ideas and expressions as part of the design process.</li> </ul>
<b><i>The student will be able to use their own methods and tools in Concept and Idea Development.</i></b>	<p><b>Main Objectives</b></p> <p>The student will be able to;</p> <ul style="list-style-type: none"> <li>- be familiar with various tools, equipment, and aiding devices in the subject areas.</li> <li>- see the connection between the technique choices, tools, and materials to get the desired expression.</li> <li>- consider environmentally and see the opportunities to recycle materials and products.</li> </ul>
<b><i>The student will be able to obtain and</i></b>	<p><b>Main Objectives</b></p> <p>The student will be able to;</p>

<p><b><i>use inspiration in an appropriate way.</i></b></p>	<ul style="list-style-type: none"> <li>- obtain inspiration from various sources.</li> <li>- use inspiration in the process.</li> <li>- revise the impression to their own personal expression</li> </ul>
<p><b><i>The student will have knowledge of contemporary art and design, its development and key players</i></b></p>	<p><b>Main Objectives</b> The student will</p> <ul style="list-style-type: none"> <li>- have knowledge of the most important forms of expressions in modern art and design related to concept thinking.</li> <li>- be able to analyze formal concepts.</li> <li>- be able to apply the analysis as the basis for their own work.</li> </ul>
<p><b><i>The student will be able to develop various concepts and know the differences between them.</i></b></p>	<p><b>Main Objectives</b> The student will be able to develop various innovative concepts.</p>

## Presentation of the Course

### PLANT KNOWLEDGE AND APPLIED BOTANY

**Code:** P

**Vocational School Points:** Included in the main subjects

**Number of instructional/classroom hours:** 40

**Number of hours in individual specialization:** 70

#### Description of the Course

*Technical Experimentation with Plant Materials* also requires knowledge about nature and plants. The students will come from various academic backgrounds, some with botanical and some without. The course, *Plant Knowledge and Applied Botany* will provide a practical and theoretical introduction into plant materials placed in its context. In their own research, the student will be able to immerse themselves in the plants in their own fields of interest and read up on botany. *Plant Knowledge and Applied Botany* will mainly deal with plants in the local environment and with the various habitats there. Knowledge about harvesting, product processing, and storage are also central in the study.

The course will provide an introduction in knowledge about the most important and interesting plants placed in context with experimentation. In addition, there will be a focus on applied botany (durability, plant characteristics, and structure systematic) and to perform literary searches to find information about plant materials.

#### Purpose of the Course

##### Competence:

- become more aware of nature's expressions, moods, and seasons, to be able to use them for inspiration in the basis of their own work.
- be aware of what the forest, land, and mountain areas can provide in the way of materials. See new uses and combinations within these areas.
- show respect for nature and manage its resources in an environmentally responsible and law abiding manner.

##### Knowledge:

- ensure further development of the student's knowledge in biology, so as to be able to work with plant materials innovatively in a broader context.
- update their plant knowledge and be able to recognize a number of plants.

##### Skills:

- be able to conduct literary searches.
- be able to conduct proper harvesting and product handling.

## PLANT KNOWLEDGE AND APPLIED BOTANY

<b>Subject Descriptions</b>	
<b><i>The student will show respect for nature and manage its resources in an environmentally sound manner.</i></b>	<p><b>Main Objectives</b></p> <p>The student will be able to;</p> <ul style="list-style-type: none"> <li>- walk in nature in a gentle non-damaging way.</li> <li>- take advantage of nature's self-produced materials.</li> <li>- recognize the relationship between natural and planted vegetation.</li> <li>- harvest and store the materials appropriately.</li> <li>- know the appropriate harvest time to avoid damage to crops.</li> <li>- know the shelf life of various natural materials.</li> <li>- know the laws that protect nature and the management of it.</li> <li>-</li> </ul>
<b><i>The student will be able to update themselves on plant knowledge, to recognize a number of plants and conduct literary searches.</i></b>	<p><b>Main Objectives</b></p> <p>The student will be able to;</p> <ul style="list-style-type: none"> <li>- recognize a number of plants.</li> <li>- recognize different habitats.</li> <li>- conduct literary searches and find information about the plants.</li> </ul>
<b><i>The student will have knowledge about plant biology and see it in the context of experimentation with plant material.</i></b>	<p><b>Main Objectives</b></p> <p>The student will be able to;</p> <ul style="list-style-type: none"> <li>- describe plant growth, shape, color, scent, or peculiarities.</li> <li>- use basic plant biology relevant Experimental Floral Design.</li> <li>- make appropriate plant treatments.</li> </ul>
<b><i>The student will be able, through nature studies, be aware of what the forest, land, and mountain areas can provide in the way</i></b>	<p><b>Main Objectives</b></p> <p>The student will be able to;</p> <ul style="list-style-type: none"> <li>- analyze nature and nature's various habitats.</li> <li>- describe moods and the variations of the seasons.</li> <li>- use their findings for the inspiration and basis in their own work.</li> </ul>

<b><i>of materials and see new uses and combinations.</i></b>	
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## Presentation of the Course

### COMMUNICATION /CONVEYING

**Code: K**

**Vocational School Points:** Included in the main subjects

**Number of instructional/classroom hours:** 20

**Number of hours in individual specialization:** 37

#### Description of the Course

A craftsman/artist communicates in various ways within their traditional profession. So as to further develop themselves as an intermediary in an aesthetic subject; it is important to have an awareness and more knowledge about communication and conveying, so as to find new ways and more untraditional ways in which to communicate through. The course, *Communication/Conveying* takes various ways of communicating, means of communication, knowledge about communication (use of the body, communication through art (conceptual art), communication through advertisement, formal means of communication, use of color, etc.

#### Purpose of the course

##### Competence:

- acquire competence in communication/conveying in an appropriate and deliberate manner.

##### Knowledge:

- acquire knowledge about communication and various ways of communicating.
- develop knowledge about various instruments to use in communication.
- be able to convey and create experiences where concepts and plant materials are involved in one way or another.

##### Skills:

- be able to communicate in an appropriate and deliberate manner to convey a message.
- use body language and facial expressions appropriately and consciously to convey a message.

## COMMUNICATION/CONVEYING

	Course Descriptions
<i>The student will gain knowledge about communication and various ways of communicating</i>	<p><b>Main Objectives</b></p> <p>The student will be able to;</p> <ul style="list-style-type: none"> <li>- use body language in an appropriate way</li> <li>- use verbal measures in communication</li> <li>- use sketches to develop, plan, and visualize ideas and suggestions as a means for finding solutions.</li> </ul>
<i>The student will be able to use appropriate measures to achieve the desired expression in Communication/Conveying</i>	<p><b>Main Objectives</b></p> <p>The student will be able to;</p> <ul style="list-style-type: none"> <li>- document academic results, both orally and written in the best possible way</li> <li>- prepare models to communicate ideas and concepts</li> <li>- use various materials and tools in the preparation</li> </ul>
<i>The student will be able to use appropriate technology in the effort to visualize and convey ideas and creative processes</i>	<p><b>Main Objectives</b></p> <p>The student will be able to;</p> <ul style="list-style-type: none"> <li>- use appropriate technology to visualize/communicate ideas and concepts</li> <li>- convey ideas to others and communicate about the ideas and abstract thoughts with others in a clear manner</li> </ul>
<i>The student will be able to communicate/convey by means of various instruments in a conscientious way</i>	<p><b>Main Objectives</b></p> <p>The student will be able to;</p> <ul style="list-style-type: none"> <li>- convey feelings and moods with the help of various instruments.</li> <li>- use formal aesthetic instruments in communication</li> </ul>
<i>The student will be able to communicate with other professionals in the creative process and under happenings</i>	<p><b>Main Objectives</b></p> <p>The student will be able to;</p> <ul style="list-style-type: none"> <li>- communicate with other professionals within the entertainment industry, such as directors, lighting crews, choreographers, etc</li> </ul>
<i>The student will be</i>	<b>Main Objectives</b>

<p><b><i>able to use plant materials in a conscientious way in the communication</i></b></p>	<p>The student will be able to;</p> <ul style="list-style-type: none"> <li>- use plant materials in a conscious way to communicate ideas and moods</li> <li>- use plant materials to create experiences</li> </ul>
<p><b><i>The student will be able to develop ideas, work processes, and finished products in their own way and evaluate them, and reflect on them.</i></b></p>	<p><b>Main Objectives</b></p> <p>The student will be able to;</p> <ul style="list-style-type: none"> <li>- present ideas and products verbally, visually, and materially.</li> <li>- customize the presentation to the desired expression extended out from the context.</li> <li>- work creatively and purposely in the presentation context.</li> <li>- reflect over the process from idea to product and use the experiences/knowledge in continued work.</li> </ul>

## Presentation of the Course

### EXHIBITION TECHNIQUES/SPACE

**Code: U**

**Vocational School Points:** Included in the main subjects

**Number of instructional/classroom hours:** 40

**Number of hours in individual specialization:** 70

#### Description of the Course

*Exhibition Techniques/Space* is a course that teaches how the experiences are presented and created, both inside and outside of the room. The students become aware of various tools that can enhance and create these experiences, such as lighting, color, and composition used in the room. The course focuses on what to try out and experimentation with various exposure measures and types of rooms. And also to find new ways to expose products and create total experiences around a product or even without a specific product; that the experience itself is the product.

## Purpose of the Course

### Competence:

- be able to create experiences in a conscientious way that is affiliated with *Experimentation with plant materials*.

### Knowledge:

- have knowledge about various measures for creating the experiences.
- have knowledge about space set in a historical and an architectural perspective.
- be able to take advantage of the space and the elements that exist in the room, for presenting the best possible installation or for creating the experience.

### Skills:

- be able to use formal aesthetic techniques in a room.
- be able to create a room, inside or out, to amplify a product, sensation, or mood.

## EXHIBITION TECHNIQUES/SPACE

	<b>Course Descriptions</b>
<b><i>The student will be able to create experiences in a conscientious way and be able to use the instruments needed to achieve this.</i></b>	<p><b>Main Objectives</b></p> <p>The student will be able to;</p> <ul style="list-style-type: none"> <li>- create holistic, aesthetic and/or unique experiences.</li> <li>- use of form, color, and materials in exposure, presentations, and exhibitions.</li> <li>- use various lighting possibilities in the most suitable methods.</li> <li>- use color on light consciously to set the desired mood.</li> <li>- create the lighting of rooms and installations</li> <li>- know the light's effects on plant materials.</li> </ul>
<b><i>The student will be able to utilize the room and the elements found in the room, for the best presented installation or to create the experience.</i></b>	<p><b>Main Objectives</b></p> <p>The student will be able to;</p> <ul style="list-style-type: none"> <li>- take into consideration the room's mood, movement pattern, plan and interior.</li> <li>- using data from the analysis; whether it is historical, formal, or a climatic analysis, under mounting and placement of decor.</li> </ul>
<b><i>The student will be able to experiment with exhibition techniques.</i></b>	<p><b>Main Objectives</b></p> <p>The student will be able to;</p> <ul style="list-style-type: none"> <li>- experiment with various exhibition techniques and measures to create experiences.</li> </ul>
<b><i>The student will be able to create the experience, both in and outside of the room.</i></b>	<p><b>Main Objectives</b></p> <p>The student will be able to;</p> <ul style="list-style-type: none"> <li>- create experiences inside of the room.</li> <li>- create experiences outside of the room.</li> </ul>

## Presentation of the Course

### PROJECT ORGANIZATION/MANAGEMENT

**Code: PL**

**Vocational School Points:** Included in the main subjects

**Number of instructional/classroom hours:** 40

**Number of hours in individual specialization:** 70

#### Description of the Course

*Experimental Floral Design* is all about creative processes and projects. The course, *Project Organization/Management* will provide the students with knowledge about organization of projects, logistics, and planning creative processes for more predictability. A good working relationship with others requires knowledge about relationships and communication. It is especially important in a creative process, where there is a lot of emotion and unpredictability involved. The course has some education associated with leading, as well.

#### Purpose of the subject

##### Competence:

- acquire an overall competence of creative processes, as well as organization and management of these.
- be able to motivate and inspire others in a creative process as the leader and as a cooperating partner.

##### Knowledge:

- have knowledge about project organization and management of creative processes and which challenges these various partners have in this type of process.
- be able to work together with others.
- be able to organize and plan a creative process and prepare schedules appropriate in terms of logistics, finance, and the seasons.

##### Skills:

- be able to conveniently carry out projects together with others.
- be able to lead creative projects and make appropriate choices along the way, alone and in collaboration with others.

## PROJECT ORGANIZATION/MANAGEMENT

	Course Descriptions
<b><i>The student will be able to organize and plan a creative process and prepare schedules appropriate in relation to the projects characteristics and limitations.</i></b>	<p><b>Main Objectives</b></p> <ul style="list-style-type: none"> <li>- The student will be able to; organize and plan a creative process with the help of various methods, to ensure predictability and also variation.</li> <li>- formulate concrete and clear schedules, thoughtful and appropriate in relation to the project's individuality and limitations (logistics, finance, seasons, etc.).</li> <li>- use the didactic relation model and other tools in the work.</li> </ul>
<b><i>The student will be able to cooperate with others on creative projects.</i></b>	<p><b>Main Objectives</b></p> <p>The student will be able to;</p> <ul style="list-style-type: none"> <li>- cooperate with others on creative projects</li> <li>- convey thoughts, ideas, and concrete plans associated with the creative process to partners and project staff.</li> <li>- relate to other professional groups on a creative project in a professional manner.</li> </ul>
<b><i>The student will be able to plan, implement, and evaluate activities/exhibitions/demonstrations and cooperate with others in relation to Experimentation with Plant Materials.</i></b>	<p><b>Main Objectives</b></p> <p>The student will be able to;</p> <ul style="list-style-type: none"> <li>- plan, implement, and evaluate various kinds of experiences in cooperation with others.</li> <li>- plan, implement, and evaluate exhibitions in and outside of the classroom in cooperation with others.</li> <li>- plan, implement, and evaluate various types of demonstrations.</li> </ul>
<b><i>The student will be able to lead others, inspire, and motivate others, as well as handle conflicts.</i></b>	<p><b>Main Objectives</b></p> <p>The student will be able to;</p> <ul style="list-style-type: none"> <li>- lead others in the creative processes/projects and contribute towards all that brings out the best towards the goal.</li> <li>- inspire and motivate others as the leader and draw out exchanges between the others.</li> <li>- manage conflicts in a educational and fair manner.</li> </ul>

## Reflection Memo 1:

Runi Kristoffersen  
Övre Solåsen 14  
1450 Nesoddtangen August 2011  
(currently working at Malmö)

### Experimental Floral Design

My background and experience in the subject of floral design spans over 30 years, where I have owned my own shop and have worked for others. After obtaining a teaching degree and a master degree in art history from the University of Oslo, I have in recent years been teaching in several European countries. Because of this, I know the subject and the subject's needs well. I also see that the subject can be developed to fulfill many more functions than it does today.

When it comes to Experimental Floral Design as a course at Veia, I see it as a course that covers many areas. One of the most important in the near future is that the florists will gain a better foundation and a greater understanding of the subject's possibilities. It will expand, as well, the floral shop customer base, as interest for education in flowers/plants and the environment continues among professionals. In the long range, I can see that the subject will have a leg to stand on and it will create more employment opportunities and greater uses of living materials, which in turn will provide a greater value for many.

I myself was involved in the development of the teaching plans over multiple years and was included in the test group that completed parts of this study as two modules. Those that participated in this trial were from Norway, Sweden, and Denmark and I know that we have a European market. Many of my colleagues in Europe, both those in the shops and those in the schools have already, after I have had conversations with them, expressed an interest.

After graduation, I can imagine many possible career choices:

- Through the understanding and experimenting with plant material related to space constraints and possibilities, a floral designer will be able to plan and implement large and small projects that will have affects on people mentally, physically, and aesthetically. Such expertise is necessary in the context of decorating a room, both in the health sector, in conjunction with theatrical performances, in malls, etc.
- The course will lead to better cooperation between architects/interior decorators and florists, and through this create a greater whole in both the private and public sector.
- Knowledge of project management is the basis for most activities which integrate several subjects; an important part of the course. I imagine that many will establish their own businesses working for major events, activities, and arrangements where this is necessary.

- Internationalization in the course will create great opportunities also for working internationally, and across borders create understanding of the importance of plant materials in various environments.
- Professionals that previously left the profession, because continued education was not offered, will now be able to receive it and become strong professionals that can function as consultants in many contexts.
- Communication and conveying will create new jobs that are currently lacking in the subject of floral decorating.

For me, there is not a doubt that this program is completely necessary for floral decorating and the florist trade's future!

Best Regards,

Runi Kristoffersen

## Reflection Memo 2:

Randi Brenna

Sivesindhøgda 322

2843 Eina

## Experimental Floral Design

Although I am young at 26 years of age, I have been in the industry a long time. I started as extra help in the floral business as a 15 year old and have worked with flowers since then. I received a certificate in 2004, and after a few years I became a little "restless" and I wanted to develop myself further and absorb more knowledge as a florist and craftsman. In 2007, I took a big chance, gave up a 100% permanent job and started Botanical Design at Veå – and I have not regretted it a single day. In 2011, I received a request to be a part of the "Skills Council" at Veå in which they are committed to the continued development of studies at the school. It seemed really interesting and of course I said yes. I have thus been able to share in the development of *Experimental Floral Design* and gave my views along the way as a florist. It is clear that this program is very exciting and that it will stand out from other programs that the school has, and you will not be able to find a similar program elsewhere in Europe either. This is a program for those that wish for "something more", who perhaps are already well established as a florist and would like to work at another venue, instead of just in the floral business. This is the perfect program for those that want to work on larger projects, events, focus more as a freelancer, etc. Is there a need for such florists both now and in the future? Yes, absolutely. It is also exciting to think of going into other professions that have common features in the aesthetics of the floral trade; for example, designers, artists, interior decorators, and other artisans. In this way one can gain a greater insight and understanding of how other aesthetes work and think through a process. It can also help to promote a florist's role in major projects, For example, room decorating; decorating new, large buildings, etc. Maybe in this way, in the future we can have a greater part in such processes than what we do now, that we also can be part of the planning from day 1, and not become "the last to make it a little nicer here, we need flowers!". Perhaps when our subject becomes more prominent and provides a growing interest others will want to become florists in the future, and also increase our status as skilled workers? Maybe this will make more jobs available to us in this trade, and that one can have more say over what one would like to use their florist education for?

In addition, it is exciting to make the program international by allowing florists, designers, etc from other countries be a part of the program. I, myself have been an exchange student in another country and have been with international gatherings through Botanical Design. I have seen and experienced how exciting it is to work together with those from another country and how they work and think in a process. We have much to learn here and a lot of inspiration to pick up! In short, I think this an exciting program that covers a broad spectrum of

involvement of various players in the arts, and that it gives a whole new dimension to the profession and our industry! There are many out there who would like to develop themselves further and do something besides just being in a shop; think bigger, work on larger projects and immerse themselves in the subject and as a esthetician. Answer the questions; who am I? what is my style? what do I want to do with all my knowledge and joy? This is a program that we need in our trade to give all that want it a big boost as a florist!

Vea is clearly the right place to house this type of program and be the main site for this program-for the likes of professional communities and opportunities for material utilization, experimentation, and specialization that you are looking for!

Sincerely,  
Randi Brenna

### **Reflection Memo 3:**

Hello!

I have owned Atelier Flora for 23 years and ever since I started I have worked with external and internal decorations for larger facilities, such as shopping centers, restaurants, and shops,

I am self-taught, but have always had projects. They have become my specialty.

Vea's program looks promising due to the fact that we lack people with expertise in our business (florist trade). There is a market out there, but not expertise.

Architects shake their heads when they see what florists do with their buildings. We should be a part of the early planning. We need the skills to be taken seriously!

This program is something that we really need, both at home and abroad.

Regards,  
Kristin Voreland  
Studio Flora AS