The Further Education and Training Awards Council (FETAC) was set up as a statutory body on 11 June 2001 by the Minister for Education and Science. Under the Qualifications (Education & Training) Act, 1999, FETAC now has responsibility for making awards previously made by NCVA.

Module Descriptor

Floristry Theory and Practice

Level 5       C20209

www.fetac.ie
Title  Floristry Theory and Practice

Code  C20209

Level  5

Value  1 credit

Purpose
This module is a statement of the standards to be achieved to gain a FETAC credit in floristry at Level 5. It is a mandatory module for the Level 5 Certificate in Floristry award.

It is designed to enable the learner to achieve proficiency in commercial floristry and equip them with the appropriate theoretical underpinning knowledge.

Preferred Entry Level
Level 4 Certificate, Leaving Certificate, or equivalent and/or relevant life and work experience.

Special Requirements  None

General Aims
Learners who successfully complete this module will:

8.1 appreciate the opportunities offered in commercial floristry as a career
8.2 develop good floristry skills
8.3 acquire the appropriate theoretical and practical knowledge
8.4 develop good floristry work practices
8.5 understand creative principles

Unit  The specific learning outcomes are grouped into 5 units.

Unit 1  Flower Conditioning and Handling
Unit 2  Assembly, Presentation and Wrapping
Unit 3  Flower Arrangements with Medium
Unit 4  Funeral Tributes
Unit 5  Wedding Flowers
10  Specific Learning Outcomes

Unit 1  Flower Conditioning and Handling

*Learners should be able to:*

10.1.1 explain the purpose of conditioning flowers and foliage for sale
10.1.2 manage stock e.g. counts lengths received from wholesalers, rotate stock
10.1.3 identify a wide range of cultivated cut flowers and foliage used in commercial floristry
10.1.4 apply correct conditioning method to a range of stem structures
10.1.5 identify varieties of flowers used for special occasions
10.1.6 demonstrate correct handling of cut flowers and foliage
10.1.7 explain the effect of environmental factors such as temperature, humidity, light, water and food supply on flower conditioning and handling
10.1.8 identify methods of increasing the vase life of flowers to include:
   - pre-conditioning
   - use of proprietary branded chemicals
   - effective siting

Unit 2  Assembly, Presentation and Wrapping

*Learners should be able to:*

10.2.1 prepare the following with reference to industry standards e.g. Society of Floristry handbook:
   - all round hostess (bouquet)
   - posy bouquet
   - informal presentation bouquet
   - textured bouquet
   - sheaf
   - linear and parallel tied assemblies

10.2.2 create a range of tied assemblies taking in to account factors such as:
   - proportion
   - balance
   - stability
   - cost of order
   - suitability of flowers to design
10.2.3 select suitable flowers and appropriate wrapping for specific use
10.2.4 pack and gift wrap a range of assemblies for transportation and ease of handling
10.2.5 store products safely in an environment, which will reduce the possibility of deterioration and damage
10.2.6 attach items to be included in a presentation such as flower food, care leaflet, customer card

Unit 3  Flower Arrangement with Medium

Learners should be able to:

10.3.1 prepare the following commercial flower arrangements
symmetrical arrangement
asymmetrical arrangement
posy arrangement
parallel designs
linear designs
10.3.2 select plant materials and appropriate media which meet the specification of the design
10.3.3 select appropriate containers for specific designs
10.3.4 complete designs that meet quality technical and aesthetic requirements of specification

Unit 4  Funeral Tributes

Learners should be able to:

10.4.1 prepare the following funeral tributes in either moss or foam
• single ended spray
• double ended spray
• open wreath
• grouped wreath
• based cross
• group/open cross
• cushion
• heart
• chaplet
• coffin spray
10.4.2 use the following:
- foam frames
- wire frames
- glue guns
- wires
- ribbons

10.4.3 recognize the requirements of funeral directors and the need for constructive liaison

10.4.4 recognise
- funeral tribute styles associated with specific cultures.
- features associated with specific organisations and clubs.

Unit 5

Wedding Flowers

Learners should be able to:

10.5.1 prepare the following bridal floristry items
- shower
- semi-crescent
- posy
- crescent
- buttonholes
- corsages
- head dresses
- cake tops

10.5.2 recognise the methods available for constructing formal bouquets and other items of bridal floristry.

10.5.3 recognise factors that influence the design of wedding flowers eg the texture and type of the bridal dress

10.5.4 explain the relationship between the cost of wedding flowers and a range of factors including:
- time required for assemble
- suitability of flowers
- style of bouquet selected

10.5.5 recognize factors that influence the style of bouquets e.g. venue, procedure
Portfolio of Assessment

Please refer to the glossary of assessment technique and the note on assessment principles at the end of this module descriptor.

All assessment is carried out in accordance with FETAC regulations.

Assessment is devised by the internal assessor, with external moderation by FETAC.

Summary:

Skills Demonstrations 50%
Learner Record 30%
Examination (Theory-Based) 20%

1 Skills Demonstration:

In one or more skills demonstrations candidates will be observed carrying out practical tasks in the following areas of floristry:

- Preparing a range of tied assemblies
- Preparing a range of commercial flower arrangements
- Preparing a range of funeral tributes
- Preparing a range of bridal floristry

Candidates will demonstrate adherence to safe working practices throughout the skills demonstration. The skills can be assessed at any time throughout the learning process.

11.2 Learner Record A personal journal will be compiled by candidates. It will include the following aspects of the candidate’s experience:

- a detailed description of skills acquired
- an outline of the steps followed when carrying out practical floristry tasks

The learner record may be presented using a variety of media, including written, oral, graphic, audio, visual or any combination of these. Any audio or visual evidence must be provided on tape.

11.3 Examination

The internal assessor will devise a theory-based examination that assesses candidates’ ability to recall and apply theory and understanding, requiring responses to a number of short questions. The examination will be based on a range of specific learning outcomes and will be 1 hour in duration.

The format of the examination will be as follows:

12 short answer questions
Candidates are required to answer 10 (2 marks each)
Candidate Name: _______________________________  PPSN: _______________________
Centre: ___________________________________________  Centre No.: __________

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Maximum Mark</th>
<th>Candidate Mark</th>
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<tbody>
<tr>
<td><strong>Skills Demonstration</strong></td>
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<tr>
<td>Appropriate preparation and planning of each task</td>
<td>10</td>
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<td>Effective carrying out of each task resulting in a quality finished product and showing mastery of floristry techniques</td>
<td>30</td>
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<td>Safe use and careful maintenance of tools, equipment and work area</td>
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<td><strong>Sub- Total</strong></td>
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<td><strong>Learner Record</strong></td>
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<tr>
<td>Comprehensive record of floristry tasks carried out</td>
<td>15</td>
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<tr>
<td>Detailed description of procedures followed when carrying out practical tasks</td>
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<td><strong>Sub- Total</strong></td>
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<td><strong>Total Mark</strong></td>
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*This mark should be transferred to the Module Results Summary Sheet*

**Internal Assessor’s Signature:** ________________________________  **Date:** __________

**External Authenticator’s Signature:** ____________________________  **Date:** __________
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<tr>
<th>Assessment Criteria</th>
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<td>12 short answer questions, answer any 10 (2 marks each)</td>
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<td>(Indicate questions answered)</td>
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<td>Question No.:*</td>
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<td><strong>TOTAL MARKS</strong></td>
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This mark should be transferred to the Module Results Summary Sheet

**Internal Assessor’s Signature:** _______________________________  **Date:** __________

**External Authenticator’s Signature:** ___________________________  **Date:** __________
# FETAC Module Results Summary Sheet

**Module Title:** Floristry Theory and Practice  
**Module Code:** C20209

<table>
<thead>
<tr>
<th>Assessment Marking Sheets</th>
<th>Mark Sheet 1</th>
<th>Mark Sheet 2</th>
<th>Total 100%</th>
<th>Grade*</th>
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</table>

**Signed:**

**Internal Assessor:**

This sheet is for internal assessors to record the overall marks of individual candidates. It should be retained in the centre. The marks awarded should be transferred to the official FETAC Module Results Sheet issued to centres before the visit of the external Authenticator.

*Grade*
- D: 80 - 100%
- M: 65 - 79%
- P: 50 - 64%
- U: 0 - 49%
- W: candidates entered who did not present for assessment
Glossary of Assessment Techniques

Assignment

An exercise carried out in response to a brief with specific guidelines and usually of short duration.

Each assignment is based on a brief provided by the internal assessor. The brief includes specific guidelines for candidates. The assignment is carried out over a period of time specified by the internal assessor.

Assignments may be specified as an oral presentation, case study, observations, or have a detailed title such as audition piece, health fitness plan or vocational area profile.

Collection of Work

A collection and/or selection of pieces of work produced by candidates over a period of time that demonstrates the mastery of skills.

Using guidelines provided by the internal assessor, candidates compile a collection of their own work. The collection of work demonstrates evidence of a range of specific learning outcomes or skills. The evidence may be produced in a range of conditions, such as in the learning environment, in a role play exercise, or in real-life/work situations.

This body of work may be self-generated rather than carried out in response to a specific assignment eg art work, engineering work etc

Examination

A means of assessing a candidate’s ability to recall and apply skills, knowledge and understanding within a set period of time (time constrained) and under clearly specified conditions.

Examinations may be:

- practical, assessing the mastery of specified practical skills demonstrated in a set period of time under restricted conditions
- oral, testing ability to speak effectively in the vernacular or other languages
- interview-style, assessing learning through verbal questioning, on one-to-one/group basis
- aural, testing listening and interpretation skills
- theory-based, assessing the candidate’s ability to recall and apply theory, requiring responses to a range of question types, such as objective, short answer, structured, essay. These questions may be answered in different media such as in writing, orally etc.

Learner Record

A self-reported record by an individual, in which he/she describes specific learning experiences, activities, responses, skills acquired.

Candidates compile a personal logbook/journal/diary/daily diary/record/laboratory notebook/sketch book. The logbook/journal/diary/daily diary/record/laboratory notebook/sketch book should cover specified aspects of the learner’s experience.
**Project**

*A substantial individual or group response to a brief with guidelines, usually carried out over a period of time.*

Projects may involve:

- research – requiring individual/group investigation of a topic
- process – eg design, performance, production of an artefact/event

Projects will be based on a brief provided by the internal assessor or negotiated by the candidate with the internal assessor. The brief will include broad guidelines for the candidate. The work will be carried out over a specified period of time.

Projects may be undertaken as a group or collaborative project, however the individual contribution of each candidate must be clearly identified.

The project will enable the candidate to demonstrate: *(some of these – about 2-4)*

- understanding and application of concepts in (specify area)
- use/selection of relevant research/survey techniques, sources of information, referencing, bibliography
- ability to analyse, evaluate, draw conclusions, make recommendations
- understanding of process/planning implementation and review skills/planning and time management skills
- ability to implement/produce/make/construct/perform
- mastery of tools and techniques
- design/creativity/problem-solving/evaluation skills
- presentation/display skills
- team working/co-operation/participation skills.

**Skills Demonstration**

*Assessment of mastery of specified practical, organisational and/or interpersonal skills.*

These skills are assessed at any time throughout the learning process by the internal assessor/another qualified person in the centre for whom the candidate undertakes relevant tasks.

The skills may be demonstrated in a range of conditions, such as in the learning environment, in a role-play exercise, or in a real-life/work situations.

The candidate may submit a written report/supporting documentation as part of the assessment.

Examples of skills: laboratory skills, computer skills, coaching skills, interpersonal skills.
FETAC Assessment Principles

1 Assessment is regarded as an integral part of the learning process.

2 All FETAC assessment is criterion referenced. Each assessment technique has assessment criteria which detail the range of marks to be awarded for specific standards of knowledge, skills and competence demonstrated by candidates.

3 The mode of assessment is generally local i.e. the assessment techniques are devised and implemented by internal assessors in centres.

4 Assessment techniques in FETAC modules are valid in that they test a range of appropriate learning outcomes.

5 The reliability of assessment techniques is facilitated by providing support for assessors.

6 Arising from an extensive consultation process, each FETAC module describes what is considered to be an optimum approach to assessment. When the necessary procedures are in place, it will be possible for assessors to use other forms of assessment, provided they are demonstrated to be valid and reliable.

7 To enable all learners to demonstrate that they have reached the required standard, candidate evidence may be submitted in written, oral, visual, multimedia or other format as appropriate to the learning outcomes.

8 Assessment of a number of modules may be integrated, provided the separate criteria for each module are met.

9 Group or team work may form part of the assessment of a module, provided each candidate’s achievement is separately assessed.