

SFL10

Floristry Training Package

Version 1

Volume I of II



Preliminary Information
Introduction
Qualifications Framework
Assessment Guidelines
Competency Standards

This volume is not to be used in isolation, but must be used in conjunction with the following volume:

Volume II: Floristry Units of Competency and Imported Units of Competency



Australian Government
Department of Education, Employment
and Workplace Relations

The material contained within this volume is part of the endorsed component of the SFL10 Floristry Training Package, endorsed by the National Quality Council on Endorsement date (TBA) and agreed to by the Ministers. This Training Package is to be reviewed by TBA.

SFL10 Floristry Training Package

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Volume I: Introduction, Qualifications Framework, Assessment Guidelines and Competency Standards

Preliminary Information	iii
Important Note to Users	iii
Version Modification History	iii
Summary of SFL10 Floristry Training Package	iv
Summary of AQF Qualifications in SFL10	iv
Summary of Units of Competency in SFL10 and their Prerequisite Requirements	iv
Imported Units of Competency in SFL10 Floristry Training Package	v
SFL10 Qualifications mapping table	viii
SFL10 Units of Competency Summary Mapping Table.....	x
SFL10 Mapping of Imported Units of Competency	xix
Explanation of the Review Date	xxiii
Overview	1
Overview of Training Packages	1
Overview of SFL10 Floristry Training Package	7
Review of WRF04 Floristry Training Package	10
Components of the SFL10 Floristry Training Package.....	13
Contacts.....	16
Qualifications Framework	17
The Australian Qualifications Framework.....	17
Skill Sets.....	22
Floristry Qualification Pathways.....	23
Qualification Requirements	25
Australian Apprenticeship Pathways	25
Employability Skills	26
Employability Skills Framework	27
Employability Skills Summary	30
Floristry Qualifications	31
SFL20110 Certificate II in Floristry (Assistant)	33
SFL30110 Certificate III in Floristry	36
SFL40110 Certificate IV in Floristry	41
SFL50110 Diploma of Floristry Design	47
Assessment Guidelines	53
Australian Quality Training Framework Assessment Requirements	54

Assessment Pathways.....	58
Assessor Requirements	60
Conducting Assessment	65
Assessment in the Floristry Industry	68
Competency Standards.....	77
What is Competency?	77
Contextualisation of Units of Competency by RTOs	77
Components of Units of Competency	77
Employability Skills in Units of Competency	79
Appendix: Suggested AQF Packaging of Floristry Units of Competency	83

Preliminary Information

Important Note to Users

Training Packages are not static documents; they are amended periodically to reflect the latest industry practices and are version controlled. It is essential that the latest version is always used.

Check the version number before commencing training or assessment

This Training Package is Version **1** – check whether this is the latest version by going to the National Training Information Service www.ntis.gov.au and locating information about the Training Package. Alternatively, contact Service Skills Australia www.serviceskills.com.au to confirm the latest version number.

Explanation of version number conventions

The primary release Training Package is Version 1. When changes are made to a Training Package, sometimes the version number is changed and sometimes it is not, depending on the extent of the change. When a Training Package is reviewed it is considered to be a new Training Package for the purposes of version control, and is Version 1. Do not confuse the version number with the Training Package's national code (which remains the same during its period of endorsement).

Version Modification History

The version details of this endorsed Training Package are in the table below. The latest information is at the top of the table.

Version	Release Date	Comments
1	NA	Primary release SFL10 replaces the WRF04 Floristry Training Package.

Summary of SFL10 Floristry Training Package

Summary of AQF Qualifications in SFL10

Code	Title
SFL20110	Certificate II in Floristry (Assistant)
SFL30110	Certificate III in Floristry
SFL40110	Certificate IV in Floristry
SFL50110	Diploma of Floristry Design

Summary of Units of Competency in SFL10 and their Prerequisite Requirements

Unit Code	Unit Title	Prerequisite Units
Floristry Design and Construction		
SFLDEC201A	Assemble floristry products	Nil
SFLDEC302A	Design floristry products	Nil
SFLDEC303A	Maintain floristry tools and equipment	Nil
SFLDEC304A	Construct hand tied floristry products	Nil
SFLDEC305A	Construct wired floristry products	Nil
SFLDEC306A	Construct floristry products with a base medium	Nil
SFLDEC407A	Design complex floristry products	Nil
SFLDEC408A	Construct complex floristry products	Nil
SFLDEC409A	Coordinate floristry products for a special occasion	Nil
SFLDEC510A	Design and produce innovative floristry products	Nil
SFLDEC511A	Style and manage an event	Nil
Floristry Sales and Operations		
SFLSOP201A	Source information on floristry products and services	Nil
SFLSOP202A	Recognise flower and plant materials	Nil
SFLSOP203A	Receive and store floristry stock	Nil
SFLSOP204A	Prepare and care for floristry stock	Nil
SFLSOP205A	Display and merchandise floristry products	Nil
SFLSOP306A	Provide quality service to floristry customers	Nil
SFLSOP307A	Sell floristry products	Nil
SFLSOP308A	Prepare quotations for floristry products	Nil
SFLSOP509A	Research, assess and develop a floristry product range	Nil

Imported Units of Competency in SFL10 Floristry Training Package		
Code	Title	Origin
RTF03 Amenity Horticulture		
RTF2008A	Maintain indoor plants	RTF03 Amenity Horticulture
RTF2024A	Tend nursery plants	RTF03 Amenity Horticulture
RTF3020A	Install and maintain interior plant displays	RTF03 Amenity Horticulture
RTF4001A	Design plant displays	RTF03 Amenity Horticulture
BSB07 Business Services		
BSBCRT501A	Originate and develop concepts	BSB07 Business Services
BSBCRT601A	Research and apply concepts and theories of creativity	BSB07 Business Services
BSBDES202A	Evaluate the nature of design in a specific industry context	BSB07 Business Services
BSBDES301A	Explore the use of colour	BSB07 Business Services
BSBDES402A	Interpret and respond to a design brief	BSB07 Business Services
BSBDES501A	Implement design solutions	BSB07 Business Services
BSBDES502A	Establish, negotiate and refine a design brief	BSB07 Business Services
BSBDES602A	Research global design trends	BSB07 Business Services
BSBDES701A	Research and apply design theory	BSB07 Business Services
BSBEBU401A	Review and maintain a website	BSB07 Business Services
BSBEBU501A	Investigate and design e-business solutions	BSB07 Business Services
BSBEBU502A	Implement e-business solutions	BSB07 Business Services
BSBFIA301A	Maintain financial records	BSB07 Business Services
BSBITU305A	Conduct online transactions	BSB07 Business Services
BSBPUR301B	Purchase goods and services	BSB07 Business Services
BSBSMB401A	Establish legal and risk management requirements of small business	BSB07 Business Services
BSBSMB402A	Plan small business finances	BSB07 Business Services
BSBSMB403A	Market the small business	BSB07 Business Services
BSBSMB404A	Undertake small business planning	BSB07 Business Services
BSBSMB405A	Monitor and manage small business operations	BSB07 Business Services
BSBSMB406A	Manage small business finances	BSB07 Business Services
BSBSMB407A	Manage a small team	BSB07 Business Services
BSBSUS201A	Participate in environmentally sustainable workplace practices	BSB07 Business Services

Imported Units of Competency in SFL10 Floristry Training Package		
Code	Title	Origin
BSBSUS301A	Implement and monitor environmentally sustainable workplace practices	BSB07 Business Services
BSBSUS501A	Develop workplace policy and procedures for sustainability	BSB07 Business Services
BSBWOR202A	Organise and complete daily work activities	BSB07 Business Services
HLT07 Health		
HLTFA301B	Apply first aid	HLT07 Health
SIR07 Retail Services		
SIRRFSA001A	Apply retail food safety practices	SIR07 Retail Services
SIRXCCS001A	Apply point-of-sale handling procedures	SIR07 Retail Services
SIRXCOM001A	Communicate in the workplace	SIR07 Retail Services
SIRXEBS001A	Acquire and retain online customers	SIR07 Retail Services
SIRXEBS004A	Select an e-business model	SIR07 Retail Services
SIRXFIN001A	Balance point-of-sale terminal	SIR07 Retail Services
SIRXHRM001A	Administer human resources policy	SIR07 Retail Services
SIRXHRM002A	Recruit and select personnel	SIR07 Retail Services
SIRXICT001A	Operate retail technology	SIR07 Retail Services
SIRXICT004A	Adopt mobile commerce applications to improve sales and service	SIR07 Retail Services
SIRXIND001A	Work effectively in a retail environment	SIR07 Retail Services
SIRXINV002A	Maintain and order stock	SIR07 Retail Services
SIRXMER005A	Create a display	SIR07 Retail Services
SIRXMGT001A	Coordinate work teams	SIR07 Retail Services
SIRXMGT003A	Lead and manage people	SIR07 Retail Services
SIRXMPR001A	Profile a retail market	SIR07 Retail Services
SIRXOHS001A	Apply safe working practices	SIR07 Retail Services
SIRXOHS002A	Maintain store safety	SIR07 Retail Services
SIRXOHS003A	Provide a safe working environment	SIR07 Retail Services
SIRXQUA001A	Develop innovative ideas at work	SIR07 Retail Services
SIRXQUA002A	Lead a team to foster innovation	SIR07 Retail Services
SIRXQUA003A	Create an innovative work environment	SIR07 Retail Services
SIRXQUA004A	Set up systems that support innovation	SIR07 Retail Services
SIRXRSK001A	Minimise theft	SIR07 Retail Services
SIRXSLS001A	Sell products and services	SIR07 Retail Services

Imported Units of Competency in SFL10 Floristry Training Package		
Code	Title	Origin
SIT07 Tourism, Hospitality and Events		
SITXCOM005A	Make presentations	SIT07 Tourism, Hospitality and Events
SITXMGT006A	Establish and conduct business relationships	SIT07 Tourism, Hospitality and Events
TAE10 Training and Education		
TAEASS401A	Plan assessment activities and processes	TAE10 Training and Education
TAEASS402A	Assess competence	TAE10 Training and Education
TAEASS403A	Participate in assessment validation	TAE10 Training and Education
TAEDEL301A	Provide work skill instruction	TAE10 Training and Education
CUV03 Visual Arts, Craft and Design Training Package		
CUVCOR07B	Use drawing techniques to represent the object or idea	CUV03 Visual Arts, Craft and Design
CUVCOR08A	Produce drawings to represent and communicate the concept	CUV03 Visual Arts, Craft and Design
CUVCOR09B	Select and apply drawing techniques and media to represent and communicate the concept	CUV03 Visual Arts, Craft and Design
CUVCRS03B	Produce computer-aided drawings	CUV03 Visual Arts, Craft and Design
CUVCRS11B	Select and prepare work for exhibition	CUV03 Visual Arts, Craft and Design
CUVDES04B	Integrate colour theory and design processes in response to a brief	CUV03 Visual Arts, Craft and Design
CUVVSP12B	Produce digital images	CUV03 Visual Arts, Craft and Design

SFL10 Qualifications mapping table		
Code and Title	Relates to	Nature of Relationship
SFL20110 Certificate II in Floristry (Assistant)	WRF20104 Certificate II in Floristry	<p>SFL20110 is equivalent to WRF20104 Certificate II in Floristry.</p> <p>The intent of this qualification has been broadened so that it can now apply to multiple industry environments including traditional retail floristry shops, studios and floristry businesses who sell via the internet or phone. The core focuses on floristry specific operational and construction competencies. The pool of electives has been increased to allow for flexibility.</p> <p>The core units and the new title better reflect the fundamental nature of job roles for entry level workers with this qualification.</p> <p>The total number of units required to achieve this qualification has decreased from 15 to 12.</p> <p>The number of core units required has decreased from 14 to 8.</p> <p>The number of elective units required has increased from 1 to 4.</p>
SFL30110 Certificate III in Floristry	WRF30104 Certificate III in Floristry	<p>SFL30110 is equivalent to WRF30104 Certificate III in Floristry.</p> <p>The intent of this new qualification has been broadened so that it can now apply to multiple industry environments including traditional retail floristry shops, studios and floristry businesses who sell via the internet or phone. The core focuses floristry specific operational, design and construction competencies. The pool of electives has been increased to allow for flexibility.</p> <p>The total number of units required to achieve this qualification has decreased from 22 to 21.</p> <p>The number of core units required has decreased from 20 to 16.</p> <p>The number of elective units required has increased from 2 to 5.</p>

SFL10 Qualifications mapping table

Code and Title	Relates to	Nature of Relationship
SFL40110 Certificate IV in Floristry	WRF40104 Certificate IV in Floristry	<p>SFL40110 is equivalent to WRF40104 Certificate IV in Floristry.</p> <p>The intent of this new qualification has been broadened so that it can now apply to multiple industry environments.</p> <p>An entry requirement has been introduced; this qualification is open to those who have significant vocational experience as a florist in the floristry industry.</p> <p>The SFL40110 core focuses on the complex design and construction competencies required by those who are progressing their career to a more technically proficient craftsperson. The pool of elective units allows florists to acquire skills to supervise staff and daily operational activities and to manage a small floristry business.</p> <p>The total number of units required to achieve this qualification has decreased from 32 to 15.</p> <p>The number of core units required has decreased from 26 to 5.</p> <p>The number of elective units required has increased from 6 to 10.</p>
SFL50110 Diploma of Floristry Design	New qualification.	<p>SFL50110 has no equivalent in the WRF04 Floristry Training Package.</p> <p>SFL50110 contains high-order design, construction and product development competencies required by highly-skilled floral designers. The pool of elective units allows senior designers to acquire skills to coordinate the day to day operational activities of the floristry business and to take a lead role in business planning activities for the organisation.</p>

SFL10 Units of Competency Summary Mapping Table		
Code and Title	Relates to	Nature of Relationship E = equivalent N = not equivalent
Floristry Design and Construction		
SFLDEC201A Assemble floristry products	WRFO204B Assemble and prepare floristry products	E Updated unit based on WRFO204B and is equivalent. This updated unit builds upon WRFO204B and has more explicit references to the fundamental nature of the floristry products to be assembled, and the application of the unit to trainee or junior florists. The notion of working under supervision and to pre-determined job specifications has been clarified through re-wording of elements and performance criteria.
SFLDEC302A Design floristry products	WRFD301B Create floristry designs using hand tied techniques WRFD302B Create floristry designs using wiring techniques WRFD303B Create floristry designs using a base medium	N New unit that covers elements of WRFD301B, WRFD302B and WRFD303B but is not equivalent. SFLDEC302A focuses on the design process for a diverse range of products. The pre-existing units combined both design and construction. In this new unit, design has been split from construction as, while they can be interdependent, they are two different skills. References to following a customer brief have been removed to ensure there is no duplication with the imported unit BSBDES402A Interpret and respond to a design brief.
SFLDEC303A Maintain floristry tools and equipment	New unit	N New unit focuses on regular maintenance activities for tools and equipment used for the preparation, construction and maintenance of floristry products.

SFL10 Units of Competency Summary Mapping Table

Code and Title	Relates to	Nature of Relationship E = equivalent N = not equivalent
SFLDEC304A Construct hand tied floristry products	WRFD301B Create floristry designs using hand tied techniques	<p>N</p> <p>Replacement unit covers elements of WRFD301B but is not equivalent.</p> <p>SFLDEC304A builds upon WRFD301B and has more explicit references to the construction process for a diverse range of hand tied products.</p> <p>WRFD301B combined both design and construction. In SFLDEC304A design has been split from construction as, while they can be interdependent, they are two different skills. Design aspects are covered by the unit SFLDEC302A Design floristry products.</p> <p>The packaging and wrapping elements have been rationalised for simplicity.</p>
SFLDEC305A Construct wired floristry products	WRFD302B Create floristry designs using wiring techniques	<p>N</p> <p>Replacement unit that covers elements of WRFD302B but is not equivalent.</p> <p>SFLDEC305A builds upon WRFD302B and has more explicit references to the construction process for a diverse range of products using wiring techniques.</p> <p>WRFD302B combined both design and construction. In SFLDEC305A, design has been split from construction as, while they can be interdependent, they are two different skills. Design aspects are covered by the unit SFLDEC302A Design floristry products.</p> <p>The packaging and wrapping elements have been rationalised for simplicity.</p>

SFL10 Units of Competency Summary Mapping Table

Code and Title	Relates to	Nature of Relationship E = equivalent N = not equivalent
SFLDEC306A Construct floristry products with a base medium	WRFD303B Create floristry designs using a base medium	<p>N</p> <p>Replacement unit that covers elements of WRFD303B but is not equivalent.</p> <p>SFLDEC306A builds upon WRFD303B and has more explicit references to the construction process for a diverse range of products with a base medium.</p> <p>WRFD303B combined both design and construction. In SFLDEC306A, design has been split from construction as, while they can be interdependent, they are two different skills. Design aspects are covered by the unit SFLDEC302A Design floristry products.</p> <p>The packaging and wrapping elements have been rationalised for simplicity.</p>
SFLDEC407A Design complex floristry products	WRFD404B Create custom made, advanced and large scale floristry designs	<p>N</p> <p>New unit that covers elements of WRFD404B but is not equivalent.</p> <p>SFLDEC407A focuses on the design process for a diverse range of complex products. WRFD404B combined both design and construction. In SFLDEC407A, design has been split from construction as, while they can be interdependent, they are two different skills.</p> <p>References to following a customer brief have been removed to ensure there is no duplication with the imported unit BSBDES402A Interpret and respond to a design brief.</p>

SFL10 Units of Competency Summary Mapping Table

Code and Title	Relates to	Nature of Relationship E = equivalent N = not equivalent
SFLDEC408A Construct complex floristry products	WRFD404B Create custom made, advanced and large scale floristry designs	<p>N</p> <p>Replacement unit that covers certain elements of WRFD404B but is not equivalent.</p> <p>SFLDEC408A builds upon WRFD404B and has more explicit references to the construction process for a diverse range of complex products.</p> <p>WRFD404B combined both design and construction. In SFLDEC408A, design has been split from construction as, while they can be interdependent, they are two different skills. Design aspects are covered by the unit SFLDEC407A Design complex floristry products.</p> <p>The packaging and wrapping elements have been rationalised for simplicity.</p>
SFLDEC409A Coordinate floristry products for a special occasion	New unit	<p>N</p> <p>New unit that focuses on the overall planning and co-ordination skills required by senior florists when the business is involved in the production of products for special occasions.</p>
SFLDEC510A Design and produce innovative floristry products	New unit	<p>N</p> <p>New unit that has a tight focus on the design and construction process for a diverse range of innovative products. This unit describes a highly creative and innovative design function undertaken by senior designers in the floristry industry.</p>

SFL10 Units of Competency Summary Mapping Table

Code and Title	Relates to	Nature of Relationship E = equivalent N = not equivalent
SFLDEC511A Style and manage an event	WRFD405A Design and manage large scale floral events	<p>E</p> <p>Updated unit based on WRFD405A and is equivalent.</p> <p>SFLDEC511A builds upon WRFD405A and focuses on the overall planning and co-ordination skills required by senior florists when the business is involved in the production and assembly of products for events.</p> <p>Title amended for clarity as the unit does not apply to floral events but to the floral styling of any type of event.</p> <p>Design and costing elements have been removed to ensure there is no duplication with suite of new design and costing units.</p>
Floristry Sales and Operations		
SFLSOP201A Source information on floristry products and services	<p>WRFO204A Apply techniques to update floristry industry knowledge</p> <p>WRFO306B Apply product knowledge to meet customer needs</p> <p>WRFO307B Recommend on floristry products and services</p>	<p>N</p> <p>Replacement unit based on elements of WRFO204A, WRFO306B and WRFO307B but is not equivalent.</p> <p>SFLSOP201A focuses on the development of floristry industry knowledge and essential product knowledge required to fulfil a range of sales and operational functions performed by a diverse range of floristry industry personnel.</p>
SFLSOP202A Recognise flower and plant materials	<p>WRFO306B Apply product knowledge to meet customer needs</p> <p>WRFO307B Recommend on floristry products and services</p>	<p>N</p> <p>Replacement unit based on elements of WRFO306B and WRFO307B but is not equivalent.</p> <p>SFLSOP202A focuses on the development of knowledge of flower and plant materials and their visual recognition, which is required to fulfil a range of operational functions performed by a diverse range of floristry industry personnel.</p>

SFL10 Units of Competency Summary Mapping Table

Code and Title	Relates to	Nature of Relationship E = equivalent N = not equivalent
SFLSOP203A Receive and store floristry stock	New unit	<p>N</p> <p>New unit focuses on the receipt and storage of floristry stock and maintaining the cleanliness of all stock handling and storage areas.</p>
SFLSOP204A Prepare and care for floristry stock	WRFO202B Care for floristry stock and merchandise	<p>E</p> <p>Updated unit based on WRFO202B and is equivalent.</p> <p>SFLSOP204A builds upon WRFO202B and focuses on the core intent of caring for flower and plant materials and other merchandise, including maintaining clean premises to avoid stock spoilage.</p>
SFLSOP205A Display and merchandise floristry products	WRFO203B Prepare and display floristry stock	<p>N</p> <p>Replacement unit based on elements of WRFO203B but is not equivalent.</p> <p>SFLSOP205A builds upon WRFO203B and focuses on the core intent of displaying and merchandising floristry stock and other merchandise.</p> <p>The content relating to conditioning, monitoring and maintaining the quality of flower and plant materials has been removed and included in SFLSOP204A Prepare and care for floristry stock.</p>
SFLSOP306A Provide quality service to floristry customers	WRFO201B Provide service to floristry customers	<p>E</p> <p>This unit is based on WRFO201B and is equivalent.</p> <p>SFLSOP306A builds upon WRFO201B and focuses on the communication and relationship building skills required to service the special needs of floristry customers. Personal presentation issues are included.</p>

SFL10 Units of Competency Summary Mapping Table

Code and Title	Relates to	Nature of Relationship E = equivalent N = not equivalent
SFLSOP307A Sell floristry products	<p>WRFO306B Apply product knowledge to meet customer needs</p> <p>WRFO307B Recommend on floristry products and services</p>	<p>N</p> <p>Replacement unit that covers elements from WRFO306B and WRFO307B but is not equivalent.</p> <p>SFLSOP307A builds upon these two units and focuses on the higher order selling skills required by the floristry industry, not previously covered. It requires the application of in-depth product knowledge.</p> <p>The duplicative content relating to the development of product knowledge and knowledge of flower and plant materials has been removed (now found in SFLSOP201A Source information on floristry products and services, and SFLSOP202A Recognise flower and plant materials).</p>
SFLSOP308A Prepare quotations for floristry products	New unit	<p>N</p> <p>New unit that focuses on the costing of products to meet customer requirements.</p>
SFLSOP509A Research, assess and develop a floristry product range	WRFO408B Implement floristry products and services plan	<p>N</p> <p>Replacement unit that covers certain elements of WRFO408B but is not equivalent.</p> <p>SFLSOP509A builds upon WRFO408B and focuses on the core intent of product development.</p> <p>It more explicitly and extensively covers the specific research and analysis requirements of product development, the interrelated structure of the industry, price setting, the product preferences and requirements of different markets, and maximising profitability for the business.</p> <p>The content relating to contracted negotiation has been removed and is covered by SITXMGT006A Establish and conduct business relationships.</p>

SFL10 Units of Competency Summary Mapping Table

Code and Title	Relates to	Nature of Relationship E = equivalent N = not equivalent
No unit	WRFD406A Create floral designs to competition specifications	The unit WRFD406A Create floral design to competition specifications has been deleted as this unit focussed on understanding competition rules and procedures, not specifically job outcome for the floristry industry.

SFL10 Mapping of Imported Units of Competency		
SFL10 Imported unit code and title	Related units in previous Training Package WRF04	Nature of Relationship E = equivalent N = not equivalent
RTF2008A Maintain indoor plants	RTF2008A Maintain indoor plants	E Same unit – no changes
RTF2024A Tend nursery plants	RTF2024A Tend nursery plants	E Same unit – no changes
RTF3020A Install and maintain interior plant displays	RTF3020A Install and maintain interior plant displays	E Same unit – no changes
RTF4001A Design plant displays	RTF4001A Design plant displays	E Same unit – no changes
BSBCRT501A Originate and develop concepts	None	N New unit – No equivalent in WRF04
BSBCRT601A Research and apply concepts and theories of creativity	None	N New unit – No equivalent in WRF04
BSBDES202A Evaluate the nature of design in a specific industry context	None	N New unit – No equivalent in WRF04
BSBDES301A Explore the use of colour	None	N New unit – No equivalent in WRF04
BSBDES402A Interpret and respond to a design brief	None	N New unit – No equivalent in WRF04
BSBDES501A Implement design solutions	None	N New unit – No equivalent in WRF04
BSBDES502A Establish, negotiate and refine a design brief	None	N New unit – No equivalent in WRF04
BSBDES602A Research global design trends	None	N New unit – No equivalent in WRF04
BSBDES701A Research and apply design theory	None	N New unit – No equivalent in WRF04
BSBEBU401A Review and maintain a website	None	N New unit – No equivalent in WRF04
BSBEBU501A Investigate and design e-business solutions	None	N New unit – No equivalent in WRF04
BSBEBU502A Implement e-business solutions	None	N New unit – No equivalent in WRF04

SFL10 Mapping of Imported Units of Competency		
SFL10 Imported unit code and title	Related units in previous Training Package WRF04	Nature of Relationship E = equivalent N = not equivalent
BSBFIA301A Maintain financial records	None	N New unit – No equivalent in WRF04
BSBITU305A Conduct online transactions	None	N New unit – No equivalent in WRF04
BSBPUR301B Purchase goods and services	None	N New unit – No equivalent in WRF04
BSBSMB401A Establish legal and risk management requirements of small business	BSBSBM401A Establish business and legal requirements	E Updated unit based on BSBSBM401A and that unit is equivalent to BSBSMB401A.
BSBSMB402A Plan small business finances	None	N New unit – No equivalent in WRF04
BSBSMB403A Market the small business	BSBSBM403A Promote the business	E Updated unit based on BSBSBM403A and that unit is equivalent to BSBSMB403A.
BSBSMB404A Undertake small business planning	BSBSBM404A Undertake business planning	E Updated unit based on BSBSBM404A and that unit is equivalent to BSBSMB404A.
BSBSMB405A Monitor and manage small business operations	BSBSBM405A Monitor and manage business operations	E Updated unit based on BSBSBM405A and that unit is equivalent to BSBSMB405A.
BSBSMB406A Manage small business finances	BSBSBM406A Manage finances	E Updated unit based on BSBSBM406A and that unit is equivalent to BSBSMB406A.
BSBSMB407A Manage a small team	BSBSBM407A Manage a small team	E Updated unit based on BSBSBM407A and that unit is equivalent to BSBSMB407A.
BSBSUS201A Participate in environmentally sustainable workplace practices	None	N New unit – No equivalent in WRF04

SFL10 Mapping of Imported Units of Competency

SFL10 Imported unit code and title	Related units in previous Training Package WRF04	Nature of Relationship E = equivalent N = not equivalent
BSBSUS301A Implement and monitor environmentally sustainable workplace practices	None	N New unit – No equivalent in WRF04
BSBSUS501A Develop workplace policy and procedures for sustainability	None	N New unit – No equivalent in WRF04
BSBWOR202A Organise and complete daily work activities	None	N New unit – No equivalent in WRF04
HLTFA301B Apply first aid	None	N New unit – No equivalent in WRF04
SIRRFSA001A Apply retail food safety practices	None	N New unit – No equivalent in WRF04
SIRXICT001A Operate retail technology	WRRCA1B Operate retail equipment	E Updated unit based on WRRCA1B and that unit is equivalent to SIRXICT001A.
SIRXICT004A Adopt mobile commerce applications to improve sales and service	WRRO13A Adopt mobile commerce applications to improve sales and service	E Updated unit based on WRRO13A and that unit is equivalent to SIRXICT004A.
SIRXEBS001A Acquire and retain online customers	WRRO15A Acquire and retain online customers	E Updated unit based on WRRO15A and that unit is equivalent to SIRXEBS001A.
SIRXEBS004A Select an e-business model	WRRO12A Select an e-business model	E Updated unit based on WRRO12A and that unit is equivalent to SIRXEBS004A.
SIRXINV002A Maintain and order stock	None	N New unit – No equivalent in WRF04
SIRXHRM001A Administer human resources policy	WRRPM1B Administer human resources policy	E Updated unit based on WRRPM1B and that unit is equivalent to SIRXHRM001A.

SFL10 Mapping of Imported Units of Competency		
SFL10 Imported unit code and title	Related units in previous Training Package WRF04	Nature of Relationship E = equivalent N = not equivalent
SIRXHRM002A Recruit and select personnel	WRRPM2B Recruit and select personnel	E Updated unit based on WRRPM2B and that unit is equivalent to SIRXHRM002A.
SIRXMGT003A Lead and manage people	WRRPM3B Lead and manage people	E Updated unit based on WRRPM3B and that unit is equivalent to SIRXMGT003A.
SIRXQUA001A Develop innovative ideas at work	WRRO8A Develop innovative ideas at work	E Updated unit based on WRRO8A and that unit is equivalent to. SIRXQUA001A.
SIRXQUA002A Lead a team to foster innovation	WRRO9A Lead a team to foster innovation	E Updated unit based on WRRO9A and that unit is equivalent to SIRXQUA002A.
SIRXQUA003A Create an innovative work environment	WRRO10A Create an innovative work environment	E Updated unit based on WRRO10A and that unit is equivalent to SIRXQUA003A.
SIRXQUA004A Set up systems that support innovation	WRRO11A Set up systems that support innovation	E Updated unit based on WRRO11A and that unit is equivalent to SIRXQUA004A.
SITXCOM005A Make presentations	None	N New unit – No equivalent in WRF04
SITXMGT006A Establish and conduct business relationships	None	N New unit – No equivalent in WRF04
TAEASS401A Plan and organise assessment	BSZ401A Plan Assessment	N Updated unit based on BSZ401A. Unit enhanced to include a new element on developing simple assessment tools
TAEASS402A Assess competence	BSZ402A Conduct Assessment	E Updated unit based on BSZ402A and that unit is equivalent to TAEASS402A.

SFL10 Mapping of Imported Units of Competency		
SFL10 Imported unit code and title	Related units in previous Training Package WRF04	Nature of Relationship E = equivalent N = not equivalent
TAEASS403A Participate in assessment validation	BSZ403A Review Assessment	E Updated unit based on BSZ403A and that unit is partially equivalent to TAEASS403A.
TAEDEL301A Provide work skill instruction	BSZ404A Train small groups	E Updated unit based on BSZ404A and that unit is partially equivalent to TAEDEL301A.
CUVCOR07B Use drawing techniques to represent the object or idea	None	N New unit – No equivalent in WRF04
CUVCOR08A Produce drawings to represent and communicate the concept	None	N New unit – No equivalent in WRF04
CUVCOR09B Select and apply drawing techniques and media to represent and communicate the concept	None	N New unit – No equivalent in WRF04
CUVCRS03B Produce computer-aided drawings	None	N New unit – No equivalent in WRF04
CUVCRS11B Select and prepare work for exhibition	None	N New unit – No equivalent in WRF04
CUVDES04B Integrate colour theory and design processes in response to a brief	None	N New unit – No equivalent in WRF04
CUVVSP12B Produce digital images	None	N New unit – No equivalent in WRF04

Explanation of the Review Date

The review date (shown on the title page and in the footer of each page) indicates when the Training Package is expected to be reviewed in the light of changes such as changing technologies and circumstances. The review date is not an expiry date. Endorsed Training Packages and their components remain current until they are reviewed or replaced.

Overview

Overview of Training Packages

What is a Training Package?

A Training Package is an integrated set of nationally endorsed competency standards, assessment guidelines and Australian Qualifications Framework (AQF) qualifications for a specific industry, industry sector or enterprise.

Each Training Package:

- provides a consistent and reliable set of components for training, and recognising and assessing people's skills, and may also have optional support materials
- enables nationally recognised qualifications to be awarded through direct assessment of workplace competencies
- encourages the development and delivery of flexible training which suits individual and industry requirements
- encourages learning and assessment in a work-related environment which leads to verifiable workplace outcomes.

How do Training Packages fit within the National Training Framework?

The National Training Framework is made up of the nationally agreed quality arrangements for the vocational education and training sector, the Australian Quality Training Framework (AQTF), and Training Packages endorsed by the National Quality Council (NQC).

How are Training Packages developed?

Training Packages are developed by Industry Skills Councils or enterprises to meet the identified training needs of specific industries or industry sectors. To gain national endorsement of Training Packages, developers must provide evidence of extensive research, consultation and support within the industry area or enterprise.

How do Training Packages encourage flexibility?

Training Packages describe the skills and knowledge needed to perform effectively in the workplace without prescribing how people should be trained. Training Packages acknowledge that people can achieve vocational competency in many ways by emphasising what the learner can do, not how or where they learned to do it. For example, some experienced workers might be able to demonstrate competency against the units of competency, and even gain a qualification, without completing a formal training program.

With Training Packages, assessment and training may be conducted at the workplace, off the job, at a training organisation, during regular work, or through work experience, work placement, work simulation or any combination of these.

Who can deliver and assess using Training Packages?

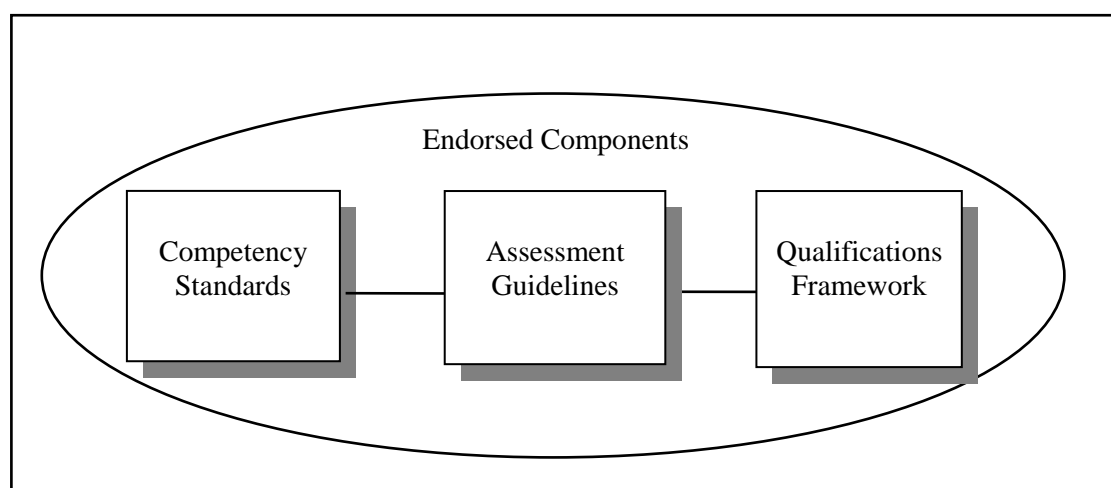
Training and assessment using Training Packages must be conducted by a registered training organisation (RTO) that has the qualifications or specific units of competency on its scope of registration, or that works in partnership with another RTO as specified in the AQTF.

Training Package components

Training Packages are made up of mandatory components endorsed by the NQC and optional support materials.

Training Package endorsed components

The nationally endorsed components include the Competency Standards, Assessment Guidelines and Qualifications Framework. These form the basis of training and assessment in the Training Package and, as such, they must be used.



Competency Standards

Each unit of competency identifies a discrete workplace requirement and includes the knowledge and skills that underpin competency as well as language, literacy and numeracy and occupational health and safety requirements. The units of competency must be adhered to in training and assessment to ensure consistency of outcomes.

Assessment Guidelines

The Assessment Guidelines provide an industry framework to ensure all assessments meet industry needs and nationally agreed standards as expressed in the Training Package and the AQTF Essential Conditions and Standards for Continuing Registration and AQTF Essential Conditions and Standards for Initial Registration. The Assessment Guidelines must be followed to ensure the integrity of assessment leading to nationally recognised qualifications.

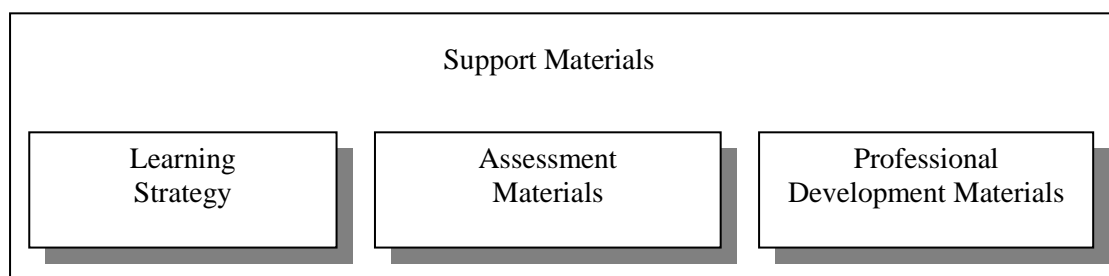
Qualifications Framework

Each Training Package provides details of those units of competency that must be achieved to award AQF qualifications. The rules around which units of competency can be combined to make up a valid AQF qualification in the Training Package are referred to as the ‘packaging rules’. The packaging rules must be followed to ensure the integrity of the nationally recognised qualifications issued.

Training Package support materials

The endorsed components of Training Packages are complemented and supported by optional support materials that provide for choice in the design of training and assessment to meet the needs of industry and learners.

Training Package support materials can relate to single or multiple units of competency, an industry sector, a qualification or the whole Training Package. They tend to fall into one or more of the categories illustrated below.



Training Package support materials are produced by a range of stakeholders such as RTOs, individual trainers and assessors, private and commercial developers and government agencies.

Where such materials have been quality assured through a process of ‘noting’ by the NQC, they display the following official logo. Noted support materials are listed on the National Training Information Service (NTIS) website, together with a detailed description and information on the type of product and its availability <www.ntis.gov.au>.



It is not compulsory to submit support materials for noting; any resources that meet the requirements of the Training Package can be used.

Training Package qualification and unit of competency codes

There are agreed conventions for the national codes used for Training Packages and their components. Always use the correct codes, exactly as they appear in the Training Package, and with the code, **and with the code always before the title.**

Training Package codes

Each Training Package has a unique five-character national code assigned when the Training Package is endorsed, for example SFL10. The first three characters are letters identifying the Training Package industry coverage and the last two characters are numbers identifying the year of endorsement.

SSA Training Package	ISC identifier– 2 alpha	Training Package identifier-1 alpha	Endorsement Year – 2 digit
SFL10	S	FL	10
	Service Industries	Floristry	2010

Qualification codes

Within each Training Package, each qualification has a unique eight-character code, for example SFL30110. The first three letters identify the Training Package; the first number identifies the qualification level (noting that Arabic numbers are not used in qualification titles themselves); the next two numbers identify the position in the sequence of the qualification at that level; and the last two numbers identify the year in which the qualification was endorsed. (Where qualifications are added after the initial Training Package endorsement, the last two numbers may differ from other Training Package qualifications as they identify the year in which those particular qualifications were endorsed.)

SSA Qualification	ISC identifier– 1 alpha	Training Package identifier-2 alpha	AQF level – 1 digit	Sequence within AQF level – 2 digit	Endorsement Year – 2 digit
SFL30110	S	FL	3	01	10
Certificate III in Floristry	Service Industries	Floristry	First packaged at AQF level 3	First Certificate III in sequence	2010

Unit of competency codes

Within each Training Package, each unit of competency has a unique code. The unit of competency codes are assigned when the Training Package is endorsed, or when new units of competency are added to an existing endorsed Training Package.

A typical code is made of up to 12 characters, normally a mixture of uppercase letters and numbers, as in SFLDEC302A. The first three characters signify the Training Package (SFL10 Floristry Training Package in the above example) and up to eight characters, relating to an industry sector, function or skill area, follow. The last character is always a letter and identifies the unit of competency version. The 'A' in the example above indicates that this is the original unit of competency. An incremented version identifier usually means that minor changes have been made. Typically, this would mean that wording has changed in the range statement or evidence guide, providing clearer intent. Where changes are made that alter the outcome, a new code is assigned and the title is changed.

ISC identifier– 1 alpha	Training Package identifier-2 alpha	Functional area/field – 3 alpha	AQF level at which the unit is first packaged	First unit in the numerical sequence for the functional area – 2 digit	Version identifier – 1 alpha
S	FL	DEC	3	02	A
Service Industries	Floristry	Design and Construction	First packaged at AQF level 3	Second in sequence	Version A

Training Package qualification and unit of competency titles

There are agreed conventions for titling Training Packages and their components. Always use the correct titles, exactly as they appear in the Training Package, and with the code always placed before the title.

Training Package titles

The title of each endorsed Training Package is unique and relates the Training Package's broad industry coverage.

Qualification titles

The title of each endorsed Training Package qualification is unique. Qualification titles use the following sequence:

- firstly, the qualification is identified as either Certificate I, Certificate II, Certificate III, Certificate IV, Diploma, Advanced Diploma, Vocational Graduate Certificate or Vocational Graduate Diploma
- this is followed by the words ‘in’ for Certificates I to IV and Vocational Graduate Certificate and ‘of’ for Diploma, Advanced Diploma and Vocational Graduate Diploma. For example: SFL20110 Certificate II in Floristry (Assistant), SFL50110 Diploma of Floristry Design
- then the industry descriptor follows, for example Floristry
- if applicable, the occupational or functional stream follows in brackets, for example Certificate II in Floristry (Assistant).

Unit of competency titles

Each unit of competency title is unique. Unit of competency titles describe the competency outcome concisely, and are written in sentence case.

For example:

- SFLDEC302A Design floristry products.

Overview of SFL10 Floristry Training Package

Overview of the Floristry Industry

The floristry industry and florists

The traditional distribution chain for floristry products is rapidly changing and this causes some challenges in defining the floristry industry, with the role of a florist as an individual being easier to define.

In essence, a florist is a person with the creative and practical skills to design and construct floral arrangements. The distribution and sale of those arrangements varies depending on the nature and type of business. Florists themselves define their role as a bench-work based craftsperson, and distributing and selling their product is seen as ancillary to their craft—yet vitally important to their livelihood. Increasingly, traditional small business shopfront florists are trying to distinguish themselves as floral designers in response to the emergence of larger online businesses who mass-produce standard designs at competitive prices.

There are several diverse types of businesses that form the floristry industry, and no standard way of identifying the sectors it comprises. Commonly, the industry identifies the following sectors or environments in which florists are engaged and which are all covered by this Training Package.

- Shopfront, or ‘bricks and mortar’ floristry retail outlets, are seen as traditional florists who design, construct and sell on-site—however, they are increasingly using distribution methods such as online and telephone sales in addition to relying on the ‘passing trade’ customer. Traditionally, registered training organisations have provided qualifications for the florist seeking work in, or working in, shopfront retail floristry businesses.
- Studio floristry businesses, usually micro businesses without a shopfront presence, design, construct and sell their floristry products most commonly to the corporate client, but also to retail customers.
- Online floristry businesses offer a brand and product consistency for a range of floristry products, and market and sell direct to the retail consumer. Workers without specific floristry qualifications generally produce these items, although qualified florists may design products and supervise the construction work. To date, this type of business has relied on workplace training, and previous qualifications have been too heavily weighted towards the retail shopfront model to be useful to them.
- Wholesale or grower businesses have traditionally supplied the raw product (that is, flower and plant materials) to retail florists for design and construction of the final floral arrangement. Increasingly, wholesalers and growers are now involved in the production of, usually, simple and cost competitive floral arrangements for sale in supermarkets, service stations and greengrocer outlets. While wholesalers and growers employ florists, they would not use their full range of skills when constructing these products. Retailers who sell flowers as an ancillary product, such as service stations, greengrocers and supermarkets, are not considered part of the floristry industry.

By far the most common working environment for a florist remains the traditional shopfront retail outlet; however, florists at different skill levels work in all the diverse environments described above.

Within the Australian and New Zealand Standard Industrial Classification (ANZSIC), floristry as an industry falls under the collection category of Flower Retailing (a sub-section of Other Personal and Household Goods Retailing). The Flower Retailing industry, as defined by ANZSIC, includes only shopfront retailers specialising in cut flowers.

The relevant Australian Standard Classification of Occupations (ASCO) classification for this occupation is 'Florist' (a sub-category of Miscellaneous Tradespersons and Related Workers). Tasks in the ASCO description include:

- planning and designing floral arrangements
- arranging supply and storage of flowers, greenery, decorations and other items
- selecting, trimming and arranging flowers and other materials
- packing, wrapping, attaching message cards and organising delivery of completed arrangements
- serving customers and accepting payments.

The emergence of business models such as online businesses where there is no traditional shopfront presence for the florist means that there are also jobs where individuals are responsible for the production of floral arrangements following a pre-determined design and where there is no direct contact with the customer.

Regardless of their location or skill level, or the distribution method being utilised, this Floristry Training Package provides the competencies and qualifications for florists involved in the design and construction of floristry products. It also covers a range of small business skills including customer service, sales, finance, marketing and e-business that can apply to different job roles and across environments.

The size of the industry

Based on the Flower Retailing and Florist definitions presented by ANZSIC and ASCO, it is estimated there are around 7000 retail florists in Australia employing in total around 19,000 florists. Of those individuals, just over 30% are working proprietors. In addition, there are large numbers of other businesses for which there are no statistics that are part of the floristry industry, but which do not fit within the Flower Retailing or Florist definitions.

Increasingly, the profile of individuals seeking careers as florists is older workers rather than school leavers. This includes people in their early to mid 20s who have already been working for a few years, plus individuals seeking a career change later in life and those seeking to become an owner-operator of a small business.

Industry income and markets

The total retail value of cut flowers, both arranged and unarranged, was estimated at \$1 billion for 2006–07. The shopfront flower retailing industry specialising in cut flowers was estimated to account for just under half of this market.

Households remain the primary source of business for shopfront florists, although corporate clients are also important. Industry operators are thought to derive roughly 60% of revenue from floral arrangements, 20% from cut flowers and 10% from plants. Sales of wildflowers are growing strongly.

Although flowers remain the primary source of income, florists are now also carrying a much broader range of general retail product including gifts and other specialty items.

Impacts of technology

Technological innovation, in particular the Internet, has had a significant impact on floristry businesses. Many florists have established online shopping facilities and Internet florist affiliations, indicating shifts in the way that shopfront florists receive and conduct business. Internet sales for some businesses can be as high as 20% of total sales. Contemporary florists need to develop a range of technological skills for marketing and distribution of their product.

Licensing and regulation of the floristry industry

No licensing and regulation issues have been identified as having a major impact on the SFL10 Floristry Training Package.

Review of WRF04 Floristry Training Package

The SFL10 Floristry Training Package represents the review, redevelopment and rationalisation of the WRF04 Floristry Services Training Package, initially endorsed in 2004.

SFL10 was funded by the Department of Education, Employment and Workplace Relations (DEEWR) and managed by the Service Industries Skills Council. The review was directed by a National Industry Reference Group and involved input from a diverse range of floristry industry stakeholders including employers, employer bodies, employees, unions, public and private RTOs and state training authorities.

The review commenced in June 2007, with initial scoping and research into the industry and its use of the Training Package. A discussion paper was released in July 2007 and the 'Report into the Continuous Improvement of the Floristry Training Package' was developed based on the feedback received from industry and other stakeholders. The report, finalised in March 2008, formed the basis for further consultation with stakeholders and the development of the reviewed Training Package. Validation involved dissemination of all content of the reviewed Training Package to ensure the enhanced product meets the needs of users and provides industry with quality training and assessment outcomes.

Changes within industry since 2004 and within the policy framework for the development of Training Packages have resulted in the following key changes.

- Both employability and sustainability skills are now explicitly embedded in units of competency as the result of major industry and DEEWR initiatives.
- Units of competency are now presented using the latest DEEWR template designed to ensure consistency across all Training Packages.
 - The new 'Application' statement at unit level provides clear information about how the unit can apply to different contexts, industry sectors and environments; and who performs the function described by the unit, and at what level of workplace responsibility. The nomination of typical job titles clarifies the unit's applicability to different job roles. Information on the intent of the unit and how it can apply to the development of different types of products provides clarity on the complexity of the skills described within the unit.
 - The 'Critical Aspects' statement in the unit evidence guide provides focused information on the essential evidence to be collected by the assessor to ensure that the candidate demonstrates competency. This statement synthesises whole of unit content into a summarised statement that describes the absolute essence of a rigorous assessment. It describes the essential knowledge and skill to be demonstrated and a requirement for multiple assessments over a period of time and coverage of diverse products and range of complexities, so that evidence of consistency and adaptability is collected.
 - The 'Context of and Specific Resources for Assessment' statement prescribes specific assessment environments and the mandatory equipment, resources, workplace documentation (for example, product information) and customer traffic required for these environments.
 - The 'Methods of Assessment' statement provides guidance on a range of practical assessment methods that can be used to gather evidence, and recommends a range of related units that can be grouped together for integrated (holistic) assessment.
- Units of competency have been updated and enhanced to:

- ensure that new technology and industry trends are fully covered
- recognise the important contribution that floristry businesses have in reducing negative environmental impacts
- provide clearer advice on the breadth and depth of knowledge, and the literacy, numeracy and communication skills required
- reflect industry's requests to outline stringent assessment requirements more clearly and explicitly in the evidence guide component. In all cases, the evidence guide statements that direct the assessor are tailored to each specific unit and provide practical information set in the context of each unit.
- A new coding system has been applied to all SFL10 units of competency and qualifications.
- All units of competency have been deconstructed to remove any duplication and mixed intent in the previous suite of units. Many units have been re-titled to better reflect the nature of the skills and knowledge. Design has been split from construction, as, while they can be interdependent, they are two different skills. The design focus had previously been lost and there is now a tighter focus on the importance of design in the floristry process.
- Qualifications have been improved to ensure they are flexible to meet the diverse needs of multiple floristry industry environments, including the traditional shopfront retail floristry outlet. This flexibility also meets industry's need for multi-skilled workers within the many small businesses that dominate the floristry industry. Key actions taken to improve and broaden the application of floristry qualifications include:
 - deletion of many retail competencies within the core, allowing selection as required from the elective pool
 - inclusion of floristry-specific operational, design and construction competencies within the core of each qualification that better brand these qualifications as applicable to the nature of floristry
 - a clear progression from fundamental skills packaged at Certificate II level to more complex design and construction skills, quarantined for the Certificate III level which reflects the role of a skilled florist; the Certificate II qualification now better reflects the fundamental nature of job roles for entry level workers
 - rationalisation of the Certificate IV qualification so that it now contains only the more complex design and construction competencies required by those who are progressing their career to a more technically proficient craftsperson. It allows florists to acquire skills to supervise staff and daily operational activities and to manage their small floristry business
 - the introduction of a Diploma level qualification that packages high-order design, construction and product development competencies required by highly skilled floral designers. It allows senior designers to acquire skills to coordinate the day-to-day operational activities of the floristry business and to take a lead role in business planning activities for the organisation.
- Each qualification is introduced by a statement that clearly outlines its applicability to common job functions within the floristry industry and to different industry business types and environments.

- An Employability Skills Summary is provided for each qualification to provide holistic guidance to trainers and assessors and to assist employers to understand the generic skills delivered by the qualification.

Details of specific changes and a mapping between the previous Training Package and this version are outlined in the preliminary pages in this volume of the Training Package.

Components of the SFL10 Floristry Training Package

The SFL10 Floristry Training Package consists of three major components endorsed by the National Quality Council (NQC). The three components have been designed to establish the criteria and guidelines against which floristry qualifications will be awarded. All components have been developed through a consultative process with industry in conjunction with other critical stakeholders.

Qualifications

The Qualifications Framework sets out the requirements for attainment of qualifications in the floristry industry. There are four qualifications ranging from Certificate II to Diploma.

SFL10 contains one new qualification:

- SFL50110 Diploma of Floristry Design

Details of the transition from qualifications in WRF04 to SFL10 may be found in the preliminary pages in this volume of the SFL10 Floristry Training Package.

Assessment Guidelines

The Assessment Guidelines provide the framework for assessment of units of competency in SFL10 Floristry Training Package. They are designed to ensure that assessment activities are consistent with the AQTF and that assessment processes are valid, reliable, flexible and fair.

Competency Standards

The competency standards represent the skills and knowledge applied at work and identified by the industry as appropriate across the full range of floristry industry workplaces.

The SFL10 Floristry Training Package comprises 88 units of competency:

- 20 floristry units of competency, organised into the following functional areas:
 - DEC – Floristry Design and Construction
 - SOP – Floristry Sales and Operations
- 68 units of competency imported from the following Training Packages:
 - RTF03 Amenity Horticulture
 - BSB07 Business Services
 - HLT07 Health
 - SIR07 Retail Services
 - SIT07 Tourism, Hospitality and Events
 - TAE10 Training and Education
 - CUV03 Visual Arts, Crafts and Design.

Sustainability Skills

One of the vital workforce development needs for the service industries is the requirement to adopt sustainable practices. As stated in the Service Skills Australia Environmental Scan 2009: ‘Greater awareness of these issues and how they should be managed within enterprise needs to be incorporated into VET training. With consumers making more purchasing choices based upon sustainability issues, training in areas such as product knowledge, brand marketing and consumer information will need to be enhanced and updated’.

Although the service industries are not seen as a major contributor to high carbon levels and a polluted environment, the floristry industry is an industry with high customer contact and therefore presents opportunities to build awareness. In the service industries, the belief is that it is imperative to contextualise existing skills and change behaviour.

Many of the sustainable skill requirements for the service industries relate to product knowledge, purchasing criteria and business practices – as well as to imparting sustainability consciousness on to customers. For example, when customers see sustainable practices such as water savings in a hotel, local food promoted in their favourite café, and sustainable products used in floristry shops and beauty salons, this potentially raises their awareness of sustainable practice. It also engages customers and helps to change existing mindsets – of both customers and the workforce.

With the continued growth of the service industries, this imperative takes on greater importance as it presents the opportunity to impart sustainable business practices to a greater number of people.

Sustainability Skills within SFL10 Floristry Training Package

Sustainability skills are embedded in the SFL10 Floristry Training Package from the perspectives of both individual tasks and business management, through incorporating sustainable concepts across social, economic and environmental outcomes.

The SFL10 qualifications require knowledge of the environmental impact of constructing and maintaining floristry products, and awareness of practices that minimise their impact, such as those relating to energy use. Knowledge is also required of correct and environmentally sound disposal methods for all types of waste, in particular hazardous substances, spoiled and diseased flower and plant materials, and those with a propensity to propagate weeds. Safe use of hazardous substances, such as cleaning and conditioning agents and preservatives, is also required.

Sustainability skills can be found in performance criteria, range statements and stand-alone units.

An example is the unit SFLSOP204A Prepare and care for floristry stock. This unit includes reference to sustainability in the elements and performance criteria, such as ‘Reduce negative environmental impacts’, ‘Use energy, water and other resources efficiently when cleaning, preparing and maintaining stock to reduce negative environmental impacts’, and ‘Safely dispose of all spoilt stock and waste, especially hazardous substances, to minimise negative environmental impacts’. The required knowledge in this unit includes:

- the environmental impacts of cleaning premises, preparing and maintaining floristry stock and minimal impact practices to reduce these especially those that relate to resource, water and energy use
- correct and environmentally sound disposal methods for all types of waste and in particular for hazardous substances, spoiled and diseased flower and plant materials and those that have a propensity to propagate weeds.

The unit SFLDEC302A Design floristry products provides another example. It includes coverage of sustainability skills in:

- performance criteria with ‘Consider negative environmental impacts of all materials and techniques used and minimal impact practices to reduce these’
- required knowledge with ‘the environmental impacts of constructing and maintaining floristry products and minimal impact practices to reduce these especially those that relate to resource, water and energy use and to the use of floristry raw materials’
- and the range statement with ‘problems may include negative environmental impacts of materials chosen’.

In other units, examples of considering sustainability skills in performance criteria include:

- ‘Use energy, water and other resources efficiently when cleaning to reduce negative environmental impacts’ (SFLDEC303A Maintain floristry tools and equipment)
- ‘Consider negative environmental impacts and minimal impact practices to reduce these’ (SFLDEC511A Style and manage an event).

The unit BSBSUS201A Participate in environmentally sustainable workplace practices, a stand alone sustainability unit, is packaged as an elective for Certificate II and III qualifications.

Leadership in sustainability is covered within higher-level skills for example the element 'Consider issues relating to product life cycle' within the unit SFLSOP509A Research, assess and develop a floristry product range. In addition, leadership in sustainability is provided for through importation of the elective units BSBSUS301A Implement and monitor environmentally sustainable workplace practices, and BSBSUS501A Develop workplace policy and procedures for sustainability from Certificate IV and Diploma qualifications.

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Qualifications Framework

The Australian Qualifications Framework

What is the Australian Qualifications Framework?

A brief overview of the Australian Qualifications Framework (AQF) follows. For a full explanation of the AQF, see the *AQF Implementation Handbook* Fourth Edition, 2007. The AQF Implementation Handbook is available on the Australian Qualifications Framework Council (AQF Council) website www.aqf.edu.au

The AQF provides a comprehensive, nationally consistent framework for all qualifications in post-compulsory education and training in Australia. In the vocational education and training (VET) sector it assists national consistency for all trainees, learners, employers and providers by enabling national recognition of qualifications and Statements of Attainment.

Training Package qualifications in the VET sector must comply with the titles and guidelines of the AQF. Endorsed Training Packages provide a unique title for each AQF qualification that must always be reproduced accurately.

Qualifications

Training Packages can incorporate the following eight AQF qualifications.

- Certificate I in ...
- Certificate II in ...
- Certificate III in ...
- Certificate IV in ...
- Diploma of ...
- Advanced Diploma of ...
- Vocational Graduate Certificate in ...
- Vocational Graduate Diploma of ...

On completion of the requirements defined in the Training Package, a Registered Training Organisation (RTO) may issue a nationally recognised AQF qualification. Issuance of AQF qualifications must comply with the advice provided in the *AQF Implementation Handbook* and the AQTF.

Statement of Attainment

A Statement of Attainment is issued by a Registered Training Organisation when an individual has completed one or more units of competency from nationally recognised qualification(s)/course(s). Issuance of Statements of Attainment must comply with the advice provided in the current *AQF Implementation Handbook* and the *AQTF Essential Conditions and Standards for Registration*.

Under the AQTF, RTOs must recognise the achievement of competencies as recorded on a qualification or Statement of Attainment issued by other RTOs. Given this, recognised competencies can progressively build towards a full AQF qualification.

AQF Guidelines and Learning Outcomes

The *AQF Implementation Handbook* provides a comprehensive guideline for each AQF qualification. A summary of the learning outcome characteristics and their distinguishing features for each VET related AQF qualification is provided below.

Certificate I

Characteristics of Learning Outcomes

Breadth, depth and complexity of knowledge and skills would prepare a person to perform a defined range of activities most of which may be routine and predictable.

Applications may include a variety of employment related skills including preparatory access and participation skills, broad-based induction skills and/or specific workplace skills. They may also include participation in a team or work group.

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

- demonstrate knowledge by recall in a narrow range of areas;
- demonstrate basic practical skills, such as the use of relevant tools;
- perform a sequence of routine tasks given clear direction
- receive and pass on messages/information.

Certificate II

Characteristics of Learning Outcomes

Breadth, depth and complexity of knowledge and skills would prepare a person to perform in a range of varied activities or knowledge application where there is a clearly defined range of contexts in which the choice of actions required is usually clear and there is limited complexity in the range of operations to be applied.

Performance of a prescribed range of functions involving known routines and procedures and some accountability for the quality of outcomes.

Applications may include some complex or non-routine activities involving individual responsibility or autonomy and/or collaboration with others as part of a group or team.

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

- demonstrate basic operational knowledge in a moderate range of areas;
- apply a defined range of skills;
- apply known solutions to a limited range of predictable problems;
- perform a range of tasks where choice between a limited range of options is required;
- assess and record information from varied sources;
- take limited responsibility for own outputs in work and learning.

Certificate III*Characteristics of Learning Outcomes*

Breadth, depth and complexity of knowledge and competencies would cover selecting, adapting and transferring skills and knowledge to new environments and providing technical advice and some leadership in resolution of specified problems. This would be applied across a range of roles in a variety of contexts with some complexity in the extent and choice of options available.

Performance of a defined range of skilled operations, usually within a range of broader related activities involving known routines, methods and procedures, where some discretion and judgement is required in the selection of equipment, services or contingency measures and within known time constraints.

Applications may involve some responsibility for others. Participation in teams including group or team co-ordination may be involved.

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

- demonstrate some relevant theoretical knowledge
- apply a range of well-developed skills
- apply known solutions to a variety of predictable problems
- perform processes that require a range of well-developed skills where some discretion and judgement is required
- interpret available information, using discretion and judgement
- take responsibility for own outputs in work and learning
- take limited responsibility for the output of others.

Certificate IV*Characteristics of Learning Outcomes*

Breadth, depth and complexity of knowledge and competencies would cover a broad range of varied activities or application in a wider variety of contexts most of which are complex and non-routine. Leadership and guidance are involved when organising activities of self and others as well as contributing to technical solutions of a non-routine or contingency nature.

Performance of a broad range of skilled applications including the requirement to evaluate and analyse current practices, develop new criteria and procedures for performing current practices and provision of some leadership and guidance to others in the application and planning of the skills. Applications involve responsibility for, and limited organisation of, others.

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

- demonstrate understanding of a broad knowledge base incorporating some theoretical concepts
- apply solutions to a defined range of unpredictable problems
- identify and apply skill and knowledge areas to a wide variety of contexts, with depth in some areas
- identify, analyse and evaluate information from a variety of sources
- take responsibility for own outputs in relation to specified quality standards
- take limited responsibility for the quantity and quality of the output of others.

Diploma

Characteristics of Learning Outcomes

Breadth, depth and complexity covering planning and initiation of alternative approaches to skills or knowledge applications across a broad range of technical and/or management requirements, evaluation and co-ordination.

The self directed application of knowledge and skills, with substantial depth in some areas where judgment is required in planning and selecting appropriate equipment, services and techniques for self and others.

Applications involve participation in development of strategic initiatives as well as personal responsibility and autonomy in performing complex technical operations or organising others. It may include participation in teams including teams concerned with planning and evaluation functions. Group or team co-ordination may be involved.

The degree of emphasis on breadth as against depth of knowledge and skills may vary between qualifications granted at this level.

Distinguishing Features of Learning Outcomes

Do the competencies or learning outcomes enable an individual with this qualification to:

- demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas
- analyse and plan approaches to technical problems or management requirements
- transfer and apply theoretical concepts and/or technical or creative skills to a range of situations
- evaluate information, using it to forecast for planning or research purposes
- take responsibility for own outputs in relation to broad quantity and quality parameters
- take some responsibility for the achievement of group outcomes.

Advanced Diploma

Characteristics of Learning Outcomes

Breadth, depth and complexity involving analysis, design, planning, execution and evaluation across a range of technical and/or management functions including development of new criteria or applications or knowledge or procedures. The application of a significant range of fundamental principles and complex techniques across a wide and often unpredictable variety of contexts in relation to either varied or highly specific functions. Contribution to the development of a broad plan, budget or strategy is involved and accountability and responsibility for self and others in achieving the outcomes is involved.

Applications involve significant judgement in planning, design, technical or leadership/guidance functions related to products, services, operations or procedures.

The degree of emphasis on breadth as against depth of knowledge and skills may vary between qualifications granted at this level.

Distinguishing Features of Learning Outcomes

Do the competencies or learning outcomes enable an individual with this qualification to:

- demonstrate understanding of specialised knowledge with depth in some areas
- analyse, diagnose, design and execute judgements across a broad range of technical or management functions
- generate ideas through the analysis of information and concepts at an abstract level
- demonstrate a command of wide-ranging, highly specialised technical, creative or conceptual skills
- demonstrate accountability for personal outputs within broad parameters
- demonstrate accountability for personal and group outcomes within broad parameters.

Vocational Graduate Certificate

Characteristics of competencies or learning outcomes

The self-directed development and achievement of broad and specialised areas of knowledge and skills, building on prior knowledge and skills.

Substantial breadth and complexity involving the initiation, analysis, design, planning, execution and evaluation of technical and management functions in highly varied and highly specialised contexts.

Applications involve making significant, high-level, independent judgements in major broad or planning, design, operational, technical and management functions in highly varied and specialised contexts. They may include responsibility and broad-ranging accountability for the structure, management and output of the work or functions of others.

The degree of emphasis on breadth, as opposed to depth, of knowledge and skills may vary between qualifications granted at this level.

Distinguishing features of learning outcomes

- Demonstrate the self-directed development and achievement of broad and specialised areas of knowledge and skills, building on prior knowledge and skills.
- Initiate, analyse, design, plan, execute and evaluate major broad or technical and management functions in highly varied and highly specialised contexts.
- Generate and evaluate ideas through the analysis of information and concepts at an abstract level.
- Demonstrate a command of wide-ranging, highly specialised technical, creative or conceptual skills in complex contexts.
- Demonstrate responsibility and broad-ranging accountability for the structure, management and output of the work or functions of others.

Vocational Graduate Diploma

Characteristics of competencies or learning outcomes

The self-directed development and achievement of broad and specialised areas of knowledge and skills, building on prior knowledge and skills.

Substantial breadth, depth and complexity involving the initiation, analysis, design, planning, execution and evaluation of major functions, both broad and highly specialised, in highly varied and highly specialised contexts.

Further specialisation within a systematic and coherent body of knowledge.

Applications involve making high-level, fully independent, complex judgements in broad planning, design, operational, technical and management functions in highly varied and highly specialised contexts. They may include full responsibility and accountability for all aspects of work and functions of others, including planning, budgeting and strategy development.

The degree of emphasis on breadth, as opposed to depth, of knowledge and skills may vary between qualifications granted at this level.

Distinguishing features of learning outcomes

- Demonstrate the self-directed development and achievement of broad and highly specialised areas of knowledge and skills, building on prior knowledge and skills.
- Initiate, analyse, design, plan, execute and evaluate major functions, both broad and within highly varied and highly specialised contexts.
- Generate and evaluate complex ideas through the analysis of information and concepts at an abstract level.
- Demonstrate an expert command of wide-ranging, highly specialised, technical, creative or conceptual skills in complex and highly specialised or varied contexts.
- Demonstrate full responsibility and accountability for personal outputs.
- Demonstrate full responsibility and accountability for all aspects of the work or functions of others, including planning, budgeting and strategy.

Skill Sets

Definition

Skill sets are defined as single units of competency, or combinations of units of competency from an endorsed Training Package, which link to a licence or regulatory requirement, or defined industry need.

Wording on Statements of Attainment

Skill sets are a way of publicly identifying logical groupings of units of competency which meet an identified need or industry outcome. Skill sets are not qualifications.

Where skill sets are identified in a Training Package, the Statement of Attainment can set out the competencies a person has achieved in a way that is consistent and clear for employers and others. This is done by including the wording ‘these competencies meet *[insert skill set title or identified industry area]* need’ on the Statement of Attainment. This wording applies only to skill sets that are formally identified as such in the endorsed Training Package. See the 2007 edition of the AQF Implementation handbook for advice on wording on Statements of Attainment—the updated version is available on the AQFAB website <www.agf.edu.au>.

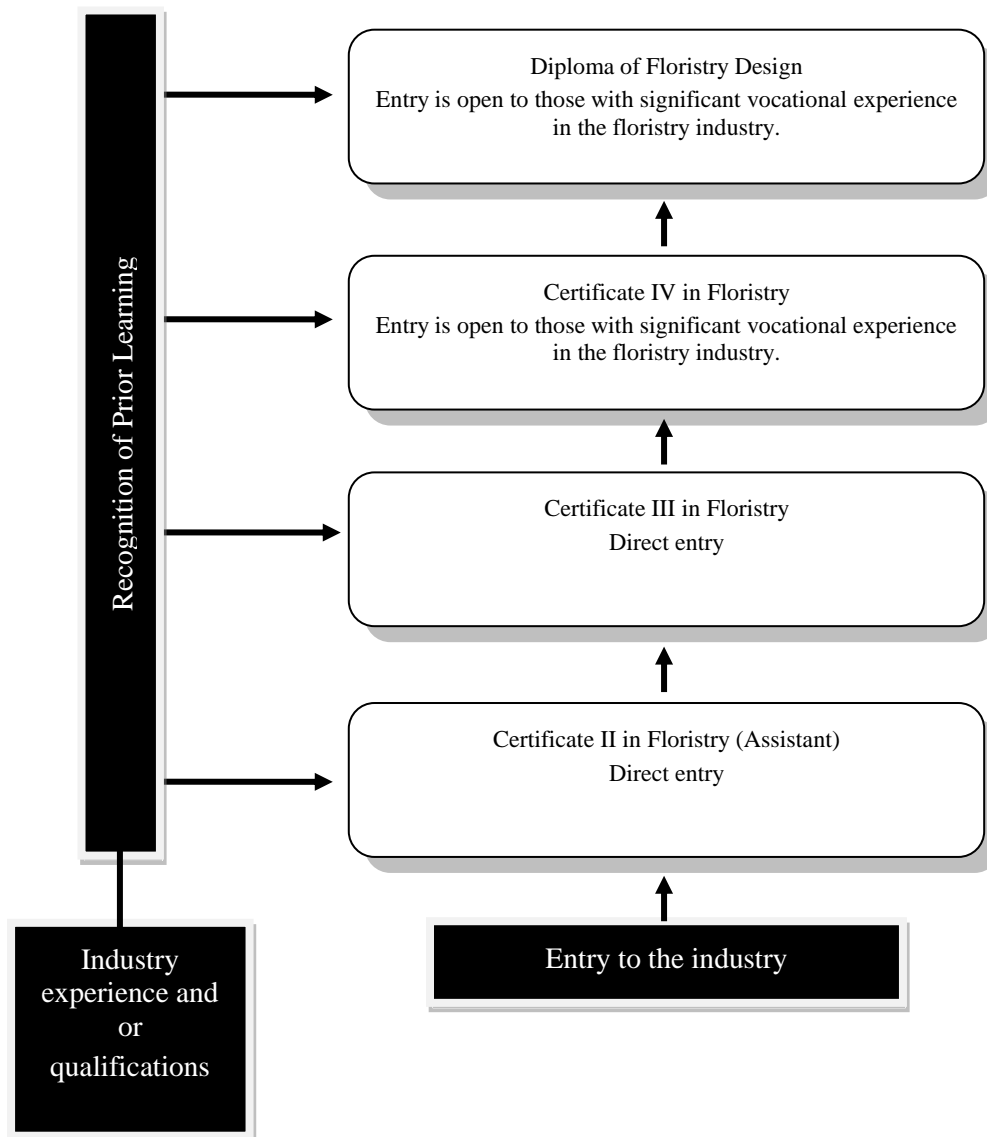
Skill sets in this Training Package

This section provides information on skills sets within this Training Package, with the following important disclaimer: Readers should ensure that they have also read the part of the Training Package that outlines licensing and regulatory requirements.

Where this section is blank, nationally recognised skill sets have yet to be identified in this industry.

Floristry Qualification Pathways

The following summary chart provides examples of common qualification pathways within the industry, but it is recognised that typical career paths are not always linear. The floristry qualifications are flexible to meet a range of job outcomes and to support a wide range of career paths. They allow for various entry options, including direct entry at all qualification levels, and enable significant credit transfer between qualifications.



Qualification Requirements

An RTO will award an AQF qualification when the required number of units of competency, as determined by the packaging rules for the specific qualification, have been attained. If a learner does not complete all of the competencies required for a qualification, they will receive a Statement of Attainment for the unit or units of competency completed.

Units of competency within each qualification have been categorised as either core or elective. The core units are essential to the qualification. Candidates must also choose the specified number of elective units required for each qualification.

Qualification code and title	Number of core units required	Number of elective units required	Total number of units required
SFL20110 Certificate II in Floristry (Assistant)	8	4	12
SFL30110 Certificate III in Floristry	16	5	21
SFL40110 Certificate IV in Floristry	5	10	15
SFL50110 Diploma of Floristry Design	6	6	12

Australian Apprenticeship Pathways

The following qualifications are suitable for an Australian Apprenticeship pathway.

Code	Title
SFL20110	Certificate II in Floristry (Assistant)
SFL30110	Certificate III in Floristry
SFL40110	Certificate IV in Floristry

Employability Skills

Employability Skills replacing Key Competency information from 2006

In May 2005, the approach to incorporate Employability Skills within Training Package qualifications and units of competency was endorsed.

Background to Employability Skills

Employability Skills are also sometimes referred to as generic skills, capabilities or key competencies. The Employability Skills discussed here build on the Mayer Committee's key competencies, which were developed in 1992 and attempted to describe generic competencies for effective participation in work.

The Business Council of Australia (BCA) and the Australian Chamber of Commerce and Industry (ACCI), produced the *Employability Skills for the Future* report in 2002 in consultation with other peak employer bodies and with funding provided by the Department of Education, Science and Training (DEST) and the Australian National Training Authority (ANTA). Officially released by Dr Nelson (Minister for Education, Science and Training) on 23 May 2002, copies of the report are available from the DEEWR website at: http://www.dest.gov.au/archive/ty/publications/employability_skills/index.htm.

The report indicated that business and industry now require a broader range of skills than the Mayer Key Competencies Framework and featured an Employability Skills Framework identifying eight Employability Skills¹:

- communication
- teamwork
- problem-solving
- initiative and enterprise
- planning and organising
- self-management
- learning
- technology.

The report demonstrated how Employability Skills can be further described for particular occupational and industry contexts by sets of facets. The facets listed in the report are the aspects of the Employability Skills that the sample of employers surveyed identified as being important work skills. These facets were seen by employers as being dependent both in their nature and priority on an enterprise's business activity.

¹ Personal attributes that contribute to employability were also identified in the report but are not part of the Employability Skills Framework.

Employability Skills Framework

The following table contains the Employability Skills facets identified in the report *Employability Skills for the Future*.

Skill	Facets Aspects of the skill that employers identify as important. The nature and application of these facets will vary depending on industry and job type.
Communication that contributes to productive and harmonious relations across employees and customers	<ul style="list-style-type: none"> • listening and understanding • speaking clearly and directly • writing to the needs of the audience • negotiating responsively • reading independently • empathising • using numeracy effectively • understanding the needs of internal and external customers • persuading effectively • establishing and using networks • being assertive • sharing information • speaking and writing in languages other than English
Teamwork that contributes to productive working relationships and outcomes	<ul style="list-style-type: none"> • working across different ages irrespective of gender, race, religion or political persuasion • working as an individual and as a member of a team • knowing how to define a role as part of the team • applying teamwork to a range of situations e.g. futures planning and crisis problem-solving • identifying the strengths of team members • coaching and mentoring skills, including giving feedback

Skill	Facets Aspects of the skill that employers identify as important. The nature and application of these facets will vary depending on industry and job type.
Problem-solving that contributes to productive outcomes	<ul style="list-style-type: none"> • developing creative, innovative and practical solutions • showing independence and initiative in identifying and solving problems • solving problems in teams • applying a range of strategies to problem-solving • using mathematics, including budgeting and financial management to solve problems • applying problem-solving strategies across a range of areas • testing assumptions, taking into account the context of data and circumstances • resolving customer concerns in relation to complex project issues
Initiative and enterprise that contribute to innovative outcomes	<ul style="list-style-type: none"> • adapting to new situations • developing a strategic, creative and long-term vision • being creative • identifying opportunities not obvious to others • translating ideas into action • generating a range of options • initiating innovative solutions
Planning and organising that contribute to long and short-term strategic planning	<ul style="list-style-type: none"> • managing time and priorities – setting time lines, coordinating tasks for self and with others • being resourceful • taking initiative and making decisions • adapting resource allocations to cope with contingencies • establishing clear project goals and deliverables • allocating people and other resources to tasks • planning the use of resources, including time management • participating in continuous improvement and planning processes • developing a vision and a proactive plan to accompany it • predicting – weighing up risk, evaluating alternatives and applying evaluation criteria • collecting, analysing and organising information • understanding basic business systems and their relationships

Skill	Facets Aspects of the skill that employers identify as important. The nature and application of these facets will vary depending on industry and job type.
Self-management that contributes to employee satisfaction and growth	<ul style="list-style-type: none"> • having a personal vision and goals • evaluating and monitoring own performance • having knowledge and confidence in own ideas and visions • articulating own ideas and visions • taking responsibility
Learning that contributes to ongoing improvement and expansion in employee and company operations and outcomes	<ul style="list-style-type: none"> • managing own learning • contributing to the learning community at the workplace • using a range of mediums to learn – mentoring, peer support and networking, IT and courses • applying learning to technical issues (e.g. learning about products) and people issues (e.g. interpersonal and cultural aspects of work) • having enthusiasm for ongoing learning • being willing to learn in any setting – on and off the job • being open to new ideas and techniques • being prepared to invest time and effort in learning new skills • acknowledging the need to learn in order to accommodate change
Technology that contributes to the effective carrying out of tasks	<ul style="list-style-type: none"> • having a range of basic IT skills • applying IT as a management tool • using IT to organise data • being willing to learn new IT skills • having the OHS knowledge to apply technology • having the appropriate physical capacity

Employability Skills Summary

An Employability Skills Summary exists for each qualification. Summaries provide a lens through which to view employability skills at the qualification level and capture the key aspects or facets of the Employability Skills that are important to the job roles covered by the qualification. Summaries are designed to assist trainers and assessors to identify and include important industry application of Employability Skills in learning and assessment strategies.

The following is important information for trainers and assessors about Employability Skills Summaries.

- Employability Skills Summaries provide examples of how each skill is applicable to the job roles covered by the qualification.
- Employability Skills summaries contain general information about industry context which is further explained as measurable outcomes of performance in the units of competency in each qualification.
- The detail in each Employability Skills Summary will vary depending on the range of job roles covered by the qualification in question.
- Employability Skills Summaries are not exhaustive lists of qualification requirements or checklists of performance (which are separate assessment tools that should be designed by trainers and assessors after analysis at the unit level).
- Employability Skills Summaries contain information that may also assist in building learners' understanding of industry and workplace expectations.

Floristry Qualifications

SFL20110 Certificate II in Floristry (Assistant)

Descriptor

This qualification reflects the role of individuals who possess a defined and limited range of basic floristry technical skills. They are involved in mainly routine and repetitive tasks using limited practical skills and basic floristry operational knowledge. They work under direct supervision.

This qualification is suitable for an Australian Apprenticeship pathway.

Entry requirements

There are no entry requirements to this qualification.

Application

Individuals with this qualification are able to work in many floristry industry sectors and enterprise types. The structure of this qualification recognises the diversity of business models that characterise the floristry industry. The types of enterprise to which this qualification may apply include retail floristry shops, studios and floristry businesses who sell via the internet or phone.

Work would be undertaken in any type of environment where flower and plant materials are stored and cared for and where floristry products are assembled and either sold direct to customers or sold via the floristry distribution network.

This qualification is flexible and can meet a broad range of business needs. For example, small business retail florists would require multi-skilled employees who can be involved in the display and sale of floristry products, whereas online businesses would employ those who perform a defined range of preparation and assembly tasks.

Operators with this qualification would assemble a range of fundamental floristry products to pre-determined designs and job specifications.

Possible job titles include:

- retail shop assistant florist
- studio assistant
- production line assistant.

Qualification rules

To achieve the SFL20110 Certificate II in Floristry (Assistant), 12 units must be completed:

- 8 core units
- 4 elective units:
 - a minimum of 2 units must be selected from the elective units listed below
 - the remaining units may be selected from this or another endorsed Training Package or accredited course; these must be units which are first packaged at AQF level 1, 2 or 3.

In all cases, selection of electives must be guided by the job outcome sought, local industry requirements and the characteristics of this qualification (as per the AQF descriptors).

Core units	
SFLDEC201A	Assemble floristry products
SFLSOP201A	Source information on floristry products and services
SFLSOP202A	Recognise flower and plant materials
SFLSOP203A	Receive and store floristry stock
SFLSOP204A	Prepare and care for floristry stock
SIRXCOM001A	Communicate in the workplace
SIRXIND001A	Work effectively in a retail environment
SIRXOHS001A	Apply safe working practices

Elective units	
Business Services	
BSBWOR202A	Organise and complete daily work activities
Client and Customer Service	
SIRXCCS001A	Apply point-of-sale handling procedures
Computer Operations and ICT Management	
SIRXICT001A	Operate retail technology
First Aid	
HLTFA301B	Apply first aid
Floristry Sales and Operations	
SFLSOP205A	Display and merchandise floristry products
Food Safety	
SIRRFSA001A	Apply retail food safety practices
Horticulture	
RTF2008A	Maintain indoor plants
RTF2024A	Tend nursery plants
Risk Management and Security	
SIRXRSK001A	Minimise theft
Sales and Operations	
SIRXSLS001A	Sell products and services
Sustainability	
BSBSUS201A	Participate in environmentally sustainable workplace practices

Employability Skills Summary

SFL20110 Certificate II in Floristry (Assistant)

The following table contains a summary of the employability skills required by the floristry industry for this qualification. The employability skills facets described here are broad industry requirements that may vary depending on qualification packaging options.

Employability skill	Industry/enterprise requirements for this qualification include:
Communication	Communicating with colleagues, supervisors and product suppliers to ensure customers' social and cultural requirements are met; providing clear, accurate verbal or written information to suppliers to ensure a positive experience with the floristry business; completing clear records of floristry stock related issues; interpreting verbal and written information on floristry designs and job specifications to ensure production requirements are met; and seeking direction when required.
Problem solving	Avoiding production deadline problems by planning own day-to-day operational activities; identifying design or job specification problems and requesting assistance from supervisors to solve issues; using predetermined policies and procedures to guide solutions to operational problems associated with storing, caring for and producing floristry products; identifying, reporting on and safely disposing of spoilt flower and plant materials to minimise negative environmental impacts.
Initiative and enterprise	Identifying and interpreting relevant information on new floristry suppliers and sharing this information with supervisors; identifying and discussing better ways to organise operational activities associated with the storage, care and production of floristry products; acting independently to identify and dispose of spoilt floristry stock to ensure quality of the end product.
Teamwork	Taking guidance and instructions from others and understanding own team role in servicing the needs of the floristry customer; supporting other team members to prepare, care for and assemble floristry products to achieve quality service delivery by the floristry business; seeking the assistance of other team members to service the diverse needs of floristry customers; showing social and cultural sensitivity to team members.
Planning and organising	Obtaining and reviewing floristry design and job specifications to plan the assembly of floristry products to achieve production deadlines; choosing and preparing correct environmental conditions for storage or display of flowers, plant materials and other perishable goods; using predetermined procedures to plan and efficiently organise day to day operational activities; planning the use of water and energy resources to minimise negative environmental impacts during preparation and maintenance activities.
Self-management	Complying with the legal requirements that apply to own role in servicing the floristry customer; taking responsibility for own job role in floristry sales and operational activities, and knowing when to refer difficulties to supervisors; organising and prioritising day to day activities with guidance from supervisors so that floristry stock is stored, cared for and prepared in a logical sequence and timely manner.
Learning	Knowing the structure of and sources of new information on the floristry industry to enable the sourcing of ongoing learning opportunities; being open to opportunities for learning that are presented; seeking and sharing information with colleagues on new flowers and plant materials, floristry products, new services and suppliers.
Technology	Understanding the operating capability of, selecting and using computer systems and software that assist in stock control activities; correctly selecting and safely using tools and equipment to care for, store and assemble floristry products.

Due to the proportion of electives required by this qualification, the industry/enterprise requirements described above for each employability skill are representative of the industry in general and may not reflect specific job roles. Learning and assessment strategies for this qualification should be based on the requirements of the units of competency for this qualification.

SFL30110 Certificate III in Floristry

Descriptor

This qualification reflects the role of individuals who possess a range of well-developed floristry design, construction and sales skills. They are skilled operators who apply a broad range of floristry technical competencies using discretion and judgement and have a sound theoretical knowledge of floristry design elements and principles and construction techniques. They may provide technical advice and support to team members.

This qualification is suitable for an Australian Apprenticeship pathway.

Entry requirements

There are no entry requirements to this qualification.

Application

Individuals with this qualification are able to work in many floristry industry sectors and enterprise types. The structure of this qualification recognises the diversity of business models that characterise the floristry industry. The types of enterprise to which this qualification may apply include retail floristry shops, studios and businesses which sell via the internet or phone.

Work would be undertaken in any type of environment where flower and plant materials are stored and cared for and where floristry products are designed, constructed and either sold direct to customers or via the floristry distribution network. This could include on-site assembly work at special occasions.

Florists with this qualification would design, construct and sell a diverse range of floristry products.

Possible job titles include:

- florist.

Qualification rules

To achieve the SFL30110 Certificate III in Floristry, 21 units must be completed:

- 16 core units
- 5 elective units:
 - a minimum of 3 elective units must be selected from the elective units listed below
 - the remaining units may be selected from this or another endorsed Training Package or accredited course; these must be units which are first packaged at AQF level 2, 3 or 4.

In all cases, selection of electives must be guided by the job outcome sought, local industry requirements and the characteristics of this qualification (as per the AQF descriptors).

Core units	
BSBDES402A	Interpret and respond to a design brief
CUVCOR07B	Use drawing techniques to represent the object or idea
SFLDEC302A	Design floristry products
SFLDEC303A	Maintain floristry tools and equipment
SFLDEC304A	Construct hand tied floristry products
SFLDEC305A	Construct wired floristry products
SFLDEC306A	Construct floristry products with a base medium
SFLSOP201A	Source information on floristry products and services
SFLSOP202A	Recognise flower and plant materials
SFLSOP203A	Receive and store floristry stock
SFLSOP204A	Prepare and care for floristry stock
SFLSOP306A	Provide quality service to floristry customers
SFLSOP307A	Sell floristry products
SFLSOP308A	Prepare quotations for floristry products
SIRXIND001A	Work effectively in a retail environment
SIRXOHS001A	Apply safe working practices

Elective units	
Assessment and Training	
TAEDEL301A	Provide work skill instruction
Client and Customer Service	
SIRXCCS001A	Apply point-of-sale handling procedures
Computer Operations and ICT Management	
SIRXICT001A	Operate retail technology
Design	
BSBDES202A	Evaluate the nature of design in a specific industry context
BSBDES301A	Explore the use of colour
E-Business	
BSBEBU401A	Review and maintain a website
SIRXEBS001A	Acquire and retain online customers
Finances	
BSBFIA301A	Maintain financial records
SIRXFIN001A	Balance point-of-sale terminal
First Aid	
HLTFA301B	Apply first aid

Floristry Sales and Operations	
SFLSOP205A	Display and merchandise floristry products
Food Safety	
SIRRFSA001A	Apply retail food safety practices
Horticulture	
RTF2008A	Maintain indoor plants
RTF2024A	Tend nursery plants
RTF3020A	Install and maintain interior plant displays
Information Technology	
BSBITU305A	Conduct online transactions
Merchandising	
SIRXMER005A	Create a display
Purchasing	
BSBPUR301B	Purchase goods and services
Quality and Innovation	
SIRXQUA001A	Develop innovative ideas at work
Risk Management and Security	
SIRXRSK001A	Minimise theft
Sustainability	
BSBSUS201A	Participate in environmentally sustainable workplace practices
Visual Arts	
CUVCRS03B	Produce computer aided drawings
Work in Industry	
BSBWOR202A	Organise and complete daily work activities

Employability Skills Summary

SFL30110 Certificate III in Floristry

The following table contains a summary of the employability skills required by the floristry industry for this qualification. The employability skills facets described here are broad industry requirements that may vary depending on qualification packaging options.

Employability skill	Industry/enterprise requirements for this qualification include:
Communication	Communicating with colleagues, customers and product suppliers to plan customers' floristry designs; determining and interpreting customers' social and cultural preferences to sell proactively and persuasively to maximise profitability; empathising and negotiating acceptable solutions to customer problems and complaints; preparing clear records of floristry designs and job specifications for use during the construction phase; communicating production requirements to other staff; providing clear, accurate verbal and written information to customers and suppliers to ensure a positive experience with the floristry business.
Problem solving	Anticipating problems that may arise with customers' floral design requests; mitigating problems by planning and testing designs that adhere to customer requests and minimise negative environmental impacts; resolving problems through adapting designs and negotiating changes with customer; identifying and resolving production problems, taking responsibility for or requesting assistance from team members and suppliers in solving construction issues.
Initiative and enterprise	Showing the independence, initiative and creativity required to design and construct floristry products; adapting to emerging design and construction problems by initiating and implementing creative and immediate responses to ensure customer and production requirements are met; identifying and discussing a range of floristry product and service concepts to improve profitability and product and service options for the floristry business.
Teamwork	Working as a team member to deliver the quality service goals of the floristry business; taking responsibility for own work in designing and constructing floristry products; working collaboratively as a team member by providing feedback and assistance to other florists to resolve design and construction problems; providing guidance and instruction to assistant or trainee florists; showing social and cultural sensitivity to team members.
Planning and organising	Collecting, analysing and organising customer and product information to quote on, sell and design profitable floristry products; determining deadlines for the quotation, design and production of floristry products and organising own daily work activities to achieve these; designing floristry products and producing full job specifications to ensure the planned design is realised; planning the construction of floristry products to achieve production deadlines.
Self-management	Complying with the legal requirements that apply to own role in servicing the floristry customer; taking responsibility for own job role in floristry sales, design and construction activities; prioritising day to day activities so that quotes, designs and floristry products are constructed in a logical sequence and timely manner; evaluating own floristry designs and constructed products; actively seeking feedback on work from colleagues, customers and managers.
Learning	Knowing the structure of networks within, and sources of new information on, the floristry industry to enable sourcing of ongoing learning opportunities; knowing own knowledge and design and construction skill strengths and weaknesses, and taking responsibility for own professional development; proactively seeking and sharing information with colleagues on new flowers and plant materials, floristry products, new services and suppliers.
Technology	Understanding the operating capability of and selecting and using computer systems and software that assist in quoting, selling and designing floristry products; correctly selecting, safely using and maintaining tools and equipment to construct floristry products; seeking alternative technology to meet special construction needs.

Due to the proportion of electives required by this qualification, the industry/enterprise requirements described above for each employability skill are representative of the industry in general and may not reflect specific job roles. Learning and assessment strategies for this qualification should be based on the requirements of the units of competency for this qualification.

SFL40110 Certificate IV in Floristry

Descriptor

This qualification reflects the role of individuals who possess a broad range of highly developed floristry design, construction and sales skills. They have a substantial depth of theoretical knowledge of floristry design elements and principles and construction techniques. They also have supervisory responsibilities within a small floristry business and have the competencies to plan, carry out and evaluate the work of team members.

The qualification is suitable for an Australian apprenticeship pathway.

Application

Individuals with this qualification are able to work in many floristry industry sectors and enterprise types. The structure of this qualification recognises the diversity of business models that characterise the floristry industry. The types of enterprise to which this qualification may apply include retail floristry shops, studios and businesses who sell via the internet or phone.

Work would be undertaken in any type of environment where flower and plant materials are stored and cared for, and where floristry products are designed, constructed and either sold direct to customers or via the floristry distribution network. This could include on-site assembly and supervisory work at special occasions or events.

Senior florists with this qualification would operate autonomously, be multi-skilled and would design, construct and sell a diverse range of floristry products while taking a lead role in coordinating the day-to-day operational and business activities of the organisation.

Possible job titles include:

- senior florist
- senior florist and retail shop manager
- senior florist and studio manager
- florist and owner operator of a small retail floristry business

Entry Requirements

This qualification is designed for senior florists with substantial experience that have been recognised as competent through a recognised training program or recognition process against the following units of competency:

BSBDES402A	Interpret and respond to a design brief
CUVCOR07B	Use drawing techniques to represent the object or idea
SFLDEC302A	Design floristry products
SFLDEC303A	Maintain floristry tools and equipment
SFLDEC304A	Construct hand tied floristry products
SFLDEC305A	Construct wired floristry products
SFLDEC306A	Construct floristry products with a base medium
SFLSOP201A	Source information on floristry products and services
SFLSOP202A	Recognise flower and plant materials
SFLSOP203A	Receive and store floristry stock

SFLSOP204A	Prepare and care for floristry stock
SFLSOP306A	Provide quality service to floristry customers
SFLSOP307A	Sell floristry products
SFLSOP308A	Prepare quotations for floristry products
SIRXIND001A	Work effectively in a retail environment
SIRXOHS001A	Apply safe working practices

Qualification rules

To achieve the SFL40110 Certificate IV in Floristry, 15 units must be completed:

- 5 core units
- 10 elective units:
 - a minimum of 7 elective units must be selected from the elective units listed below
 - the remaining units may be selected from this or another endorsed Training Package or accredited course, these must be units which are first packaged at AQF level 3, 4 or 5.

In all cases, selection of electives must be guided by the job outcome sought, local industry requirements and the characteristics of this qualification (as per the AQF descriptors).

Core units	
SFLDEC407A	Design complex floristry products
SFLDEC408A	Construct complex floristry products
SFLDEC409A	Coordinate floristry products for a special occasion
SIRXINV002A	Maintain and order stock
SIRXOHS003A	Provide a safe working environment

Elective units	
Assessment and Training	
TAEASS401A	Plan Assessment activities and processes
TAEASS402A	Assess competence
TAEASS403A	Participate in assessment validation
TAEDEL301A	Provide work skill instruction
Computer Operations and ICT Management	
SIRXICT004A	Adopt mobile commerce applications to improve sales and service
E-Business	
BSBEBU401A	Review and maintain a website
BSBEBU501A	Investigate and design e-business solutions
BSBEBU502A	Implement e-business solutions
BSBITU305A	Conduct online transactions
SIRXEBS001A	Acquire and retain online customers
SIRXEBS004A	Select an e-business model
Finance	
BSBFIA301A	Maintain financial records
Human Resources	
SIRXHRM001A	Administer human resources policy
SIRXHRM002A	Recruit and select personnel
Management	
SIRXMGT001A	Coordinate work teams
SIRXMGT003A	Lead and manage people
SITXMGT006A	Establish and conduct business relationships
Marketing and Public Relations	
SIRXMPR001A	Profile a retail market
Occupational Health and Safety	
SIRXOHS002A	Maintain store safety
Quality	
SIRXQUA002A	Lead a team to foster innovation
SIRXQUA003A	Create an innovative work environment
SIRXQUA004A	Set up systems that support innovation

Risk Management and Security	
SIRXRSK001A	Minimise theft
Small Business	
BSBSMB401A	Establish legal and risk management requirements of small business
BSBSMB402A	Plan small business finances
BSBSMB403A	Market the small business
BSBSMB404A	Undertake small business planning
BSBSMB405A	Monitor and manage small business operations
BSBSMB406A	Manage small business finances
BSBSMB407A	Manage a small team
Sustainability	
BSBSUS301A	Implement and monitor environmentally sustainable workplace practices
BSBSUS501A	Develop workplace policy and procedures for sustainability
Visual Arts	
CUVCOR08A	Produce drawings to represent and communicate the concept
CUVCRS03B	Produce computer aided drawings
CUVVSP12B	Produce digital images

Employability Skills Summary

SFL40110 Certificate IV in Floristry

The following table contains a summary of the employability skills required by the floristry industry for this qualification. The employability skills facets described here are broad industry requirements that may vary depending on qualification packaging options.

Employability skill	Industry/enterprise requirements for this qualification include:
Communication	Negotiating and liaising with team member florists, supervisors, other managers and product suppliers to operate a profitable floristry business; providing briefings and communicating operational requirements to staff members; completing detailed reports on stock related issues; determining and interpreting customers' social and cultural preferences to sell proactively and persuasively to maximise profitability; empathising and negotiating acceptable solutions to customer problems and complaints.
Problem solving	Anticipating business management, staffing, stock control and floristry production problems; mitigating problems by developing detailed operational plans which nominate risk management strategies and minimal impact practices; responding effectively to a wide range of operational issues requiring immediate resolution; collaborating with staff to develop practical solutions; monitoring and evaluating the effectiveness of solutions.
Initiative and enterprise	Using initiative and creativity to design and construct complex and innovative floristry products which minimise negative environmental impacts; adapting to emerging design and construction problems by initiating and implementing creative and immediate responses; encouraging team members to produce innovative and profitable designs.
Teamwork	Motivating and leading diverse creative and technical team members; planning work operations to take account of team member strengths in the sale, design and construction of floristry products; mentoring and supporting team members to deliver the quality service goals of the floristry business; taking responsibility for own work and the work of others to achieve deadlines for quoting on, designing and constructing floristry products; coordinating work teams for the production of a range of floristry products designed for special occasions; showing social and cultural sensitivity to team members.
Planning and organising	Planning and organising correct stock and staffing levels to meet current consumer needs and to meet general production requirements and those for special occasions; developing detailed production plans and job specifications for the realisation of complex floristry products; organising own daily work activities and those of others to achieve deadlines for the quotation, design, production and display of floristry products.
Self-management	Taking full responsibility for own job role in floristry business and operational management activities; prioritising own day to day activities so that the floristry business operates efficiently and profitably; actively evaluating own business management performance, seeking and acting on guidance.
Learning	Proactively maintaining and updating knowledge of floristry industry product trends and business practices; actively seeking floristry industry and business professional development opportunities and taking responsibility for participating; accepting opportunities to learn new trends in design, production and distribution of floristry products; supporting team members to learn.
Technology	Identifying the need for updated technologies which support quoting, selling, designing and constructing floristry products; assessing, selecting and implementing new technologies; sourcing technology to meet special construction and display needs; providing skill development to use new technologies, safely using and maintaining computer systems and software that assist in sales, quotations and business management activities.

Due to the high proportion of electives required by this qualification, the industry/enterprise requirements described above for each employability skill are representative of the industry in general and may not reflect specific job roles. Learning and assessment strategies for this qualification should be based on the requirements of the units of competency for this qualification.

SFL50110 Diploma of Floristry Design

Descriptor

This qualification reflects the role of individuals who possess a specialist range of highly developed floristry design, construction and sales skills.

They are highly skilled operators who apply a range of specialised technical, creative, conceptual and team leadership competencies to plan, carry out, evaluate and take accountability for personal outputs and, usually, those of a team. They possess a substantial depth of theoretical knowledge of floristry design elements and principles and construction techniques.

The qualification is not suitable for an Australian apprenticeship pathway.

Application

Individuals with this qualification are able to work in many floristry industry sectors and enterprise types. The designer may even be an individual freelance contractor. The structure of this qualification recognises the diversity of business models that characterise the floristry industry. The types of enterprise to which this qualification may apply include retail floristry shops, studios and businesses who sell via the internet or phone.

Work would be undertaken in any type of environment where flower and plant materials are stored and cared for and where floristry products are designed, constructed and either sold direct to customers or via the floristry distribution network. This would include on-site team co-ordination and assembly work at events.

Florists with this qualification would be senior designers in the floristry industry with considerable experience across product categories and who operate autonomously. This florist specialise by fully and formally producing designs for diverse and complex, small to large or themed products. They also have a role in the overall and long-term operation of the floristry business by having a strategic design and product planning focus as part of their job role. These senior designers can also take a lead role in coordinating the day-to-day operational activities of the floristry business and may be involved in business planning activities for the organisation.

Possible job titles include:

- specialist designer
- freelance design florist
- senior studio design florist
- senior floral designer
- floral stylist

Entry requirements

This qualification is for senior florists with substantial experience that have been recognised as competent through a recognised training program or recognition process against the following units of competency:

SFLDEC407A	Design complex floristry products
SFLDEC408A	Construct complex floristry products
SFLDEC409A	Coordinate floristry products for a special occasion
SIRXINV002A	Maintain and order stock

SIRXOHS003A	Provide a safe working environment
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Qualification rules

To achieve the SFL50110 Diploma of Floristry Design, 12 units must be completed:

- 6 core units
- 6 elective units:
 - a minimum of 4 units must be selected from the elective units listed below
 - the remaining units may be selected from the elective units listed below or from any other endorsed Training Package or accredited course, these must be units which are first packaged at AQF level 4 or above.

In all cases selection of electives must be guided by the job outcome sought, local industry requirements and the characteristics of this qualification (as per the AQF descriptors).

Core units	
BSBCRT601A	Research and apply concepts and theories of creativity
BSBDES602A	Research global design trends
BSBDES701A	Research and apply design theory
SFLDEC510A	Design and produce innovative floristry products
SFLDEC511A	Style and manage an event
SFLSOP509A	Research, assess and develop a floristry product range

Elective units	
Assessment and Training	
TAEASS401A	Plan assessment activities and processes
TAEASS402A	Assess competence
TAEASS403B	Participate in assessment validation
TAEDEL301A	Provide work skill instruction
Communications	
SITXCOM005A	Make presentations
Computer Operations and ICT Management	
SIRXICT004A	Adopt mobile commerce applications to improve sales and service
Creativity	
BSBCRT501A	Originate and develop concepts
Design	
BSBDES502A	Establish, negotiate and refine a design brief
BSBDES501A	Implement design solutions
CUVDES04B	Integrate colour theory and design processes in response to a brief
E-Business	
BSBEBU401A	Review and maintain a website
BSBEBU501A	Investigate and design e-business solutions
BSBEBU502A	Implement e-business solutions
SIRXEBS001A	Acquire and retain online customers
SIRXEBS004A	Select an e-business model
Horticulture	
RTF3020A	Install and maintain interior plant displays
RTF4001A	Design plant displays
Management	
SIRXMGT001A	Coordinate work teams
SIRXMGT003A	Lead and manage people
SITXMGT006A	Establish and conduct business relationships

Marketing and Public Relations	
SIRXMPR001A	Profile a retail market
Occupational Health and Safety	
SIRXOHS002A	Maintain store safety
Quality	
SIRXQUA002A	Lead a team to foster innovation
SIRXQUA003A	Create an innovative work environment
SIRXQUA004A	Set up systems that support innovation
Small Business	
BSBSMB402A	Plan small business finances
BSBSMB403A	Market the small business
BSBSMB404A	Undertake small business planning
BSBSMB405A	Monitor and manage small business operations
BSBSMB406A	Manage small business finances
Sustainability	
BSBSUS301A	Implement and monitor environmentally sustainable workplace practices
BSBSUS501A	Develop workplace policy and procedures for sustainability
Visual Arts	
CUVCOR09B	Select and apply drawing techniques and media to represent and communicate the concept
CUVCRS03B	Produce computer aided drawings
CUVCRS11B	Select and prepare work for exhibition
CUVVSP12B	Produce digital images

Employability Skills Summary

SFL50110 Diploma of Floristry Design

The following table contains a summary of the employability skills required by the floristry industry for this qualification. The employability skills facets described here are broad industry requirements that may vary depending on qualification packaging options.

Employability skill	Industry/enterprise requirements for this qualification include:
Communication	Negotiating and liaising with colleagues, customers and product suppliers to develop floristry designs; collaborating with others to maximise contribution of ideas to designs; analysing customers' social and cultural preferences to sell proactively and persuasively to maximise profitability; empathising and negotiating acceptable solutions to customer design issues; writing detailed production plans and job specifications for the realisation of innovative floristry products; providing briefings on production requirements to staff.
Problem solving	Anticipating problems that may arise with customers' floral design requests; mitigating problems by planning and experimenting with designs that adhere to customer requests and minimise negative environmental impacts; resolving problems by adapting designs and negotiating changes with customers; mitigating production and display problems by developing detailed production plans which nominate risk management strategies and minimal impact practices; identifying production problems and taking full responsibility for solving construction and display issues; directing staff until issue is resolved.
Initiative and enterprise	Researching current and emerging floristry industry design and marketplace trends to inform design practices; encouraging team members to be innovative; introducing a range of floristry product and service concepts to improve existing options for the floristry business and to maximise profitability; using initiative and creativity to design and construct complex and innovative floristry products which minimise negative environmental impacts; adapting to emerging design and construction problems by initiating and implementing creative and immediate responses.
Teamwork	Mentoring and supporting team members to deliver the quality service goals of the floristry business; encouraging team members to produce innovative and profitable designs; taking responsibility for own work and the work of others in designing and constructing floristry products; providing feedback and instructions to other florists to resolve design and construction problems; managing work teams for events; showing social and cultural sensitivity to team members.
Planning and organising	Strategically focusing on the operation of the floristry business by planning product development; planning and organising appropriate and profitable distribution methods for the floristry business; planning and organising correct stock and staffing levels to meet current consumer needs and to meet production requirements of events; developing detailed production plans and job specifications for the realisation of innovative floristry products; organising own daily work activities and those of others to achieve deadlines for the quotation, design, production and display of floristry products.
Self-management	Taking full responsibility for own job role in floristry sales, design and construction activities; prioritising day to day activities so that quotes, designs and floristry products are completed in a logical sequence and timely manner; evaluating own floristry designs; actively reviewing own performance, seeking and acting on guidance.
Learning	Proactively maintaining and updating knowledge of floristry industry trends and practices; actively seeking floristry industry professional development opportunities and taking responsibility for participating; supporting team members to learn.
Technology	Identifying the need for updated technologies which support quoting on, selling, designing and constructing floristry products; assessing, selecting and implementing new technologies; sourcing technology to meet special construction and display needs;

Employability skill	Industry/enterprise requirements for this qualification include:
	providing skill development to use new technologies, safely using and maintaining computer systems and software and equipment that assist in sales, design and construction activities.

Due to the high proportion of electives required by this qualification, the industry/enterprise requirements described above for each employability skill are representative of the industry in general and may not reflect specific job roles. Learning and assessment strategies for this qualification should be based on the requirements of the units of competency for this qualification.

Assessment Guidelines

These Assessment Guidelines provide the endorsed framework for assessment of units of competency in this Training Package. They are designed to ensure that assessment is consistent with the *AQTF Essential Conditions and Standards for Continuing Registration* (that supersedes AQTF 2007 Essential Standards for Registration), or the newly NQC endorsed set of AQTF Standards entitled *AQTF Essential Conditions and Standards for Initial Registration* (devised for training organisations that are new to the training industry). These strengthened Essential Standards for existing RTOs (and the introduction of new Standards for RTOs registering for the first time) subsequently strengthening the AQTF and ensuring that regulators have the necessary tools to protect the interests of all students undertaking Vocational Education and Training in Australia.

The changes to AQTF 2007 Essential Standards for Registration, and which are incorporated in AQTF Essential Conditions and Standards for Continuing Registration, are as follows:

- The Conditions of Registration have been moved to the front of the Standards to reinforce their importance
- Conditions of Registration will be audited at initial registration. They will also be audited at each renewal of registration in accordance with risk management guidelines.
- Consumer protection has been increased by strengthening the financial management requirements in the Condition of registration. These changes will ensure all providers adopt sustainable business practices, reducing the risk of leaving students out of pocket.
- Governance requirements have been strengthened to require senior officers and directors or substantial shareholders to satisfy fit and proper person requirements. Senior management will also have to demonstrate that decision making is informed by the experiences of its trainers and assessors.
- All RTOs will have a student management database that has the capacity to provide the registering body with AVETMISS compliant data. Registering bodies will also become the repository for student records.
- The Standards have been renamed to the AQTF Essential Conditions and Standards for Continuing to distinguish them from the new AQTF Essential Standards for Initial Registration.

The two new Standards (AQTF Essential Conditions and Standards for Continuing Registration and AQTF Essential Standards for Initial Registration) will be collectively known (and referred to) as AQTF.

Assessments against the units of competency in this Training Package must be carried out in accordance with these Assessment Guidelines.

Assessment System Overview

This section provides an overview of the requirements for assessment when using this Training Package, including a summary of the AQTF requirements; licensing/registration requirements; and assessment pathways.

Benchmarks for Assessment

Assessment within the National Skills Framework is the process of collecting evidence and making judgments about whether competency has been achieved to confirm whether an individual can perform to the standards expected in the workplace, as expressed in the relevant endorsed unit of competency.

In the areas of work covered by this Training Package, the endorsed units of competency are the benchmarks for assessment. As such, they provide the basis for nationally recognised Australian Qualifications Framework (AQF) qualifications and Statements of Attainment issued by Registered Training Organisations (RTOs).

Australian Quality Training Framework Assessment Requirements

Assessment leading to nationally recognised AQF qualifications and Statements of Attainment in the vocational education and training sector must meet the requirements of the AQTF as expressed in either the AQTF Essential Conditions and Standards for Continuing Registration (that supersedes AQTF 2007 Essential Standards for Registration) or the newly NQC endorsed set of AQTF Standards entitled AQTF Essential Conditions and Standards for Initial Registration.

Based on the strengthened Standards for Continuing Registration, the new AQTF Essential Conditions and Standards for Initial Registration:

- reflect all the changes to the Essential Standards for Continuing Registration
- require new RTOs to advise regulators of their intended scope of operations (possibly in the form of a business plan) and
- require potential RTOs to provide a financial audit report with their application for initial registration.

Both the AQTF Essential Conditions and Standards for Continuing Registration and the AQTF Essential Conditions and Standards for Initial Registration can be downloaded from <www.training.com.au>. The following points summarise assessment requirements.

Registration of Training Organisations

Assessment must be conducted by, or on behalf of, an RTO formally registered by a State or Territory Registering/Course Accrediting Body in accordance with the AQTF Essential Conditions and Standards for Registration. The RTO must have the specific units of competency and or AQF qualifications on its scope of registration.

Quality Training and Assessment

Each RTO must provide quality training and assessment across all its operations. See the AQTF Essential Conditions and Standards for Continuing Registration, Standard 1; or AQTF Essential

Conditions and Standards for Initial Registration, Standard 1 (for RTOs that are new to the training industry).

Assessor Competency Requirements

Each person involved in training, assessment or client service must be competent for the functions they perform. See the AQTF Essential Conditions and Standards for Registration Standard 1, for assessor (and trainer) competency requirements.

Assessment Requirements

The RTOs assessments, including RPL, must meet the requirements of the relevant endorsed Training Package. See the AQTF Essential Conditions and Standards for Continuing Registration, Standard 1 or AQTF Essential Conditions and Standards for Initial Registration, Standard 1 (for RTOs that are new to the training industry).

Assessment Strategies

Each RTO must have strategies for training and assessment that meet the requirements of the relevant Training Package or accredited course and are developed in consultation with industry stakeholders. See the AQTF Essential Conditions and Standards for Continuing Registration, Standard 1 or AQTF Essential Conditions and Standards for Initial Registration, Standard 1 (for RTOs that are new to the training industry).

National Recognition

Each RTO must recognise the AQF qualifications and Statements of Attainment issued by any other RTO. See the AQTF Essential Conditions and Standards for Continuing Registration, Condition of Registration 7 - Recognition of qualifications issued by other RTOs ; or AQTF Essential Conditions and Standards for Initial Registration, Condition of Registration 7 - Recognition of qualifications issued by other RTOs (for RTOs that are new to the training industry).

Access and Equity and Client Outcomes

Each RTO must adhere to the principles of access and equity and maximise outcomes for its clients. See the AQTF Essential Conditions and Standards for Continuing Registration, Standard 2 ; or AQTF Essential Conditions and Standards for Initial Registration, Standard 2 (for RTOs that are new to the training industry).

Monitoring Assessments

Training and/or assessment provided on behalf of the RTO must be monitored to ensure that it is in accordance with all aspects of the Essential Standards for Registration. See the AQTF Essential Conditions and Standards for Continuing Registration , Standard 3; or AQTF Essential Conditions and Standards for Initial Registration, Standard 3 (for RTOs that are new to the training industry).

Recording Assessment Outcomes

Each RTO must manage records to ensure their accuracy and integrity. See the AQTF Essential Conditions and Standards for Continuing Registration, Standard 3; or AQTF Essential Conditions and Standards for Initial Registration, Standard 3 (for RTOs that are new to the training industry).

Issuing AQF Qualifications and Statements of Attainment

Each RTO must issue AQF qualifications and Statements of Attainment that meet the requirements of the current AQF Implementation Handbook and the endorsed Training Packages within the scope of its registration. An AQF qualification is issued once the full requirements for a qualification, as specified in the nationally endorsed Training Package are met. A Statement of Attainment is issued when an individual has completed one or more units of competency from nationally recognised qualification(s)/courses(s). See the AQTF and the AQF Implementation Handbook—available on the Australian Qualifications Framework Advisory Board (AQFAB) website <www.aqf.edu.au>.

Licensing/Registration Requirements

This section provides information on licensing/registration requirements for this Training Package, with the following important disclaimer.

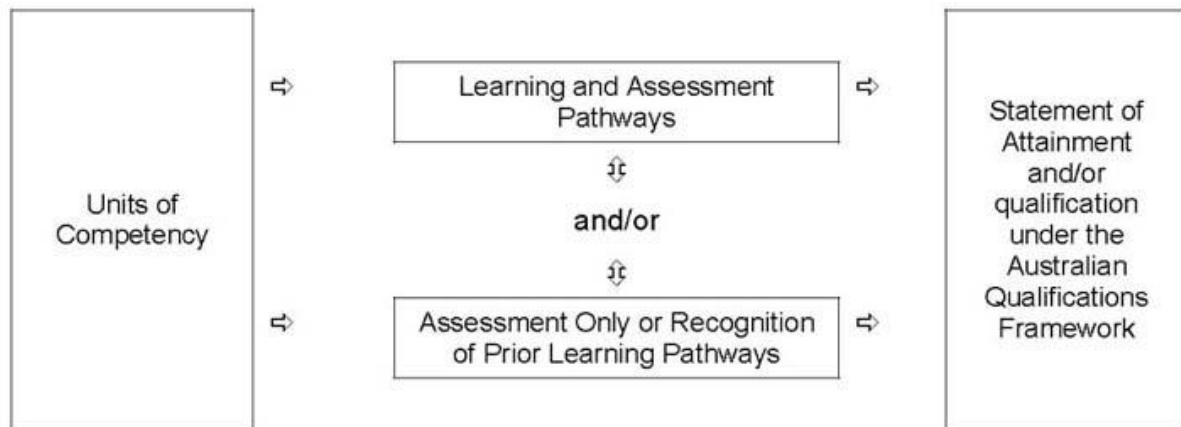
The developers of this Training Package, and DEEWR, consider that no licensing or registration requirements apply to RTOs, assessors or candidates with respect to this Training Package. Contact the relevant State or Territory Department(s) to check if there are any licensing or registration requirements with which you must comply. For further information on this topic contact Service Skills Australia at www.serviceskills.com.au

Assessment Pathways

The competencies in this Training Package may be attained in a number of ways including through:

- formal or informal education and training
- experiences in the workplace
- general life experience, and/or
- any combination of the above.

Assessment under this Training Package leading to an AQF qualification or Statement of Attainment may follow a learning and assessment pathway, an assessment-only or recognition pathway, or a combination of the two as illustrated in the following diagram.



Each of these assessment pathways leads to full recognition of competencies held - the critical issue is that the candidate is competent, not how the competency was acquired.

Assessment, by any pathway, must comply with the assessment requirements set out in the Assessment Guidelines of the Training Package and the AQTF.

Learning and Assessment Pathways

Usually, learning and assessment are integrated, with assessment evidence being collected and feedback provided to the candidate at anytime throughout the learning and assessment process.

Learning and assessment pathways may include structured programs in a variety of contexts using a range of strategies to meet different learner needs. Structured learning and assessment programs could be: group-based, work-based, project-based, self-paced, action learning-based; conducted by distance or e-learning; and/or involve practice and experience in the workplace.

Learning and assessment pathways to suit Australian Apprenticeships have a mix of formal structured training and structured workplace experience with formative assessment activities through which candidates can acquire and demonstrate skills and knowledge from the relevant units of competency.

Assessment-Only or Recognition of Prior Learning Pathway

Competencies already held by individuals can be formally assessed against the units of competency in this Training Package, and should be recognised regardless of how, when or where they were achieved.

In an assessment-only or Recognition of Prior Learning (RPL) pathway, the candidate provides current, quality evidence of their competency against the relevant unit of competency. This process may be directed by the candidate and verified by the assessor, such as in the compilation of portfolios; or directed by the assessor, such as through observation of workplace performance and skills application, and oral and/or written assessment. Where the outcomes of this process indicate that the candidate is competent, structured training is not required. The RPL requirements of the AQTF must be met (Standard 1).

As with all assessment, the assessor must be confident that the evidence indicates that the candidate is currently competent against the endorsed unit of competency. This evidence may take a variety of forms and might include certification, references from past employers, testimonials from clients, and work samples. The onus is on candidates to provide sufficient evidence to satisfy assessors that they currently hold the relevant competencies. In judging evidence, the assessor must ensure that the evidence of prior learning is:

- authentic (the candidate's own work)
- valid (directly related to the current version of the relevant endorsed unit of competency)
- reliable (shows that the candidate consistently meets the endorsed unit of competency)
- current (reflects the candidate's current capacity to perform the aspect of the work covered by the endorsed unit of competency), and
- sufficient (covers the full range of elements in the relevant unit of competency and addresses the four dimensions of competency, namely task skills, task management skills, contingency management skills, and job/role environment skills).

The assessment only or recognition of prior learning pathway is likely to be most appropriate in the following scenarios:

- candidates enrolling in qualifications who want recognition for prior learning or current competencies
- existing workers
- individuals with overseas qualifications
- recent migrants with established work histories
- people returning to the workplace, and
- people with disabilities or injuries requiring a change in career.

Combination of Pathways

Where candidates for assessment have gained competencies through work and life experience and gaps in their competence are identified, or where they require training in new areas, a combination of pathways may be appropriate.

In such situations, the candidate may undertake an initial assessment to determine their current competency. Once current competency is identified, a structured learning and assessment program ensures that the candidate acquires the required additional competencies identified as gaps.

Assessor Requirements

This section identifies the mandatory competencies for assessors, and clarifies how others may contribute to the assessment process where one person alone does not hold all the required competencies.

Assessor Competencies

The AQTF specifies mandatory competency requirements for assessors. For information, Standard 1, Element 1.4 from the AQTF Essential Conditions and Standards for Registration follows:

“1.4 Training and assessment is delivered by trainers and assessors who:

- a) have the necessary training and assessment competencies as determined by the National Quality Council or its successors, and*
- b) have the relevant vocational competencies at least to the level being delivered or assessed, and*
- c) can demonstrate current industry skills directly relevant to the training/assessment being undertaken, and*
- d) continue to develop their VET knowledge and skills as well as their industry currency and trainer/assessor competence .”*

Information - (as found in Standard 1, Element 1.4 from the AQTF Essential Conditions and Standards for Initial Registration (for RTOs that are new to the training industry)

- is as follows:

“1.4 The organisation has a defined strategy, procedures and measures to ensure training and assessment services are conducted by trainers and assessors who:

a) have the necessary training and assessment competencies as determined by the National Quality Council or its successors, and

b) have the relevant vocational competencies at least to the level being delivered or assessed, and

c) can demonstrate current industry skills directly relevant to the training/assessment being undertaken, and

d) continue to develop their VET knowledge and skills as well as their industry currency and trainer/assessor competence .”

Floristry industry requirements for AQTF compliance – vocational competence of assessors

In addition to the assessor competencies described in the above paragraph, floristry industry assessors, or at least one person in the assessment team, must satisfy the following floristry industry vocational competency requirements for AQTF compliance.

- (i) Have relevant industry experience in the field in which they are assessing, and must have experience in workplace application of the specific units of competency they are assessing. Relevant industry-based supervisory and or management experience and a qualification in the field would be of benefit.
- (ii) Have comprehensive current knowledge of the industry including knowledge of current industry practices and the job role against which performance is being assessed. This current knowledge may be developed and demonstrated through:
 - participation in relevant industry professional development activities
 - conduct of relevant industry projects and research activities
 - recent and relevant work experience in a commercial environment
 - involvement in professional industry networks and memberships
 - participation in assessment and or training activities conducted in the workplace.

Currency of vocational competence is crucial to the success of assessment outcomes for the floristry industry. It ensures that those involved in assessment processes have current industry knowledge, expertise in current operational practice and knowledge of what workplace equipment is currently used so that assessments reflect up to date workplace practice.

Alternative ways of meeting the requirement to use qualified assessors

OPTIONS	Assessors, technical experts and workplace supervisors (includes mandated requirements and recommended attributes)
Single assessor An individual assessor conducts the assessment	An assessor is required to: <ul style="list-style-type: none"> • hold formal recognition of competence as per the Standard 1, Element 1.4 from the AQTF • have relevant industry experience in the field in which they are assessing • have experience in workplace application of the specific units of competency they are assessing and, where possible, hold formal recognition • have comprehensive current knowledge of the industry, current industry practices and the job role against which performance is being assessed.

OPTIONS	Assessors, technical experts and workplace supervisors (includes mandated requirements and recommended attributes)
<p>Partnership arrangement</p> <p>An assessor works with a technical expert to conduct the assessment</p>	<p>An assessor is required to:</p> <ul style="list-style-type: none"> • hold formal recognition of competence as per the Standard 1, Element 1.4 from the AQTF • communicate and liaise with the technical expert throughout the assessment process. <p>A technical expert shall be a person who has who has the relevant vocational competencies and is required to:</p> <ul style="list-style-type: none"> • have relevant industry experience in the field in which they are assessing • have experience in workplace application of the specific units of competency they are assessing and, where possible, hold formal recognition • have comprehensive current knowledge of the industry, current industry practices and the job role against which performance is being assessed. • communicate and liaise with the assessor throughout the assessment process.
<p>Assessment team/panel</p> <p>A team working together to conduct the assessment</p>	<p>Members of an assessment team or panel that combines expertise in assessment and vocational competence, work together to collect evidence and make judgements about competency. The members of the team must collectively meet the following requirements:</p> <ul style="list-style-type: none"> • hold formal recognition of competence as per the Standard 1, Element 1.4 from the AQTF • have relevant industry experience in the field in which they are assessing • have experience in workplace application of the specific units of competency they are assessing and, where possible, hold formal recognition • have comprehensive current knowledge of the industry, current industry practices and the job role against which performance is being assessed • communicate and liaise with all members of the assessment team throughout the assessment process.

Designing Assessment Tools

This section provides an overview on the use and development of assessment tools.

Use of Assessment Tools

Assessment tools provide a means of collecting the evidence that assessors use in making judgments about whether candidates have achieved competency.

There is no set format or process for the design, production or development of assessment tools. Assessors may use prepared assessment tools, such as those specifically developed to support this Training Package, or they may develop their own.

Using Prepared Assessment Tools

If using prepared assessment tools, assessors should ensure these are benchmarked, or mapped, against the current version of the relevant unit of competency. This can be done by checking that the materials are listed on the National Training Information Service <www.ntis.gov.au>.

Materials on the list have been noted by the National Quality Council as meeting their quality criteria for Training Package support materials.

Developing Assessment Tools

When developing assessment tools, assessors must ensure that they:

- are benchmarked against the relevant unit or units of competency
- are reviewed as part of the continuous improvement of assessment strategies as required under Standard 1 of the AQTF
- meet the assessment requirements expressed in Standard 1 of the AQTF.

A key reference for assessors developing assessment tools is TAE10 Training and Education Training Package and the unit of competency TAEASS502A Design and develop assessment tools. There is no set format or process for the design, production or development of assessment materials.

Conducting Assessment

This section details the mandatory assessment requirements and provides information on equity in assessment including reasonable adjustment.

Assessment Requirements

Assessments must meet the criteria set out in the AQTF Essential Conditions and Standards for Registration.

For information, the mandatory assessment requirements from Standard 1 from the AQTF Essential Conditions and Standards for Registration are as follows:

“1.5 Assessment, including Recognition of Prior Learning (RPL):

- a) meets the requirements of the relevant Training Package or accredited course,
- b) is conducted in accordance with the principles of assessment and the rules of evidence,
- c) meets workplace and, where relevant, regulatory requirements, and
- d) is systematically validated.”

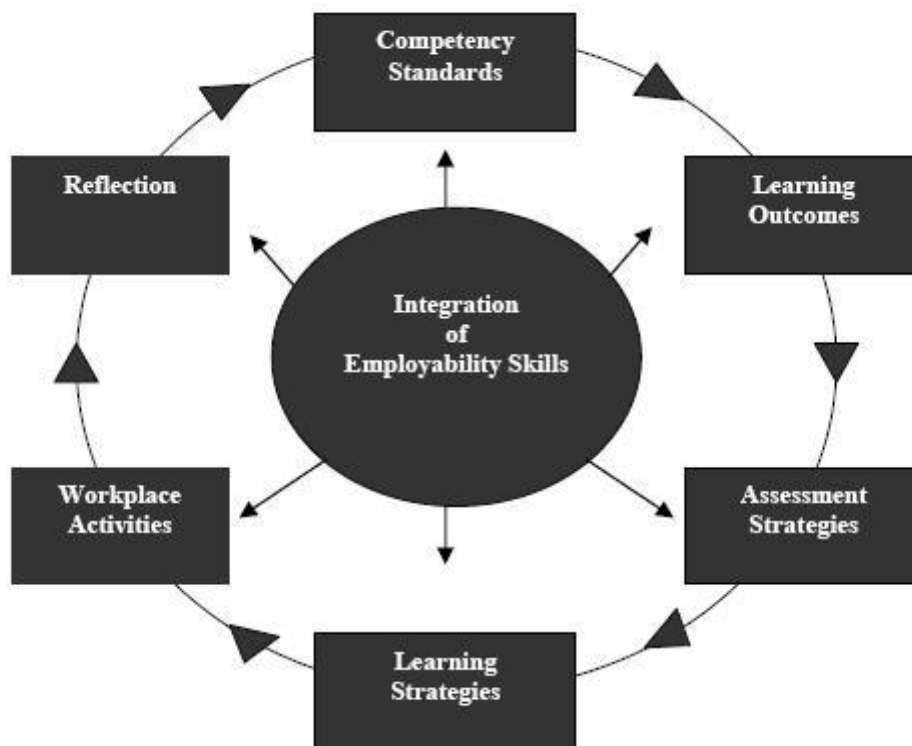
Information - (as found in the mandatory assessment requirements from Standard 1 from the AQTF Essential Conditions and Standards for Initial Registration (for RTOs that are new to the training industry) - is as follows:

“1.5 The organisation has a defined strategy and procedures in place to ensure that assessment, including RPL:

- a) will meet the requirements of the relevant Training Package or accredited course,
- b) will be conducted in accordance with the principles of assessment and the rules of evidence,
- c) will meet workplace and, where relevant, regulatory requirements, and
- d) is systematically validated.”

Assessment of Employability Skills

Employability Skills are integral to workplace competency. As such they must be considered in the design, customisation, delivery and assessment of vocational education and training programs in an integrated and holistic way, as represented diagrammatically below.



Employability Skills are embedded and explicit within each unit of competency. Training providers must use Employability Skills information in order to design valid and reliable training and assessment strategies. This analysis could include:

- reviewing units of competency to locate relevant Employability Skills and determine how they are applied within the unit
- analysing the Employability Skills Summary for the qualification in which the unit or units are packaged to help clarify relevant industry and workplace contexts and the application of Employability Skills at that qualification outcome
- designing training and assessment to address Employability Skills requirements.

For more information on Employability Skills in SFL10 Floristry Training Packages go to the Service Skills Australia website at www.serviceskills.com.au.

Access and Equity

An individual's access to the assessment process should not be adversely affected by restrictions placed on the location or context of assessment beyond the requirements specified in this Training Package: training and assessment must be bias-free.

Under the rules for their development, Training Packages must reflect and cater for the increasing diversity of Australia's VET clients and Australia's current and future workforce. The flexibilities offered by Training Packages should enhance opportunities and potential

outcomes for all people so that we can all benefit from a wider national skills base and a shared contribution to Australia's economic development and social and cultural life.

Reasonable adjustments

It is important that education providers take meaningful, transparent and reasonable steps to consult, consider and implement reasonable adjustments for students with disability.

Under the Disability Standards for Education 2005, education providers must make reasonable adjustments for people with disability to the maximum extent that those adjustments do not cause that provider unjustifiable hardship. While 'reasonable adjustment' and 'unjustifiable hardship' are different concepts and involve different considerations, they both seek to strike a balance between the interests of education providers and the interests of students with and without disability.

An adjustment is any measure or action that a student requires because of their disability, and which has the effect of assisting the student to access and participate in education and training on the same basis as students without a disability. An adjustment is reasonable if it achieves this purpose while taking into account factors such as the nature of the student's disability, the views of the student, the potential effect of the adjustment on the student and others who might be affected, and the costs and benefits of making the adjustment.

An education provider is also entitled to maintain the academic integrity of a course or program and to consider the requirements or components that are inherent or essential to its nature when assessing whether an adjustment is reasonable. There may be more than one adjustment that is reasonable in a given set of circumstances; education providers are required to make adjustments that are reasonable and that do not cause them unjustifiable hardship.

See Part 1, Chapter 1.9 of the Training Package Development Handbook (DEEWR, March 2010) for more information on reasonable adjustment, including examples of adjustments.

Assessment in the Floristry Industry

To ensure valid and reliable assessment for the SFL10 Floristry Training Package units of competency, a range of requirements must be met (including the industry requirements for vocational competency of assessors as described under ‘Assessor Requirements’ in the above section). The following table provides a summary of the requirements for assessment in the floristry industry. Further detail for individual units of competency is available within the evidence guide of each unit.

Summary of assessment requirements	
<p>Context of and specific resources for assessment</p>	<p>Industry places premium value on graduates who are ready to work in their businesses because they have been exposed to industry environments using workplace equipment and documents currently used within industry.</p> <p>The floristry industry has determined specific assessment environments and the mandatory equipment, resources, workplace documentation (e.g. product information) and customer traffic required for these environments. These are prescribed in the ‘Context of and specific resources’ section in each unit of competency.</p> <p>While assessment of the units of competency in SFL10 Floristry Training Package can be undertaken in a simulated workplace environment, the industry strongly recommends that assessment is conducted in the workplace, wherever possible.</p> <p>In all cases, competency must be demonstrated in the prescribed assessment environment, using the mandatory equipment, resources and workplace documentation specified in each unit of competency.</p>
<p>Simulated assessment environments and activities</p>	<p>Industry highly values graduates who are ready to work in their businesses because they have been exposed to industry conditions. The floristry industry places a premium on knowledge and skills that can be demonstrated on-the-job in the workplace. The industry strongly encourages practical assessment of skills and knowledge in the workplace and encourages on-the-job assessment, mentoring and coaching.</p> <p>However, assessment in the workplace is not always possible. There may also be the case where assessment can be conducted in the workplace environment but not on-the-job (as part of the normal operation of the business) for example where a simulated activity is undertaken such as constructing a range of floral products that are not currently on order.</p> <p>Wherever a simulated assessment is conducted, it is vital that the assessment environment is as industry realistic as possible. It is essential that assessment is conducted using suitable resources and equipment and under industry-relevant conditions as close to a real work situation as possible. This involves:</p> <ul style="list-style-type: none"> • appropriate environments as prescribed in the ‘Context of and specific resources for assessment’ section within each unit of competency • adequate numbers of up-to-date equipment and technology that

Summary of assessment requirements

	<p>is currently used within industry and would be generally available in a modern floristry business</p> <ul style="list-style-type: none"> • appropriate workplace documents that are currently used in industry and would generally be available in a modern floristry business. This might include policies, procedures, product manuals and job specifications • a diverse, comprehensive and commercially realistic product range of flowers, plant materials, cleaning agents, preservatives, conditioning agents, construction, ancillary and presentation items • sufficient customer traffic that accurately reflects the complexity of the role and allows candidates to deal with multiple floristry sales, service, operational, design or construction tasks simultaneously • working with multiple and varied team members, supervisors, managers and customers, including difficult ones • speed, timing and productivity for tasks typical of a commercial operation • dealing with multiple and varied problems and prioritising competing tasks in given timeframes • interruptions to work typical of the workplace • integration of multiple competencies which a candidate would naturally complete simultaneously as part of their job function.
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Summary of assessment requirements	
Integrated (holistic) assessment	<p>Within each qualification there are units of competency that are interrelated and which a candidate would naturally complete simultaneously as part of their job function.</p> <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. This integrated approach to assessment brings together a number of units of competency that reflect actual workplace practices, and the assessor should design integrated assessment activities to collect evidence for a number of units together.</p> <p>All units, in the ‘Methods of Assessment’ section, recommend a range of related units that can be grouped together for integrated assessment. However, any units that relate to a job function can be combined into an integrated assessment. It is important that the assessor clearly identifies units of competency that can be combined to ensure an efficient and effective assessment process. Units of competency can be grouped in a number of combinations, and how this is achieved will depend on the candidate’s job function.</p> <p>In addition, elements, performance criteria and employability skills should be drawn together in an integrated manner and appropriate assessment methodologies chosen.</p> <p>As a general principle the floristry industry supports the integration of units of competency for both delivery and assessment as this reflects real work practices. It is important that this integration of units is based on and supports the needs of individual businesses and job functions, not necessarily on the preferences of RTOs.</p>

Summary of assessment requirements	
Prerequisite requirements at unit of competency level	<p>A unit of competency describes an individual skill – but rarely do people perform one skill at a time. Rather, many skills are combined on a day-to-day basis in the workplace as part of work processes. This does not mean that each skill described by a unit of competency is a prerequisite to another. They are conjunctive skills and this should be taken into account when sequencing training and assessment. Holistic assessment of conjunctive skills is recommended in the ‘Methods of Assessment’ statements within each evidence guide.</p> <p>A prerequisite requirement, at unit of competency level, means that it is necessary to develop a primary skill and the required knowledge before progressing to another. Prerequisites have been kept to a minimum in this Training Package because:</p> <ul style="list-style-type: none"> • the floristry industry does not wish to create unnecessary barriers to the sequencing of training and assessment • there are only a few floristry skills that must be achieved before higher order skills can be developed <p>Individual prerequisite requirements, where they apply, are specified within the unit of competency and a summary of all prerequisite requirements is included in the preliminary information section of this Training Package. The existence of a prerequisite does not necessarily mean that training or assessment has to be fully completed before starting on the secondary unit. An integrated approach can be helpful both when using formative assessment strategies and to the sequencing of training and assessment. However, to satisfy formal requirements the prerequisite unit must be signed off prior to the secondary unit. Please note that no pre-requisites exist within the SFL10 Floristry Training Package.</p>
Evidence required for demonstration of consistent performance	<p>For valid and reliable assessment, evidence should be gathered through a range of methods, on multiple occasions and over a period of time. It should also cover a diversity of products and circumstances to indicate consistent performance and ability to respond to different situations and product requirements. This is particularly relevant when using direct observation as a method. Workplace managers, supervisors, mentors or coaches can work in partnership with an off-site assessor to ensure that evidence of consistent demonstration of competency is collected.</p>
Involvement of the candidate	<p>The individual being assessed needs to be part of the planning, conduct and review of the assessment process and needs to be aware that the collection of evidence is ongoing.</p>
Assessment methods	<p>All units identify assessment methods appropriate to the individual unit of competency. This may include observation of workplace tasks, written or oral questioning to assess knowledge, review of completed workplace documents, projects and role-plays.</p>

Summary of assessment requirements	
Assessing Employability Skills	<p>Employability Skills are integral to effective performance in the workplace. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts. Employability Skills embedded in each unit should be assessed holistically with other relevant skills and knowledge that make up the unit. They should be assessed in the context of the particular skill set or qualification and in the context of the job role.</p>
Application of floristry terminology in the range statements	<p>The Australian floristry industry applies differing terminology to products and techniques according to the European, North American or other regional derivation and local adaptations of terms. Very often there is no generic terminology that can be applied within the unit, in particular the range statement. Assessors should choose and use appropriate local terminology.</p>

Further Sources of Information

The section provides a listing of useful contacts and resources to assist assessors in planning, designing, conducting and reviewing of assessments against this Training Package.

Contacts

Service Skills Australia

(Service Industries Skills Council Ltd)

GPO Box 4194, Sydney NSW 2001

Level 10, 171 Clarence Street, Sydney NSW 2000

Telephone: +61 2 8243 1200

Fax: +61 2 8243 1299

Email: info@serviceskills.com.au

Web: www.serviceskills.com.au

Technical and Vocational Education and Training (TVET) Australia Limited

Level 21 & 22, 390 St Kilda Road, Melbourne VIC 3004

PO Box 12211, A'Beckett Street Post Office, Melbourne VIC 8006

Telephone: +61 3 9832 8100

Fax: +61 3 9832 8198

Email: sales@tvetaustralia.com.au

Web: www.tvetaustralia.com.au

For information on the TAE10 Training and Education Training Package contact:

Innovation & Business Skills Australia

Level 11, 176 Wellington Parade, East Melbourne VIC 3002

Telephone: +61 3 9815 7000

Facsimile: +61 3 9815 7001

Email: virtual@ibsa.org.au

Web: www.ibsa.org.au

General Resources

AQF Implementation Handbook, fourth Edition. Australian Qualifications Framework Council, 2007, www.aqf.edu.au

Australian Quality Training Framework 2010 (AQTF) - for information and resources go to <www.training.com.au>

AQTF Essential Conditions and Standards for Continuing Registration and AQTF Essential Conditions and Standards for Initial Registration. Training organisations must meet these standards in order to deliver and assess nationally recognised training and issue nationally recognised qualifications. They include three standards, a requirement for registered training organisations to gather information on their performance against three quality indicators, and nine conditions of registration

AQTF Users Guide to the Essential Conditions and Standards for Registration

A Users' Guide for training organisations who must meet these standards in order to deliver and assess nationally recognised training and issue nationally recognised qualifications.

AQTF Users Guide to the Essential Conditions and Standards for Initial Registration

This guide will help entities applying for registration as a registered training organisation (RTO) to interpret the AQTF Essential Conditions and Standards for Initial Registration

AQTF 2007 Standards for Accredited Courses. State and Territory accrediting bodies are responsible for accrediting courses. This standard provides a national operating framework and template for the accreditation of courses.

TAE10 Training and Education Training Package. This is available from the Innovation and Innovation & Business Skills Australia (IBSA) Industry Skills Council and can be viewed, and components downloaded, from the National Training Information Service (NTIS).

National Training Information Service, an electronic database providing comprehensive information about RTOs, Training Packages and accredited courses - www.ntis.gov.au

Training Package Development Handbook (DEEWR, March 2010). Can be downloaded from <http://www.deewr.gov.au/Skills/Overview/Policy/TPDH/Pages/default.aspx>

Assessment Resources

Training Package Assessment Guides - a range of resources to assist RTOs in developing Training Package assessment materials developed by the Department of Education, Employment and Workplace Relations, and made up of 10 separate titles, as at <www.resourcegenerator.gov.au/loadpage.asp?TPAG.htm>

Printed and/or CD ROM versions of the Guides can be purchased from Technical and Vocational Education and Training (TVET) Australia Limited. The resource includes the following guides:

- Training Package Assessment Materials Kit
- Assessing Competencies in Higher Qualifications
- Recognition Resource
- Kit to Support Assessor Training
- Candidates Kit: Guide to Assessment in New Apprenticeships
- Assessment Approaches for Small Workplaces
- Assessment Using Partnership Arrangements
- Strategies for ensuring Consistency in Assessment
- Networking for Assessors
- Quality Assurance Guide for Assessment

An additional guide 'Delivery and Assessment Strategies' has been developed to complement these resources.

Assessment Tool Design and Conducting Assessment

VETASSESS & Western Australian Department of Training and Employment 2000, Designing Tests - Guidelines for designing knowledge based tests for Training Packages.

Vocational Education and Assessment Centre 1997, Designing Workplace Assessment Tools, A self-directed learning program, NSW TAFE.

Manufacturing Learning Australia 2000, Assessment Solutions, Australian Training Products, Melbourne.

Rumsey, David 1994, Assessment practical guide, Australian Government Publishing Service, Canberra.

Assessor Training

Australian Committee on Training Curriculum (ACTRAC) 1994, Assessor training program - learning materials, Australian Training Products, Melbourne.

Australian National Training Authority, A Guide for Professional Development, ANTA, Brisbane.

Australian Training Products Ltd Assessment and Workplace Training, Training Package - Toolbox, ATPL Melbourne (available from TVET).

Green, M, et al. 1997, Key competencies professional development Package, Department for Education and Children's Services, South Australia.

Victorian TAFE Association 2000, The professional development CD: A learning tool, VTA, Melbourne.

Assessment System Design and Management

Office of Training and Further Education 1998, Demonstrating best practice in VET project - assessment systems and processes, OTFE (now OTTE) Victoria.

Toop, L., Gibb, J. & Worsnop, P. Assessment system designs, Australian Government Publishing Service, Canberra.

Competency Standards

What is Competency?

The broad concept of industry competency concerns the ability to perform particular tasks and duties to the standard of performance expected in the workplace. Competency requires the application of specified skills, knowledge and attitudes relevant to effective participation in an industry, industry sector or enterprise.

Competency covers all aspects of workplace performance and involves performing individual tasks; managing a range of different tasks; responding to contingencies or breakdowns; and dealing with the responsibilities of the workplace, including working with others. Workplace competency requires the ability to apply relevant skills, knowledge and attitudes consistently over time and in the required workplace situations and environments. In line with this concept of competency, Training Packages focus on what is expected of a competent individual in the workplace as an outcome of learning, rather than focussing on the learning process itself.

Competency standards in Training Packages are determined by industry to meet identified industry skill needs. Competency standards are made up of a number of units of competency each of which describes a key function or role in a particular job function or occupation. Each unit of competency within a Training Package is linked to one or more AQF qualifications.

Contextualisation of Units of Competency by RTOs

Registered Training Organisations (RTOs) may contextualise units of competency to reflect local outcomes required. Contextualisation could involve additions or amendments to the unit of competency to suit particular delivery methods, learner profiles, specific enterprise equipment requirements, or to otherwise meet local needs. However, the integrity of the overall intended outcome of the unit of competency must be maintained.

Any contextualisation of units of competency in this endorsed Training Package must be within the bounds of the following advice. In contextualising units of competency, RTOs:

- must not remove or add to the number and content of elements and performance criteria
- may add specific industry terminology to performance criteria where this does not distort or narrow the competency outcomes
- may make amendments and additions to the range statement as long as such changes do not diminish the breadth of application of the competency and reduce its portability
- may add detail to the evidence guide in areas such as the critical aspects of evidence or resources and infrastructure required where these expand the breadth of the competency but do not limit its use.

Components of Units of Competency

The components of units of competency are summarised below, in the order in which they appear in each unit of competency.

Unit title

The unit title is a succinct statement of the outcome of the unit of competency. Each unit of competency title is unique, both within and across Training Packages.

Unit descriptor

The unit descriptor broadly communicates the content of the unit of competency and the skill area it addresses. Where units of competency have been contextualised from units of competency from other endorsed Training Packages, summary information is provided. There may also be a brief second paragraph that describes its relationship with other units of competency and any licensing requirements.

Employability Skills statement

A standard Employability Skills statement appears in each unit of competency. This statement directs trainers and assessors to consider the information contained in the Employability Skills Summary in which the unit of competency is packaged.

Prerequisite units (optional)

If there are any units of competency that must be completed before the unit, these will be listed.

Application of the unit

This subsection fleshes out the unit of competency's scope, purpose and operation in different contexts, for example, by showing how it applies in the workplace.

Competency field (optional)

The competency field either reflects the way the units of competency are categorised in the Training Package or denotes the industry sector, specialisation or function. It is an optional component of the unit of competency.

Sector (optional)

The industry sector is a further categorisation of the competency field and identifies the next classification, for example an elective or supervision field.

Elements of competency

The elements of competency are the basic building blocks of the unit of competency. They describe in terms of outcomes the significant functions and tasks that make up the competency.

Performance criteria

The performance criteria specify the required performance in relevant tasks, roles, skills and in the applied knowledge that enables competent performance. They are usually written in passive voice. Critical terms or phrases may be written in bold italics and then defined in range statement, in the order of their appearance in the performance criteria.

Required skills and knowledge

The essential skills and knowledge are either identified separately or combined. Knowledge identifies what a person needs to know to perform the work in an informed and effective manner. Skills describe the application of knowledge to situations where understanding is converted into a workplace outcome.

Range statement

The range statement provides a context for the unit of competency, describing essential operating conditions that may be present with training and assessment, depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts. As applicable, the meanings of key terms used in the performance criteria will also be explained in the range statement.

Evidence guide

The evidence guide is critical in assessment as it provides information to the RTO and assessor about how the described competency may be demonstrated. The evidence guide does this by providing a range of evidence for the assessor to make determinations, and by providing the assessment context.

The evidence guide describes:

- conditions under which competency must be assessed including variables such as the assessment environment or necessary equipment
- relationships with the assessment of any other units of competency
- suitable methodologies for conducting assessment including the potential for workplace simulation
- resource implications, for example access to particular equipment, infrastructure or situations
- how consistency in performance can be assessed over time, various contexts and with a range of evidence
- the required underpinning knowledge and skills.

Employability Skills in Units of Competency

The detail and application of Employability Skills facets will vary according to the job-role requirements of each industry. In developing Training Packages, industry stakeholders are consulted to identify appropriate facets of Employability Skills which are incorporated into the relevant units of competency and qualifications.

Employability Skills are not a discrete requirement contained in units of competency (as was the case with key competencies). Employability Skills are specifically expressed in the context of the work outcomes described in units of competency and will appear in elements, performance criteria, range statements and evidence guides. As a result, users of Training Packages are required to review the entire unit of competency in order to accurately determine Employability Skills requirements.

How Employability Skills relate to the Key Competencies

The eight nationally agreed Employability Skills now replace the seven Key Competencies in Training Packages. Trainers and assessors who have used Training Packages prior to the introduction of Employability Skills may find the following comparison useful.

Employability Skills	Mayer key competencies
Communication	Communicating ideas and information
Teamwork	Working with others and in teams
Problem-solving	Solving problems Using mathematical ideas and techniques
Initiative and enterprise	
Planning and organising	Collecting, analysing and organising information Planning and organising activities
Self-management	
Learning	
Technology	Using technology

When analysing the above table it is important to consider the relationship and natural overlap of Employability Skills. For example, using technology may involve communication skills and combine the understanding of mathematical concepts.

Explicitly embedding Employability Skills in units of competency

This Training Package seeks to ensure that industry-endorsed Employability Skills are explicitly embedded in units of competency. The application of each skill and the level of detail included in each part of the unit will vary according to industry requirements and the nature of the unit of competency.

Employability Skills must be both explicit and embedded within units of competency. This means that Employability Skills will be:

- embedded in units of competency as part of the other performance requirements that make up the competency as a whole
- explicitly described within units of competency to enable Training Package users to identify accurately the performance requirements of each unit with regards to Employability Skills.

This Training Package also seeks to ensure that Employability Skills are well-defined and written into units of competency so that they are apparent, clear and can be delivered and assessed as an essential component of unit work outcomes.

The following table contains examples of embedded Employability Skills for each component of a unit of competency. Please note that in the examples below the bracketed skills are provided only for clarification and will not be present in units of competency within this Training Package.

Unit component	Example of embedded Employability Skill
Unit title	Give formal presentations and take part in meetings. (communication)
Unit descriptor	This unit covers the skills and knowledge required to promote the use and implementation of innovative work practices to effect change. (initiative and enterprise)
Element	Proactively resolve issues. (problem-solving)
Performance criteria	Information is organised in a format suitable for analysis and dissemination in accordance with organisational requirements. (planning and organising)
Range statement	Software applications may include email, internet, word processing, spreadsheet, database or accounting packages. (technology)
Required skills and knowledge	Modify activities depending on differing workplace contexts, risk situations and environments. (learning) Work collaboratively with others during a fire emergency. (teamwork) Instructions, procedures and other information relevant the maintenance of vessel and port security. (communication)

Unit component	Example of embedded Employability Skill
Evidence guide	Evidence of having worked constructively with a wide range of community groups and stakeholders to solve problems and adapt or design new solutions to meet identified needs in crime prevention. In particular, evidence must be obtained on the ability to: <ul style="list-style-type: none">• assess response options to identified crime-prevention needs and determine the optimal action to be implemented• in consultation with relevant others, design an initiative to address identified issues. (initiative and enterprise).

Employability Skills Summaries and units of competency

An Employability Skills Summary exists for each qualification. Summaries include broad advice on industry expectations with regard to Employability Skills at the qualification level. Summaries should be used by trainers and assessors to assist in identifying the Employability Skills requirements contained within units of competency.

Appendix: Suggested AQF Packaging of Floristry Units of Competency

Although individual units of competency are not aligned to the AQF, the following table provides advice on the appropriate packaging of Floristry units of competency in AQF qualifications from other Training Packages.

Where no AQF qualification is identified for a given unit, the unit is not suitable for importing into another Training Package.

In the table below, the symbols:

I	II	III	IV	Dip	VGC
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represent Certificate I, Certificate II, Certificate III, Certificate IV, Diploma and Vocational Graduate Certificate – respectively.

Unit		Suggested AQF packaging					
		I	II	III	IV	Dip	VGC
Floristry Design and Construction							
SFLDEC201A	Assemble floristry products		✓				
SFLDEC302A	Design floristry products			✓			
SFLDEC303A	Maintain floristry tools and equipment			✓			
SFLDEC304A	Construct hand tied floristry products			✓			
SFLDEC305A	Construct wired floristry products			✓			
SFLDEC306A	Construct floristry products with a base medium			✓			
SFLDEC407A	Design complex floristry products				✓		
SFLDEC408A	Construct complex floristry products				✓		
SFLDEC409A	Coordinate floristry products for a special occasion				✓		
SFLDEC510A	Design and produce innovative floristry products					✓	
SFLDEC511A	Style and manage an event					✓	
Floristry Sales and Operations							
SFLSOP201A	Source information on floristry products and services		✓	✓			
SFLSOP202A	Recognise flower and plant materials		✓	✓			
SFLSOP203A	Receive and store floristry stock		✓	✓			

Appendix: Suggested AQF Packaging of Floristry Units of Competency

Unit		Suggested AQF packaging					
		I	II	III	IV	Dip	VGC
SFLSOP204A	Prepare and care for floristry stock		✓	✓			
SFLSOP205A	Display and merchandise floristry products		✓	✓			
SFLSOP306A	Provide quality service to floristry customers			✓			
SFLSOP307A	Sell floristry products			✓			
SFLSOP308A	Prepare quotations for floristry products			✓			
SFLSOP509A	Research, assess and develop a floristry product range					✓	