

SFL10 Floristry Training Package Submission



November 2010
Case for Endorsement

About Service Skills Australia

Service Skills Australia is the Industry Skills Council for the service industries. Skills councils are the recognised national bodies providing advice on industry training and skills development needs to government and industry.

Service Skills Australia represents the interests of businesses across sectors including retail and wholesale, sport, fitness, community recreation, outdoor recreation, tourism, meetings and events, hospitality, restaurants and catering, caravans, hairdressing, beauty, floristry, community pharmacy and funeral services.

Service Skills Australia supports skills development for our industries by:

- providing industry intelligence and advice to Skills Australia, government and enterprises on workforce development and skills needs;
- actively supporting the development, implementation and continuous improvement of high quality training and workforce development products and services, including training packages. SSA currently manages a total of 10 industry training packages;
- providing independent skills and training advice to enterprises, including matching identified training needs with appropriate training solutions; and
- working with enterprises, employment service providers, training providers and government to allocate training places.

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Overview

Service Skills Australia (SSA) has developed the SFL10 Floristry Training Package to address current industry trends and practices.

The Process

The review of the WRF04 Floristry Training Package commenced in 2007 under the previous review model and as such was structured in two phases. This process was overseen by the Floristry Training Package Reference Group (TPRG) who ensured that the process was performed in a transparent and ethical manner. The TPRG consisted of representatives from the following:

- Roses Only
- Interflora
- Professional Florists Association of NSW
- Alstonville Florists
- Australian Florists and Allied Trader Association
- Shop, Distributive and Allied Employees Association
- a Registered Training Organisation (RTO)

Phase One – Industry trends and research

Phase One of the review commenced in January 2007 and involved research and analysis of the WRF04 Floristry Training Package to evaluate its currency and relevance for industry, and to address any barriers that inhibit quality implementation of the package. Nationally, consultations included combinations of face-to-face interviews, telephone interviews and workshops. Feedback was received via individual responses to a discussion paper that was developed at the beginning of Phase One and from reports prepared by the relevant state or territory industry training advisory body, including South Australia, Victoria and the Northern Territory.

The Phase One *Report into the Continuous Improvement of the Floristry Training Package* was developed based on the information received from stakeholders and included 13 recommendations to improve WRF04. The report was released in March 2008 and guided the continuous improvement phase of the project.

Phase Two – Continuous Improvement

Phase Two of the continuous improvement of the WRF04 Floristry Training Package commenced in July 2008 and involved technical development and refinement of training package content. The technical development of the new units of competency was guided by an initial series of technical meetings attended by current industry practitioners and further refined throughout the process by stakeholder feedback. Existing units were updated to reflect current industry practice and current Training Package Development Handbook policy.

Phase Two consisted of a series of consultation periods. The first, primary consultation period involved a number of activities aimed at gathering feedback on the first draft units of competency. These activities included a series of national workshops attended by over 80 stakeholders from industry and registered training organisations (RTOs). Where possible, these workshops were held in conjunction with the SSA network of state and territory industry training advisory bodies, who ensured attendance of appropriate

industry and RTO stakeholders. This consultation period also included individual meetings and presentations at industry and RTO network meetings. In addition stakeholders provided feedback on the SSA online feedback register and by email and telephone. This consultation period took place over a three and a half month period from February until mid-April 2009, with the workshops held in March 2009. SSA also communicated project updates and reminders to provide feedback to stakeholders on a regular basis via email and the monthly SSA e-newsletter. Stakeholder feedback was collated, analysed, discussed with the Floristry TPRG and where nationally consistent, was incorporated into a second draft for the units of competency. In the second consultation period, the second draft units of competency were circulated along with the first draft qualifications structure for a period of eight weeks from August until October 2009 to industry and RTO stakeholders nationally. Improvements to the second draft addressed stakeholder concerns relating to some of the units and resulted in two new units and the separation of one unit into two individual units to more appropriately reflect the skills being described. To further inform this consultation period, over 35 florists were interviewed face to face. The third consultation period provided a period of six weeks for stakeholders to provide feedback on the third-draft units of competency and second-draft qualifications. The qualifications, in particular the Certificate IV in Floristry, were updated to more appropriately reflect the job roles within industry, as well as ensuring that the qualifications complied with the recent policy developments relating to qualification flexibility and skills for sustainability.

The final draft contained minor editorial updates.

The SFL10 Floristry Training Package

Qualifications

The SFL10 Floristry Training Package contains four qualifications, one of which is new.

SFL10 Floristry Training Package	WRF04 Floristry Training Package
SFL20110 Certificate II in Floristry (Assistant)	WRF20104 Certificate II in Floristry
SFL30110 Certificate III in Floristry	WRF30104 Certificate III in Floristry
SFL40110 Certificate IV in Floristry	WRF40104 Certificate IV in Floristry
SFL50110 Diploma of Floristry Design	New qualification

Units of Competency

The SFL10 Floristry Training Package contains 20 units of competency. The units of competency have been realigned to better articulate the discrete skills being described. As a result, 14 units of competency have been identified as not equivalent, three are equivalent, and three are new units. New units of competency address the areas of design, the safe use and maintenance of tools, coordinating events and complex construction. One unit was deleted from the existing training package – WRFD406A Create floral designs to competition specifications - as this unit focussed on

understanding competition rules and procedures, and not specifically a job outcome for the floristry industry.

Assessment Guidelines

The SFL10 Floristry Training Package includes updated Assessment Guidelines, in which the current AQTF is included. Industry identified the need for updated floristry industry specific requirements to ensure that assessment is undertaken to meet current industry practices within realistic simulated or workplace environments. This has been addressed by:

- updating context for assessment, identifying appropriate assessment context
- strengthening definition of what constitutes a simulated environment in the floristry industry
- assessing environment requirements and
- strengthening expectations for assessors in the floristry industry.

Section 1 Responsiveness and Recognition Quality Principles

The SFL10 Floristry Training Package meets the quality principles of responsiveness and recognition.

SFL10 Floristry – Reflects contemporary work organisation and job profiles

The SFL10 Floristry Training Package includes four qualifications that align to job roles identified and confirmed by industry throughout the consultation periods.

Industry strongly identified the need for a qualification to develop skills and knowledge of a senior florist who may have a variety of supervisory and management responsibilities – yet flexible enough to allow training to be tailored to the various business model needs. SFL10 includes the updated Certificate IV in Floristry qualification and new units of competency to address this skill area through a small core of essential units and the flexibility of an increase in elective options to tailor training to the local industry needs.

Industry also strongly identified the need for national standards for training to be developed to reflect the job role of a senior floristry designer or floral designer in the industry. This job role in the industry involves florists furthering their understanding of the components and application of design to the development of floristry products, structures and works. This was developed at a technical meeting with current practitioners and trainers in these areas and further refined through broader consultation. The end product is a qualification that reflects the highly design oriented nature of this job role in the Diploma of Floristry Design.

SFL10 Floristry – Driven by industry needs

Industry, led by the overseeing Floristry TPRG, has guided the process of updating the floristry qualifications. There has been industry consultation periods throughout the process, including presentations at industry network meetings and engagement with the key national industry associations represented on the Floristry TPRG.

Industry identified the need for florists to develop an in-depth understanding of the role that design plays in the construction of floristry products. The SFL10 Floristry Training Package contains two individual units of competency that have a strengthened focus on the elements and principle of design, SFLDEC302A Design floristry products and SFLDEC407A Design complex floristry products. The Phase One report identified the need from industry for a clearer distinction between the qualifications reflecting a floristry assistant and florist. Each of these job roles in the industry reflect a combination of skills, with the florist assistant requiring knowledge and skills to construct basic floristry products, undertake essential day-to-day tasks in the preparation and caring of flower and plant materials, as well as starting to develop customer service and selling skills. Whereas a florist has developed the skills and knowledge required to design and construct a wide range of floristry products, high-level customer service and selling skills, in addition to developing an understanding of the impact that costing and best-practice process can have on the sustainable running of the business.

In response to this issue, the Certificate II in Floristry (Assistant) and Certificate III in Floristry qualifications in SFL10 have been refined to clearly distinguish these differences. Further, the title of the Certificate II has been updated to better reflect the job role described by this qualification: an assistant.

SFL10 Floristry – Responds to government broad policy initiatives

The SFL10 Floristry Training Package has been developed to reflect the Training Package Development Handbook policy and other related policy initiatives as at November 2010.

‘Green Skills’ – the inclusion of sustainability

In October 2009, the Deputy Prime Minister announced the Government initiative for the inclusion of sustainability within all training packages by 2010. Skills for sustainability, also known as ‘green skills’, are the technical skills, knowledge, values and attitudes needed in the workforce to develop and support sustainable social, economic and environmental outcomes in business, industry and the community. SFL10 addresses sustainability in a number of ways, including the:

- embedding of sustainability within individual units of competency, where appropriate
- availability of broad environmental sustainability units to be selected in qualifications, where appropriate and
- inclusion of sustainability in the employability skills summaries, where appropriate.

More choice within training packages – an increase of flexibility in qualifications

In its December 2009 meeting the National Quality Council (NQC) approved a range of measures to increase the flexibility and consistency of qualifications. SFL10 has addressed these measures in the following ways:

Initiative	SFL10 response
ONE THIRD or more of total units required to gain a VET qualification will be ELECTIVES	All qualifications have been updated to meet this policy, with the exception of the Certificate III in Floristry (see below).
The choice of ELECTIVE units can be broadened, to allow ONE SIXTH of total units to be included from other qualifications in a Training Package, other Training Packages and accredited courses.	All qualifications have been updated to meet this policy.
Licensed and trade occupations will be exempt from these measures	The Certificate III in Floristry has been improved to better reflect the flexibility measures. However, due to its classification as a trade via the apprenticeship structure in two states and in the ANZSCO codes it is exempt from complying.
All units will be called either CORE or ELECTIVE . Recommended combinations of electives for particular specialisations will be presented as GROUPS .	All qualifications have been updated to meet this policy.

Employability Skills

In 2005, the National Quality Council endorsed the approach to incorporate employability skills within all training package qualifications and units of competency. Employability skills have been appropriately incorporated into the SFL10 Floristry Training Package – it contains an employability skills summary in each qualification with employability skills explicitly embedded in individual units of competency.

SFL10 Floristry - Recognises convergence and connectivity of skills

When revising a training package, SSA aims to minimise duplication across training packages in an effort to promote the convergence and connectivity of skills.

In reviewing the units of competency in the floristry training package, significant attention was given to ensuring the duplication across units was minimised. There are now 20 floristry-specific units of competency and 68 imported units of competency from other training packages.

SFL10 Floristry – Supports movement of skills within and across organisations and sectors

The qualifications in SFL10 have increased flexibility to allow for the transferability of skills within the floristry industry and to other industries, in line with NQC policy. The increase in flexibility of the qualifications is achieved through an increase in the number of electives, along with elective options to enable a wide variety of elective units. To meet the NQC policy, individuals are also able to select up to one sixth of the elective units from any endorsed training package or accredited course. The availability of this range of skills encourages the development of a multi-skilled individual, who is able to access employment opportunities across a range of organisations and sectors.

When reviewing a training package, SSA has an internal policy of rationalisation to minimise duplication across training packages, both within the SSA suite and external to it. SFL10 contains a section of cross-sector units that are applicable to other industries such as retail, and also includes a number of cross-sector units in the imported units from the SRO7 Retail Services Training Package, in order to avoid duplication of specific skills applicable across several service industry sectors.

SFL10 Floristry – Promotes national and international portability

The SFL10 Floristry Training Package contains nationally recognised qualifications that meet the training needs of industry in each state/territory. Industry has identified that the Certificate II in Floristry (Assistant) , Certificate III in Floristry and Certificate IV in Floristry as appropriate qualifications for delivery via a traineeship or apprenticeship model, encouraging national consistency in training outcomes. The inclusion of employability skills and resourcing requirements into the training package increases national consistency in the job readiness of graduates.

SFL10 Floristry – Reflects licensing and regulatory requirements

Traditionally, the floristry industry is a self-regulated industry, with the relevant licensing and regulatory requirements including occupational, health and safety, and workplace safety.

Report by Exception

Throughout the process of reviewing the Floristry Training Package, SSA has collaborated with the Professional Florists Association NSW (PFA) to work through a range of issues identified by the organisation. Through the representation of a committee member on the Floristry TPRG and ongoing communication, we were able to resolve a number of issues, including the inclusion of new units, strengthening of critical aspects of assessment and assessment guidelines. Engagement with the PFA has included representation at all seven Floristry TPRG meetings, additional meetings with representatives from the PFA committee, NSW Department of Education and Training and former NSW industry training advisory body, NSW WRAPS, as well as ongoing email, phone and formal letter correspondence,

However, at the time of submission there are a number of issues that remain outstanding.

SSA's understanding of the main outstanding issues at the time of submission is that the PFA NSW is seeking:

- inclusion of entry requirements for SFL30110 Certificate III in Floristry
- a qualification structure to better reflect the NSW industry
- inclusion of additional individual units of competency addressing very specific aspects of floristry.

Broadly speaking, these issues that remain outstanding at the time of submission of the SFL10 Floristry Training Package are not consistent with feedback received from other stakeholders nationally.

The following issues identified by the PFA are sourced from the feedback submitted in April 2010, based on the second draft qualifications and third draft units.

PFA Issue	SSA Response
Issue 1: Floristry Qualification Packaging Rules	
<p>The PFA rejects all SFL Draft 2 qualification packaging rules and requests that the PFA's advice is incorporated into any future development work on the new Floristry Training Package.</p>	<p>The PFA also provided recommendations for the content of the qualifications, including additional technical and holistic units of competency.</p> <p>The qualifications have been structured to reflect a career progression from entry level to highly specialised designer roles. This has been achieved by amending the Certificate IV and Diploma structures and by the development of new units included at the appropriate level. The qualification descriptor and application statements clearly identify competencies applicable at each career level and career progression job titles. Feedback received from a range of stakeholders on the qualifications was analysed and incorporated where nationally consistent and in keeping with the Training Package Development Handbook.</p> <p>Additional units of competency have been developed or imported where appropriate for inclusion into the qualifications structure.</p>
Issue 2: The unit content of each floristry Qualification	
<p>Given the units (and content) included in each of SSA's Draft 2 qualifications do not meet the workforce skilling requirement of florists, all Draft 2 qualifications are rejected. The PFA requests that all draft SFL qualifications be redesigned to reflect industry skill needs and vocational outcomes.</p>	<p>SSA acknowledges the feedback received by the PFA and the former NSW ITAB, NSW WRAPS and has collated this feedback along with other stakeholder feedback received. As noted above, where nationally consistent, feedback has been incorporated into the revised draft of qualifications. For example, the Certificate IV in Floristry is now a flexible qualification to allow for tailored training to the various business models within the floristry industry and also contains units to develop skills and knowledge in operating as a multi-skilled senior florist in the areas of design, construction, coordination of special occasions and supervision.</p>

PFA Issue	SSA Response
Issue 3: Entry Requirements to each Floristry qualification	
<p>The PFA rejects the Entry Requirements to the Certificates II, III, IV and Diploma as the revised Entry Requirements do not meet the industry need for a straightforward skills progression pathway through the AQF levels, as noted in our 23 October response to SSA.</p>	<p>At the meeting of the Floristry Training Package Reference Group (TPRG) on January 22, 2010, the entry requirements for the Certificate IV in Floristry and Diploma of Floristry Design were discussed. The Floristry TPRG agreed for the entry requirements to describe the skills and knowledge that would have been gained by a significant period of time working within the industry. It was agreed that the entry requirements would not include individual units listed.</p> <p>The Certificate III in Floristry does not contain entry requirements as industry has identified this as a “trade” qualification, with the inclusion of entry requirements devaluing this status. The proposed entry requirements put forward by the PFA contain skills and knowledge that is either covered by the core units or has been subsumed into units in the Certificate III in Floristry.</p>
Issue 4: Units of competency – Structure and Content	
<p>The PFA requests that SSA takes urgent action to address the outstanding content gaps in the Draft 2 qualifications by developing the necessary floristry-specific units of competency listed (in the appendix of the submission).</p>	<p>The qualifications and units of competency for the revised SFL10 Floristry Training Package have been developed in consultation with a range of stakeholders, including industry, RTOs, unions and state training authorities, to reflect current industry practices, with feedback incorporated where nationally consistent.</p>
<ul style="list-style-type: none"> Missing industry-specific units of competency 	<p>The skills and knowledge implied by the title of the missing units of competency identified by NSW PFA are contained within the units of competency being submitted for endorsement, or are addressed through an imported unit, to be contextualized in delivery.</p>

PFA Issue	SSA Response
<ul style="list-style-type: none"> • Lack of recognition of critical floristry workforce skill needs • Poor unit design 	<p>The 12 key groups of skills identified by NSW PFA during the early stages of the review have been addressed in the units of competency being submitted. The example provided of wiring being broken down into three individual units was discussed at multiple Floristry TPRG meetings, with the decision made that this approach does not fit within the definition of what a unit of competency is, but rather the development of training modules. The NSW PFA's representative did not agree with this decisions and this was minuted.</p> <p>SSA engaged an experienced and competent technical writer to develop the components of the revised Floristry Training Package.</p> <p>The SFL10 Floristry Training Package underwent the quality assurance process, where independent quality assurance panel members evaluated the components of the training package to ensure that they meet the four quality principles and meet the requirements of the Training Package Development Handbook.</p>
<p>PFA believes the following units are missing from Certificate II in Floristry (Assistant):</p> <ul style="list-style-type: none"> • Recognise the elements and principles of design as applied to floristry • Assemble basic hand tied bouquets • Assemble basic funeral tribute wired • Assemble basic wired designs • Assemble basic designs into floral foam 	<p>The skills and knowledge implied by the titles of this list of units is covered in the content of the unit <i>SFLDEC201A Assemble floristry products</i>.</p> <p>National industry feedback on draft 1 identified the need to include a basic awareness of the elements and principles of design as required knowledge. The unit of competency was updated to reflect this in subsequent drafts.</p> <p>The breakdown of the unit <i>SFLDEC201A Assemble floristry products</i> into four individual units was discussed at multiple Floristry TPRG meetings, with the decision made that this approach does not fit within the definition of what a unit of competency is, but rather the development of training modules. The NSW PFA's representative did not agree with this decision and this was minuted.</p>

PFA Issue	SSA Response
<p>PFA believes the following units are missing from the Certificate III in Floristry:</p> <ul style="list-style-type: none"> • Principles and elements of design • Construct heavy funeral wiring for funeral tributes • Construct fine wiring for weddings (PFA developed unit – template for SSA unit design) • Introduction to decorative wiring • Working effectively in a floristry workplace (holistic unit) • Profile a floristry market 	<ul style="list-style-type: none"> • The knowledge of the elements and principles of design is incorporated as required knowledge in four of the core units of Certificate III in Floristry. • As mentioned above, the feedback that wiring be broken down into three individual units was discussed at multiple Floristry TPRG meetings, with the decision made that this approach does not fit within the definition of what a unit of competency is, but rather the development of training modules. The NSW PFA's representative did not agree with this decision and this was minuted. • Competency in a holistic unit in the floristry industry could only be achieved if the candidate was employed or on long term work placement. Only some states and territories have apprenticeships. Only some candidates are employed and work placements can pose a difficulty. RTOs delivering in a prevocational institution based situation would be disadvantaged as could students and the floristry industry. The SSA packages that do incorporate holistic units and mandatory workplace assessment within certain qualifications are currently supported by apprenticeships and work placements. The floristry industry is not at the same level of maturity and could not support this notion. Therefore, this suggestion has not been taken up. • The imported unit <i>SIRXMPR001A Profile a retail market</i> is an elective unit in the Certificate IV in Floristry and can be contextualised to the floristry industry in its delivery.
<p>PFA believes the following units are missing from Certificate IV in Floristry:</p> <ul style="list-style-type: none"> • Design and create complex funeral designs • Design and create complex decorative wiring techniques • Design and create complex advanced wired wedding designs 	<p>All skills and knowledge implied in this list of recommended units of competency are covered by the units <i>SFLDEC407A Design complex floristry products</i> and <i>SFLDEC408A Construct complex floristry products</i>.</p>
<p>Diploma of Floristry</p> <ul style="list-style-type: none"> • Develop communication and performance skills 	<p>The skills and knowledge implied in the title of this proposed unit is covered by the imported unit <i>SITXCOM005A Make presentations</i>.</p>

PFA Issue	SSA Response
Issue 5: Employability Skills Summaries	
The Employability Skills Summaries included at the end of each SFL qualification must be amended to ensure that they accurately reflect the employability skills acquired at each AQF level.	The statement following the employability skills summary is standard SSA guidance text and simply alerts users to the variations that may occur depending on the choice of electives

SSA's responses to the above issues were informed by engagement with the Floristry TPRG and supported by the broader floristry industry at a national level.

Section 2 Flexibility and Functionality Quality Principles

This section provides evidence that the SFL10 Floristry Training Package submission meets flexibility and functionality quality principles.

SFL10 Floristry – Meets the diversity of individual and enterprise needs

The SFL10 Floristry Training Package meets individual and enterprise needs through clear and consistent packaging rules. Each qualification in SFL10 contains core and elective units. The core units can be readily applied to a range of floristry contexts. The elective units can be selected to be tailor trained to specific job outcomes, local industry requirements and the qualification level.

The reviewed training package also complies with the recent NQC policy update to increase the flexibility within packaging rules. To comply with this policy, SSA has ensured that within each qualification one third of the total units are electives and up to one sixth of the total units are able to be selected from any endorsed training package or accredited course. This allows for each qualification to have the flexibility to support a broad range of job roles to suit individual needs, whether they are specialised or multi-skilled. The Certificate III in Floristry is except from this policy as it is considered a trade by industry, however improvements have been made to the ratio of elective units to increase the flexibility of this qualification.

SFL10 Floristry – Supports equitable access and progression of learners

The qualifications and packaging of units of competency designed for the floristry industry provide multiple entry and exit points for learners. In other words, direct entry and exit at all qualification levels with a job outcome is possible. They are flexible enough to meet a wide range of job outcomes and support a diverse range of career paths and business models. This provides individuals with opportunities to work across the sector, building their skill level along the way.

The qualifications and units of competency also support equitable access and progression of the individuals by minimising prerequisite units of competency and removing co-requisite units of competency according to current Training Package Development Handbook policy. The inclusion of entry requirements for the Certificate IV in Floristry and Diploma of Floristry ensures that individuals commencing training in each qualification respectively, have the skill base and experience that industry have identified is required to undertake this level of training.

Furthermore, the qualifications and units of competency that comprise this submission have been proofread and edited against Training Package Development Handbook policy by Service Skills Australia prior to the editorial and equity review by Quality Assurance panel members.

Please refer to the quality report in Appendix A for specific information on the equity aspects of this submission.

SFL10 Floristry – Supports learner transition between education sectors

The qualifications in SFL10 are all aligned to the appropriate level within the Australian Qualifications Framework (AQF). Advice is given within the qualification descriptors indicating the education sectors in which delivery is appropriate, for example in the descriptor of the Certificate II in Floristry (Assistant) it is identified that this qualification is

appropriate for delivery within the secondary sector, in a VET in schools program. At the other end of the spectrum is the Diploma of Floristry Design.

SFL10 Floristry – Supports implementation across a range of settings

The components of the SFL10 Floristry Training Package have been written to allow implementation across a range of settings, where appropriate. The Assessment Guidelines, as outlined in Volume 1, contain specific advice for delivery of training within the floristry industry. As reflected in SFL10, industry supports delivery of training in a variety of contexts, including in a workplace environment, simulated environment and institutional environment.

Furthermore, advice is provided on Australian Apprenticeships and training both on and off the job within the floristry industry.

SFL10 Floristry – Supports sound assessment practice

The SFL10 Floristry Training Package contains detailed guidelines for RTOs on appropriate assessment practice for qualifications within the floristry industry. The Assessment Guidelines in Volume 1 contain detailed advice on industry requirements for the quality assessment in the floristry industry, including:

- what it means to be a current and experienced assessor
- a definition of a simulated environment and
- appropriate assessment environment.

The Evidence Guides of individual units of competency have been strengthened to identify the industry expectations for the depth and breadth of skills and knowledge required to be assessed and recommend appropriate methods of assessment. The inclusion of employability skills, both embedded in units of competency and as summaries for each qualification, provides the framework and parameters to encourage consistency in the training delivery outcomes for job ready graduates.

SFL10 Floristry – Does not impose structural barriers to implementation

The SFL10 Floristry Training Package contains four qualifications developed to address industry needs in a flexible and accessible way. A wide range of stakeholders, including RTOs and state training authorities, were involved in the consultation processes throughout the development of SFL10 to ensure that the final product can be implemented with ease to provide job ready graduates for the floristry industry.

Section 3 Impact of Changes

The WRF04 Floristry Training Package has been reviewed in its entirety resulting in the SFL10 Floristry Training Package.

SFL10 Floristry – Implications

The implications of the SFL10 Floristry Training Package are described below in the section on impacts and also in the mapping documents in the appendices.

SFL10 Floristry – Industry imperatives

The continuous improvement of the Floristry Training Package has been driven by industry stakeholders and reflects current industry job roles and practices. Speed to market of SFL10 is important as it contains a range of updated and new units of competency that reflect current technologies and trends. The increased flexibility of the Certificate IV in Floristry to more appropriately reflect the job role in industry now provides an opportunity to address a priority training area for industry due to recent growth and increasing professionalism within industry. The timely and appropriate implementation of this qualification is a high priority to address industry needs.

SFL10 Floristry - Impact of changes for stakeholders

The SFL10 Floristry Training Package will have a range of impacts depending on the particular stakeholder group.

Registered Training Providers – public and private

The impact of the SFL10 Floristry Training Package depends upon which qualifications are being delivered by the RTO. Across the SFL10 qualifications the packaging rules have been clarified to provide clear and concise direction, in particular in the strengthened clarification between the Certificate II in Floristry (Assistant) and Certificate III in Floristry. All qualifications also contain increased flexibility options to allow for the delivery of tailored training that is specific to organisational and individual requirements.

For RTOs delivering the current qualifications that are equivalent in SFL10, there will be little impact on the structure of the qualifications under SFL10. However, should the RTO elect to deliver the new qualifications, such as the Diploma of Floristry Design, it is the recommendation of industry that the RTO demonstrates its ability to deliver this qualification to provide quality training outcomes. Of particular concern to industry is the resourcing of both trainers and assessors and equipment for the quality delivery of the Diploma of Floristry Design. Industry has identified in the Assessor Requirements that it is essential for assessors to have significant experience and comprehensive knowledge of current industry practices to be competent to assess this qualification.

The improvements to individual units of competency are primarily technical and relate to reflecting the current Training Package Development Handbook policy, as well as current industry practice. The mapping documentation identifies a significant updating of the units of competency, however, the focus of these changes has been the improvement of the technical nature of them, including the removal of duplication and the discrete skills being more appropriately aligned in units of competency. In essence, the majority of the content is the same but it is packaged differently.

The impact on RTOs on an individual unit of competency basis is noteworthy, though in many cases only minor updates may be required to existing learning and assessment strategies and learner and trainer resources. However, the alignment of existing resources to the units of competency may impact on the RTOs time in transitioning to SFL10.

Enterprises and Industry

The industry has been involved in the development of SFL10 and has provided significant feedback to ensure that the components of the revised training package reflect current industry practice. The implications for industry are positive in nature as SFL10 reflects current industry practices and provides a national training framework for emerging trends. The updating of the Certificate IV in Floristry and inclusion of the Diploma of Floristry Design will provide industry with a quality assured, industry developed set of standards with which to up skill practitioners.

Licensing and regulatory environments

The floristry industry is an unregulated industry with the relevant licensing and regulatory requirements that are OHS, and workplace-related in nature. SFL10 has minimal impact on these current licensing and regulatory requirements.

Policy Environment

As noted in Section 1, SFL10 has been developed to reflect current government policy directives. Of particular note is ensuring that skills relating to sustainability are incorporated throughout the training package and that the qualifications meet the recent directive for increased flexibility.

SFL10 Floristry – Systemic issues

Industry identified a number of concerns relating to the quality implementation of training in the floristry industry during the development of SFL10. In 2009, SSA also undertook a research project called 'The New Deal' to investigate industry concerns about the quality delivery of training and assessment within the national VET system and how SSA can contribute to the provision of quality training and assessment.

Three main areas have been identified in *the New Deal – ISC Role in Quality Training and Assessment Report* as key priorities in to examine, and are consistent with industry concerns raised throughout the process to develop SFL10:

- the ISC and industry role in quality training and assessment
- effective workforce development of trainers and assessors who work in the service industries
- effectively and transparently recognising high quality training products, services and support materials.

SSA will engage with industry and RTOs to develop an implementation program to assist in the quality delivery of SFL10 and address industries concerns. This will include:

- a series of professional development workshops focused on the unpacking of SFL10 and specific expectations of niche areas

- the development of a User Guide to identify industry's expectations of quality delivery of training in the floristry industry and
- the development of an industry tool to enable industry experts to verify that RTOs have sufficient and appropriate equipment to perform assessment.

Appendix A

Components for Endorsement

- Qualifications
- Units of Competency
- Occupational and licensing requirements
- Mapping information
- Training Package Modification history

SFL10 Floristry – Qualifications

SFL10 contains four qualifications:

SFL20110 Certificate II in Floristry (Assistant)

A total of 12 units to be completed:

- all 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.

SFL30110 Certificate III in Floristry

A total of 21 units to be completed:

- all 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.

SFL40110 Certificate IV in Floristry

A total of 15 units to be completed:

- all 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 3, 4 or 5.

SFL50110 Diploma of Floristry Design

A total of 12 units to be completed:

- all 6 core units
- 6 elective units:
 - a minimum of 4 elective unit 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 of 4, 5 or 6.

SFL10 Floristry – Units of Competency

Units of Competency

Unit Code	Unit Title
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
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

SFL10 Floristry – Occupational and licensing requirements

There are no occupational and licensing requirements impacting on the SFL10 Floristry Training Package.

SFL10 Floristry – Mapping information

Qualifications

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>

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 the level of a more technically proficient craftsman. 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>

Units of Competency

There are 20 units of competency in the SFL10 Floristry Training Package:

Code and Title	Relates to	Nature of Relationship E = equivalent N = not equivalent
Floristry Design and Construction		
SFLDEC201A Assemble floristry products	WRF0204B Assemble and prepare floristry products	<p>E</p> <p>Updated unit based on WRF0204B and is equivalent.</p> <p>This updated unit builds upon WRF0204B 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.</p>
SFLDEC302A Design floristry products	<p>WRFD301B Create floristry designs using hand tied techniques</p> <p>WRFD302B Create floristry designs using wiring techniques</p> <p>WRFD303B Create floristry designs using a base medium</p>	<p>N</p> <p>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.</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>
SFLDEC303A Maintain floristry tools and equipment	New unit	<p>N</p> <p>New unit focuses on regular maintenance activities for tools and equipment used for the preparation, construction and maintenance of floristry products.</p>

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. 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>

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>

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. 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>

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>WRF0204A Apply techniques to update floristry industry knowledge</p> <p>WRF0306B Apply product knowledge to meet customer needs</p> <p>WRF0307B Recommend on floristry products and services</p>	<p>N</p> <p>Replacement unit based on elements of WRF0204A, WRF0306B and WRF0307B 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>WRF0306B Apply product knowledge to meet customer needs</p> <p>WRF0307B Recommend on floristry products and services</p>	<p>N</p> <p>Replacement unit based on elements of WRF0306B and WRF0307B 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>
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>

Code and Title	Relates to	Nature of Relationship E = equivalent N = not equivalent
SFLSOP204A Prepare and care for floristry stock	WRF0202B Care for floristry stock and merchandise	<p>E</p> <p>Updated unit based on WRF0202B and is equivalent.</p> <p>SFLSOP204A builds upon WRF0202B 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	WRF0203B Prepare and display floristry stock	<p>N</p> <p>Replacement unit based on elements of WRF0203B but is not equivalent.</p> <p>SFLSOP205A builds upon WRF0203B 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	WRF0201B Provide service to floristry customers	<p>E</p> <p>This unit is based on WRF0201B and is equivalent.</p> <p>SFLSOP306A builds upon WRF0201B and focuses on the communication and relationship building skills required to service the special needs of floristry customers. Personal presentation issues are included.</p>

Code and Title	Relates to	Nature of Relationship E = equivalent N = not equivalent
SFLSOP307A Sell floristry products	WRF0306B Apply product knowledge to meet customer needs WRF0307B Recommend on floristry products and services	N Replacement unit that covers elements from WRF0306B and WRF0307B but is not equivalent. 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. 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).
SFLSOP308A Prepare quotations for floristry products	New unit	N New unit that focuses on the costing of products to meet customer requirements.
SFLSOP509A Research, assess and develop a floristry product range	WRF0408B Implement floristry products and services plan	N Replacement unit that covers certain elements of WRF0408B but is not equivalent. SFLSOP509A builds upon WRF0408B and focuses on the core intent of product development. 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. The content relating to contracted negotiation has been removed and is covered by SITXMGTO06A Establish and conduct business relationships.
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 Floristry – Training Package modification history

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

Appendix B

Quality Assurance Reports:

- Editing
- Equity
- Holistic

EDITORIAL REPORT

SFL10 FLORISTRY TRAINING PACKAGE

**Report prepared 23 September 2010 by
Cheryl Leary, Quality Training Concepts Pty Ltd**

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SECTION 1 – DETAILS OF DRAFT TRAINING PACKAGE COMPONENTS

INFORMATION REQUIRED	DETAIL
Training Package title and code	SFL10 Floristry Training Package
Number of new or revised qualifications or total number if a whole Training Package review	<p>Four qualifications are included in the Training Package – three are revised and one, the Diploma, is new.</p> <ul style="list-style-type: none"> • SFL20110 Certificate II in Floristry (Assistant) • SFL30110 Certificate III in Floristry • SFL40110 Certificate IV in Floristry • SFL50110 Diploma of Floristry Design
Number of new or revised units or total number if a whole Training Package review	20 Floristry units and 68 units imported from seven Training Packages.
Sampling size of units	Sampling is not relevant to this report – all components were reviewed.
Summary of comments including a definitive statement on whether the draft endorsed components meet the requirements in Section 2	<p>The writer of this report sighted the final draft version of the Training Package to be submitted to the NQC, and concluded that the draft endorsed components meet the requirements in Section 2.</p> <p>Cheryl Leary also conducted an initial editorial analysis of draft units in mid-2009 late in the first consultation period, and provided the ISC with some editorial suggestions to improve units without changing their outcomes – this up-front process, initiated by the ISC, meant that some external editorial input was provided early the unit of competency development. In developing and preparing this Editorial Report, the writer reviewed and edited the final draft pre-endorsed components – Volumes I and II. In summary, the units of competency are well written – the components of the units are internally consistent and the units are comprehensive and provide relevant information. For example:</p> <ul style="list-style-type: none"> • units are written in plain English with the language, style and formatting consistent across units • elements and performance criteria relate logically to one another and are pertinent to the unit outcomes • range statements provide appropriate guidance for users of the units • knowledge and skills components provide meaningful statements that align to the units and vary across units • evidence guides have been well considered for each unit, with the critical aspects and conditions under which competency may be assessed reflecting the requirements of individual units • imported units have been used from a range of Training Packages, co-requisites have been identified, and there are no pre-requisites for the Floristry units • units have been appropriately considered for the AQF qualification levels in which they are packaged.

Person completing the Editorial Report and organisation

This report was prepared by Cheryl Leary, Director Quality Training Concepts Pty Ltd, member ISC Quality Assurance Panel (Quality Assurance), and having capability equivalent to the skills required of ISC Quality Assurance Panel Editorial Panel members. Cheryl Leary was commissioned to provide this report in 2009 when a member of the ISC Quality Assurance Panel (Editorial Panel).

Date completed

23 September 2010

SECTION 2 – EDITORIAL CHECKLIST OF DRAFT TRAINING PACKAGE COMPONENTS

EDITORIAL REQUIREMENTS	COMMENTS
GENERAL INFORMATION	
<p>1. Draft endorsed components have been proofread and edited against Training Package Development Handbook policy by the ISC/developer prior to the formal Editorial review.</p>	<p>Yes</p> <p>In 2009, the writer of this report provided the ISC with detailed comments in relation to the draft endorsed components through an Initial Editing Report. Along with industry and other stakeholder input, the ISC considered those suggestions and incorporated the advice into the revised units. Prior to completing this report, in August 2010, the writer proof-read and edited the pre-endorsed components, making some minor edits and suggestions (without changing the meaning of text); and the ISC also reviewed the components.</p>
<p>2. Draft components are compliant with the most recent CAT template OR are in the format agreed between the developer and the Department (check confirmation of agreement if the latter)</p>	<p>Yes</p> <p>The ISC has confirmed that these comply with the most recent template.</p>
<p>3. Training Package information is sequenced correctly and is complete</p>	<p>Yes</p> <p>The writer of this report could not find some of the text within the mandatory text (Employability Skills information in the Qualifications Framework section). The ISC referred to its own Style Guide and that the layout was consistent with this.</p>
<p>4. Training Package code (and review date if NQC Endorsement Required) is included and confirmed with ISC as being correct</p>	<p>Yes</p>
<p>5. Preliminary pages and 'Introduction' include</p> <ul style="list-style-type: none"> a. information on changes from the previous Training Package and transition information ie. mapping table b. A modification history c. A description of specific Training Package industry coverage 	<p>Yes</p>

EDITORIAL REQUIREMENTS	COMMENTS
6. Information on qualifications suitable for VET in schools is included in the Qualification Framework section	Yes
7. Information on Australian Apprenticeships is included in the Qualification Framework section	Yes
ASSESSMENT GUIDELINES	
8. Has any additional industry specific information/ examples been added to the mandatory Assessment Guidelines text? Is this consistent with the mandatory text?	Yes Industry-specific requirements for assessor's vocational competency and requirements for assessment in the floristry industry have been added to Volume I. This is consistent with mandatory text.
UNITS OF COMPETENCY	
9. Unit codes and titles are consistent with Training Package Development Handbook policy, and are accurately cross-referenced throughout the mapping documents, packaging rules, Index and any reference to pre or co-requisite units	Yes
10. Units of competency and their content are inserted in full , including any imported units of competency	Yes

EDITORIAL REQUIREMENTS	COMMENTS
<p>11. Units of competency have all necessary components, including:</p> <ul style="list-style-type: none"> • Unit descriptor (including licensing/regulatory advice) • Employability skills • Pre-requisite units (optional) • Application of the competency • Competency field (optional) • Sector (optional) • Elements of competency • Performance criteria • Required skills and knowledge • Range statement • Evidence guide, including: <ul style="list-style-type: none"> • Critical aspects of evidence and assessment; • Conditions under which competency may be assessed; • Relationship to other units, including co-requisites; • Resource implications. 	<p>Yes</p>
<p>12. If not using the CAT template, the unit of competency elements and performance criteria are consistent with numbering conventions.</p>	<p>Yes</p>

QUALIFICATIONS	
13. Qualification codes and titles are consistent with Training Package Development Handbook policy, and are accurately cross referenced throughout the Training Package and index	Yes
14. Packaging rules and contextualisation advice are consistent with Training Package Development Handbook policy	Yes
15. A qualification pathways chart is inserted	Yes
SKILL SETS	
16. Skill Sets have been noted in the qualifications framework where applicable	Yes
17. Skill Sets do not purport to be qualifications or contain electives	Yes
18. Skill sets clearly identify licensing/regulatory advice where applicable	Yes

EQUITY REPORT

SFL10 FLORISTRY TRAINING PACKAGE

Report prepared 23 September 2010 by:

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SECTION 1 – DETAILS OF DRAFT TRAINING PACKAGE COMPONENTS

INFORMATION REQUIRED	DETAIL
Training Package title and code	SFL10 Floristry Training Package
Number of new or revised qualifications or total number if a whole Training Package review	<p>Four qualifications are included in the Training Package – three are revised and one, the Diploma, is new.</p> <ul style="list-style-type: none"> • SFL20110 Certificate II in Floristry (Assistant) • SFL30110 Certificate III in Floristry • SFL40110 Certificate IV in Floristry • SFL50110 Diploma of Floristry Design
Number of new or revised units or total number if a whole Training Package review	20 Floristry units and 68 units imported from seven Training Packages.
Sampling size of units	Sampling is not relevant to this report – all components were considered.
Summary of comments including a definitive statement on whether the draft endorsed components meet the requirements in Section 2	<p>The writer of this report sighted the final draft version of the Training Package to be submitted to the NQC, and concluded that the draft pre-endorsed components meet the requirements in Section 2.</p> <p>In summary, the units of competency are well written to provide for equitable participation and outcomes – they are internally consistent and provide relevant information reflecting cultural and religious diversity, and the diversity of users. The Training Package includes information about the industry and supports entry at Certificate II with the revised Certificate II qualification now more clearly describing the workplace functions of the floristry assistant.</p> <p>The writer of this report also conducted an initial equity analysis of draft units late in the first consultation period, and provided some suggestions for minor changes to improve units in terms of equity without changing outcomes. This up-front process, initiated by the ISC, meant that external input on the unit quality, from an equity perspective, was provided early the review process. Suggested changes included a range of minor edits to wording to ensure people with disabilities were not excluded and other suggestions to clarify meaning and improve clarity. In addition, minor wording changes were suggested in relation to reasonable adjustment in the Assessment Guidelines. These suggestions were adopted by the ISC in subsequent drafts. The ISC consulted widely on the drafts throughout the review process, and this is reflected in the focus on cultural and religious diversity in the units of competency.</p>
Person completing the Equity Report	Cheryl Leary, Director Quality Training Concepts Pty Ltd, member ISC Quality Assurance Panel (Quality Assurance), and having capability equivalent to the skills required of ISC Quality Assurance Panel Equity Panel members– having been commissioned to provide this report in 2009 when a member of the ISC Quality Assurance Panel (Equity Panel).
Date completed	23 September 2010

SECTION 2 – EQUITY CHECKLIST OF DRAFT TRAINING PACKAGE COMPONENTS

EQUITY REQUIREMENTS		COMMENTS
Endorsed components of a Training Package must ... reflect contemporary work organisation		
1.	<p>Is there clear information on:</p> <ul style="list-style-type: none"> ▪ the nature of the workforce, including public and private sector, full and part time workers, permanent and casual staff, age breakdowns? 	<p>Yes</p> <p>Information on the workforce is provided in Volume I.</p>
	<ul style="list-style-type: none"> ▪ the cultural diversity of the workforce and under-represented groups? 	<p>Yes</p> <p>The revised Certificate II qualification better reflects the job roles of the entry level worker and the skilled florist through clearer progression from fundamental skills at Certificate II level to more complex design and construction skills at the Certificate III level. The Training Package also provides a focus on the cultural aspects of the industry – including for example a diverse range of celebrations and other events where floristry services are required – reflecting the diversity of the Australian society today.</p>
2.	<p>Is there evidence that the consultation and validation processes included under-represented groups?</p> <p><i>For example, through lead agencies, individuals and groups in workplaces.</i></p>	<p>Yes</p> <p>Consultation with industry and other stakeholders such as RTOs (including TAFE Institutes with a broad client base), state and territory registering bodies is documented within the Case for Endorsement, and in the Training Package Volume I.</p>

Endorsed components of a Training Package must ... meet the diversity of individual and enterprise needs

3.	<p>Are the units of competency written clearly and concisely so that they can be correctly and consistently interpreted by users?</p>	<p>Yes</p> <p>The units of competency are well written. The unit components are internally consistent and provide for consistent interpretation by users. For example the:</p> <ul style="list-style-type: none"> • elements and performance criteria relate logically to one another and are pertinent to the unit outcomes • range statements provide appropriate guidance for users of the units. • knowledge and skills components provide meaningful statements that align to the units and vary across units • evidence guides have been well considered for each unit, with the critical aspects and conditions under which competency may be assessed reflecting the requirements of individual units • units are written in plain English with the language, style and formatting consistent across units.
4.	<p>Can the content of the units of competency easily be made culturally appropriate?</p>	<p>Yes</p> <p>The trainer or assessor can contextualise the units for diverse cultural groups and clients. For example, the units specify floral products for a culturally diverse range of special events.</p>
5.	<p>Are the Performance Criteria inclusive of other concepts of ‘organisation’ or ‘workplace’?</p> <p><i>For example, a not-for-profit organisation, community-based organisation or business services (for people with a disability).</i></p>	<p>Yes – see the writer’s analysis re two of the ‘inclusive’ criteria below.</p> <p>‘Other concepts of organisation’:</p> <p>Floristry is not typically a function provided by community-based or not-for-profit organisations (notwithstanding that floristry skills could be used in not-for-profit and volunteer roles – such as in hospitals). Therefore the Performance Criteria are not specifically inclusive of other concepts of work organisations; however, they are general enough to allow for any setting – for example, they refer to ‘organisation’ procedures rather than specifying workplaces. This is appropriate given the outcomes and the organisations where qualifications would typically be used.</p> <p>Inclusive of people with disabilities:</p> <p>People with disabilities could undertake floristry work (for example in supported</p>

		<p>workplaces) and some or all of the units might be suitable for people with a range of disabilities. However, this would depend on the capability of the individuals concerned and must be determined in consultation with the person with a disability – it is not appropriate to make global statements in this report about all people with all disabilities. The writer of this report considers that the technical knowledge required might not be achievable for some people with some levels of learning disabilities, and people who do not have fine motor skills may not be able to achieve some of the technical construction requirements of some of the units.</p> <p>However, notwithstanding the above, people with some physical and other disabilities could undertake and achieve the units with reasonable adjustments. For example, a person who uses a wheel chair could require appropriate height of benches and workstations; a person with a hearing impairment could be assisted with an interpreter or hearing loop in the workplace. Reasonable adjustments are referred to in the Training Package Assessment Guidelines.</p> <p>People with disabilities should be encouraged to undertake units in line with their capabilities, as long as the outcomes of the units are not compromised. The ISC has provided advice re reasonable adjustment in the Assessment Guidelines. The units themselves do not provide a barrier to participation.</p>
<p><i>Endorsed components of a Training Package must ... support equitable access and progression of learners</i></p>		
6.	<p>If competency standards include stand-alone communication units, have they been developed for use at a range of qualification levels?</p>	<p>Yes.</p> <p>No stand-alone communication Floristry units are in the Training Package; however, it includes the imported unit, SIRXCOM001A Communicate in the workplace. That unit is appropriate for this qualification level and recognises workplace and wider diversity.</p>
7.	<p>Has the wording in the units of competency been written to ensure inclusivity of equity groups where possible?</p> <p><i>For example:</i></p> <ul style="list-style-type: none"> ▪ <i>Using the word ‘lift’ in a competency can discriminate against people with a disability. The word could be substituted for ‘shift’ and may enable a person with a disability to perform the competency with assistance</i> ▪ <i>Allowing alternative communication (such as interpreters or assistive technology) may enable a person with English as a second language to perform the competency.</i> 	<p>Yes</p> <p>The units are clear enough and have sufficient flexibility to enable trainers and assessors to meet individual needs. They cover a diversity of floristry applications in line with the cultural and religious diversity of our society. The writer of this report suggested minor wording changes to units in the first consultation period such as using ‘report’ rather than ‘write a report’ to enable broader interpretations of required responses, such as verbal reporting.</p>

8.	Are the language, literacy and numeracy skills required to complete the workplace tasks described and appropriate for the qualification outcome ?	Yes
9.	Does the language, literacy and numeracy content in the units of competency reflect the level of importance/centrality of those competencies to the workplace task?	Yes
10.	Are the items specified in the Required Skills and Knowledge section clear and necessary to achieve the unit outcomes? <i>For example:</i> <ul style="list-style-type: none"> ▪ <i>Does ‘Understand, interpret and apply technical information’ need to be more specific about the type of technical information by stating ‘read graphs, tables and charts’?</i> ▪ <i>Is it accurate that a person need ‘understand’, ‘interpret’ and ‘apply’ the technical information to achieve the unit outcome?</i> 	Yes The writer of this report suggested minor edits to units in the first consultation period such as the removal of ‘understand’ from a couple of units to reflect competency based training and assessment. The Required Skills and Knowledge section includes statements in line with appropriate workplace requirements – people need these skills, for example to interpret technical information about floral products and to research the market. The units with different levels of LLN competencies describe these appropriately and differently according to the level.
11.	Are the Performance Criteria specific enough to convey meaning? <i>For example, references to ‘as appropriate to the workplace’ or ‘in accordance with organisational requirements’ can make a unit of competency vague and difficult to interpret.</i>	Yes
12.	Do the units of competency make clear whether a person needs to read and comprehend workplace documentation or whether the issue is one of awareness of its existence relevant to the job role and where it can be sourced?	Yes
<i>Endorsed components of a Training Package must ... support implementation across a range of settings</i>		
13.	Are all the critical terms and phrases in the Performance Criteria (written in bold and italics) further defined in the Range Statement? <i>For example ‘Workplace documentation may include: shift reports, hazard forms, leave applications, service checklists...’ ‘Written tasks may include: note taking for orders, production reports, maintenance requirements, operating and breakdown details, work instructions.’</i>	Yes
14.	Does the Range Statement cater for reasonable adjustment by allowing for different work environments and situations that may affect performance?	Yes The units allow for diversity in the range statement by providing for various types of events and products the candidate can use to attain and demonstrate competency.

Endorsed components of a Training Package must ... support sound assessment practice

15.	<p>Is the suggested Method of Assessment in the Evidence Guide an appropriate way to assess performance for the Unit of Competence?</p> <p><i>For example, a written test or report would be inappropriate if the unit does not require any writing competence.</i></p>	<p>Yes</p>
16.	<p>Does the suggested Method of Assessment in the Evidence Guide provide flexibility suitable for equity groups, in particular Indigenous people, people with a disability, inclusive of gender and other cultures?</p>	<p>Yes</p> <p>The methods of assessment provide a range of methods that can be used, and these include differences for different units, showing they have been individually considered. Some methods, such as observation, may suit some people with some disabilities. There is no direct information that allows for the assessment of people with particular individual needs. However, the capacity for assessors to make reasonable adjustments is provided in information in the Assessment Guidelines.</p>

QUALITY REPORT FLORISTRY TRAINING PACKAGE (SLF10)

PREPARED FOR SERVICE SKILLS AUSTRALIA BY:
Nicola Burridge
TMI Management Solutions
October 2010

SECTION 1: DETAILS OF DRAFT TRAINING PACKAGE COMPONENTS

INFORMATION REQUIRED	DETAIL
Training Package title and code	Floristry (SLF10) Version 1
Number of new or revised qualifications or total number if a whole Training Package review	4 qualifications
Number of new or revised units or total number if a whole Training Package review	20 units of competency
Sampling size of units	12 units

<p>Summary of comments including a definitive statement on whether the draft endorsed components meet the Training Package Quality Principles in Section 2</p>	<p>The panel member has reviewed the draft case for endorsement, units of competency, qualifications, plus editorial and equity reports prepared by other panel members. Those reports indicate that the draft components meet editing and equity requirements. Summary quality comments on the draft components are as follows:</p> <p>Responsiveness: Membership of the Floristry Training Package Reference Group and consultation processes used have been appropriate to the scope of SLF10; industry needs have been researched and are reflected in the draft components.</p> <p>The panel member notes the Report by Exception indicating that the Professional Florists Association NSW (PFA) does not support the draft components. Key concerns include:</p> <ul style="list-style-type: none"> • need for a range of additional units for particular floristry techniques and contexts • request for inclusion of an entry requirement for the Certificate III in Floristry <p>The panel member supports the ISC response, and also notes the involvement of the Training Package Reference Group in reaching final decisions on these issues. Draft units are comprehensive, and the inclusion of an entry requirement for the Certificate III could limit flexibility. Six of the core units in the Certificate II in Floristry (Assistant) are already embedded in the Certificate III in Floristry, ensuring coverage of key underpinning skills. Other content proposed as an entry requirement is subsumed in core Certificate III units.</p> <p>Recognition: qualifications are clear and consistent and are appropriately aligned to the AQF; there is significant use of units from other Training Packages and units may be applied across different floristry contexts; there are no specific licensing or regulatory issues that apply</p> <p>Flexibility: three of the four qualifications meet NQC packaging flexibility rules; the Certificate III in Floristry is exempt by virtue of its trade status in two states; there are no pre-requisite units of competency. One concern raised relates to the expression of the entry requirements in the Certificate IV in Floristry and the Diploma of Floristry Design. The panel member felt that:</p> <ul style="list-style-type: none"> • clarity could be improved by listing units of competency required (these are quite extensive) • the specification about proving additional vocational expertise could be overly prescriptive. <p>The ISC has indicated industry preference to keep a focus on vocational expertise rather than on units of competency, and that entry requirement wording needed to remain as proposed given the detailed industry discussions on the issue.</p> <p>Functionality: units and qualifications are clearly written; units in particular provide detailed and specific guidance to support the assessment process; Training Package policy is met.</p> <p>Overall, the draft components meet Training Package quality principles.</p>
<p>Panel member completing Quality Report</p>	<p>Nicola Burridge, TMI Management Solutions</p>
<p>Statement confirming Panel member has not been involved in the development or validation activities associated with this Training Package</p>	<p>The panel member has not been involved in the development or validation activities associated with this Training Package.</p>
<p>Date completed</p>	<p>26 October 2010</p>

SECTION 2: COMMENTS ON HOW THE DRAFT TRAINING PACKAGE COMPONENTS MEET THE QUALITY PRINCIPLES

QUALITY PRINCIPLES	KEY FEATURES	EVIDENCE	COMMENTS
	<i>The endorsed components of a Training Package must ...</i>	<i>How do the endorsed components of a Training Package achieve this?</i>	<i>Provide brief commentary on the whether the draft endorsed components meet the Quality Principles with specific reference to the evidence provided</i>
Responsiveness <i>...to the needs of contemporary industry and its workforce</i>	Reflect contemporary work organisation and job profiles incorporating a futures orientation	Open and inclusive consultation and validation commensurate with scope and impact is conducted Other national and international standards for skills are considered	<ul style="list-style-type: none"> The consultation process has been appropriate to the scope of the training package, and included both face to face sessions in most States and Territories as well as web based mechanisms; feedback has been recorded and actioned where appropriate. The Training Package Reference group comprised both industry and RTO stakeholders and met seven times during the development process. Current industry needs have been researched and are reflected in the draft components. For example, the broadening of qualifications now allows application to different business models, and there is a much greater focus on design – both within individual units and through the creation of the new Diploma of Floristry Design.
	Be driven by industry’s needs	Clever, sustainable approaches to incorporate feedback from stakeholders	
	Respond to government broad policy initiatives	Innovative responses to government policy initiatives	
Recognition <i>..of an individual’s competence across industries and occupations</i>	Recognise convergence and connectivity of skills	Incorporation of cross industry units and qualifications	<ul style="list-style-type: none"> Convergence and connectivity is recognised through significant use of units from other Training Packages, particularly Retail Services, but also cross-industry units from packages such as Business Services. In fact there are only 20 FLS units in total, with 68 imported units. Packaging rules are clear and consistent and alignment is appropriate. Different floristry business models are supported in the way units are written, though the panel member questioned the inclusion of <i>Work effectively in a retail environment</i> as a core unit in the qualifications, given that not all outcomes are retail based (particularly at Certificate II level). The ISC indicated that this occurred because it would be unlikely for a florist to never encounter a retail working environment in his her/career. While the logic of this was not clear to the panel member, it is not a major barrier. No specific licensing and regulatory requirements apply to these qualifications.
	Support movement of skills within and across organisations and sectors	Clear and consistent packaging rules for qualifications Qualification framework and pathways are effectively designed Incorporation of skill sets	
	Promote national and international portability	Qualification outcomes are aligned with the Australian Qualifications Framework Other national and international standards for skills are considered	
	Reflect licensing and regulatory requirements	Solutions to incorporate licensing and regulatory requirements are brokered	

QUALITY PRINCIPLES	KEY FEATURES	EVIDENCE	COMMENTS
<p>Flexibility</p> <p><i>...to meet individual enterprise and learner needs</i></p>	<p>Meet the diversity of individual and enterprise needs</p> <p>Support equitable access and progression of learners</p> <p>Support learner transition between education sectors</p>	<p>Clear and consistent packaging rules for qualifications</p> <p>Provide flexible qualifications that enable application in different contexts</p> <p>Provide multiple entry and exit points</p> <p>Pre and co-requisite units of competency are minimized</p> <p>Units of competency are clearly written and have consistent breadth and depth</p> <p>Advice is provided on implementation/pathways</p>	<ul style="list-style-type: none"> • Packaging rules are clear and consistent and meet current NQC requirements. • Certificate III in Floristry is an exempt qualification based on its trade status in two States. Its flexibility has been enhanced, but this is a very tightly targeted and quite prescriptive qualification. Because the core of this qualification (16 units) is an entry requirement for the Certificate IV in Floristry, this flows into the higher-level qualifications. • Units are written for quite specific application, but can be applied across a range of different floristry contexts (retail, online, studio etc). • Flexibility is not limited by pre-requisite units of competency • The panel member raised questions about the entry requirements for the Certificate IV in Floristry and the Diploma of Floristry Design. In particular: <ul style="list-style-type: none"> ○ Given the fact that in both cases the entry requirements are the core units of the qualification below, why was it not appropriate to list those units for user clarity? The ISC indicated an industry desire to keep the focus on the vocational expertise rather than on specific units of competency ○ Whether there needed to be such a tight specification around how entrants must provide additional evidence of their vocational expertise? The ISC advised that development of specific wording had been subject to a lot of discussion with industry, and it needed to remain as proposed.
<p>Functionality</p> <p><i>...through ease of understanding, clever design and consistency with policy and publication requirements</i></p>	<p>Support implementation across a range of settings</p> <p>Support sound assessment practice</p> <p>Not impose structural barriers to implementation</p>	<p>Advice is provided on implementation/pathways</p> <p>Units of competency are clearly written and have consistent breadth and depth</p> <p>Clear and consistent packaging rules for qualifications</p> <p>Compliance with the National Training Information System (NTIS)/National Register standard for loading and publication</p> <p>Compliance with Training Package policy</p>	<ul style="list-style-type: none"> • Units are clearly written and have consistent breadth and depth. • Unit requirements are appropriate to the qualification levels in which units are first packaged • Units provide very detailed and specific advice to support assessment – in particular through the application statements, range statements, evidence guides and required knowledge. • Assessment guidelines include industry expectations of requirements for assessors. • There is clear and detailed mapping advice for the transition from WRF04 to the new Floristry Training Package. • The panel member reviewed documents in Service Skills Australia’s print-ready format; the ISC advises that documents will be submitted in required CAT format. • Training Package policy is met.

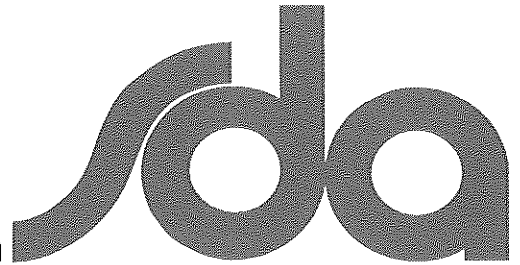
QUALITY PRINCIPLES	KEY FEATURES	EVIDENCE	COMMENTS

Appendix C

Letters of Support

- Shop, Distributive and Allied Employee's Association
- Flower Thinking
- Roses Only
- P&E Floral Consulting

Building on a Century of Service
1908-2008



Shop, Distributive & Allied Employees' Association

REGISTERED OFFICE: SIXTH FLOOR, 53 QUEEN STREET, MELBOURNE 3000 TELEPHONE: (03) 8611 7000 FAX: (03) 8611 7099 E-MAIL: general@sda.org.au
ABN 99 789 302 470

NATIONAL PRESIDENT
Gerard Dwyer

NATIONAL SECRETARY
Joe de Bruyn

ijb/dw

29th October, 2010

Ms Karen Banks
Senior Project Officer
Service Skills Australia
GPO Box 4191
SYDNEY NSW 2001

Dear Karen,

Re: Letter of support for the SFL10 Floristry Training Package

This is to confirm that the Shop Distributive and Allied Employees Association, as the trade union with national organisational coverage in this industry area has participated in the review of the Floristry Training Package and supports the changes and updates to the proposed SFL10 Floristry Training Package.

I would also like to thank Service Skills Australia for the opportunity to provide feedback on the review of the Training Package.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Ian Blandthorn', with a long horizontal line extending to the right.

Ian Blandthorn
National Assistant Secretary

Karen Banks
Senior Project Officer
Service Skills Australia
GPO Box 4191
Sydney NSW 2001

Dear Karen,

RE: Letter of support for the SFL10 Floristry Training Package

This is to confirm that Flower Thinking Pty Ltd and Alstonville Florist have participated in the review of the Floristry Training Package and support the changes and updates to the proposed SFL10 Floristry Training Package.

I would also like to thank Service Skills Australia for the opportunity to provide feedback on the review of the Training Package. I am particularly appreciative of their efforts in balancing differing feedback with the needs and direction of the floristry industry and making positive decisions when incorporating the results of the feedback into the training package changes.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Mark Pampling', with a long horizontal flourish extending to the right.

Mark Pampling
Creative Director - Flower Thinking Pty Ltd
Co-owner - Alstonville Florist



29 October 2010

Karen Banks
Senior Project Officer
Service Skills Australia
GPO Box 4191
Sydney NSW 2001

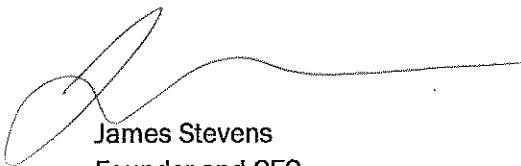
Dear Karen

RE: Letter of support for the SFL10 Floristry Training Package

This is to confirm that Roses Only has participated in the review of the Floristry Training Package and supports the changes and updates to the proposed SFL10 Floristry Training Package.

I would also like to thank Service Skills Australia for the opportunity to provide feedback on the review of the Training Package.

Yours sincerely

A handwritten signature in black ink, consisting of a large, stylized loop followed by a long horizontal line that tapers off to the right.

James Stevens
Founder and CEO



P&E Floral Consulting

Pet and Guan Mackenzie

- Locum Floristry
- Shows & Events
- Teaching
- Corporate Events
- Weddings
- Demonstrations
- Competition Judging

**6 Dallas St. Mt. Waverley,
Victoria, Australia.**



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Karen Banks
Senior Project Officer
Service Skills Australia
GPO Box 4191
Sydney NSW 2001

Dear Karen,

RE: Letter of support for the SFL10 Floristry Training Package

This is to confirm that P & E FLORAL CONSULTING has participated in the review of the Floristry Training Package and supports the changes and updates to the proposed SFL10 Floristry Training Package.

I would also like to thank Service Skills Australia for the opportunity to provide feedback on the review of the Training Package.

Yours sincerely,

K.E.Mackenzie

P&E Floral Consulting