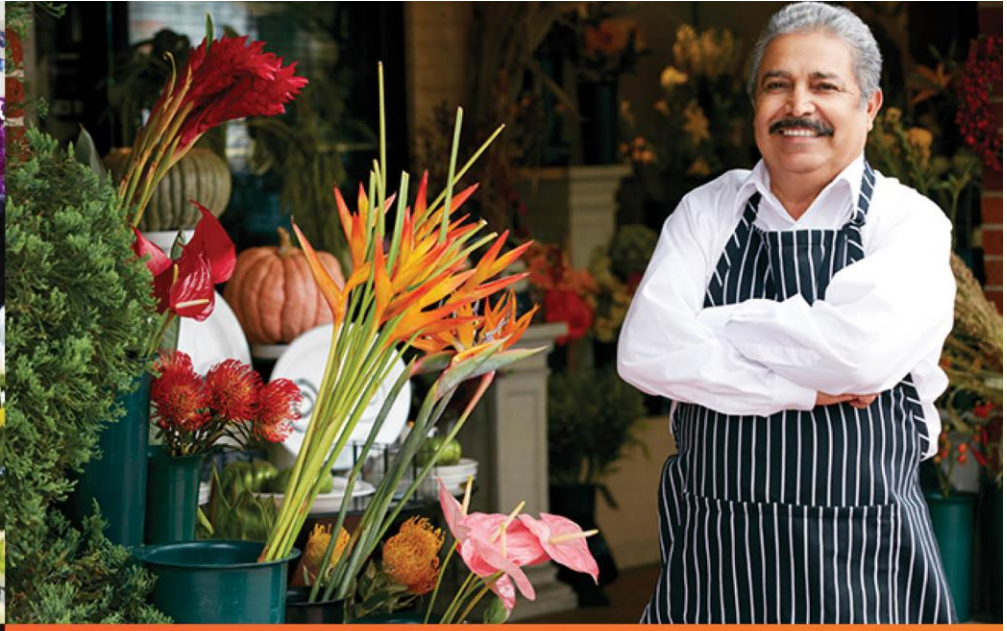

SFL FLORISTRY TRAINING PACKAGE V1.0

COMPANION VOLUME IMPLEMENTATION GUIDE

SERVICE SKILLS AUSTRALIA

Version Control and Modification History

The latest version of the Implementation Guide is shown on the top row. The table tracks modifications to training components in this Training Package made after the initial release. Please check that you are using the current version of the *SFL Floristry Training Package* by accessing information from training.gov.au.

Version	Release Date	Comments
1	22 September 2015	Primary release – replaces SFL10 version 1.

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Introduction

This Companion Volume Implementation Guide has been developed to provide advice and guidance on the implementation of the *SFL Floristry Training Package*. It also includes key information on the industry and its workforce needs.

Background

In November 2012 the National Skills Standards Council (NSSC) endorsed a set of *Standards for Training Packages*, to ensure that training packages are of high quality and meet the workforce development needs of industry, enterprises and individuals. The *Standards for Training Packages* apply to the design and development of training packages for endorsement consideration.

Standard 1 identifies the products that must comprise a training package. This includes:

- Four endorsed components:
  - Units of Competency
  - Assessment Requirements (associated with each Unit of Competency)
  - Qualifications
  - Credit Arrangements
- One or more quality assured Companion Volumes.

Quality Assurance of Companion Volumes

The Companion Volumes developed by Service Skills Australia follow a quality assurance process throughout development to ensure that the guides produced are available at the time of endorsement of the training package and that the Implementation Guide complies with the template.

Steps in the quality assurance process:

Consult

1. Project Advisory Group informs content.
2. Industry and RTOs provide input.

Develop

1. Draft Companion Volume(s) prepared.
2. Format and copy edit first draft.
3. Draft 2 Companion Volume(s) prepared.
4. Cross check Companion Volume(s) with draft Training Package components for endorsement.
5. Review by Project Advisory Group.

Quality Assurance

6. Copy edit and proof read.
7. Final internal quality assurance checks.

Sign off

8. Sign off by Project Advisory Group.
9. Implementation Guide made available for external Quality Panel member.
10. Desk top publish and upload to website.

1.0 Overview Information

This Implementation Guide is designed to assist assessors, trainers, Registered Training Organisations (RTOs) and enterprises to deliver the *SFL Floristry Training Package*. It provides advice about the structure and content of the training package, its key features and industry specific information applicable to implementation.

1.1 SFL Qualifications

Qualifications are created by combining Units of Competency into groups which meet job roles and are meaningful in the workplace, and aligning those groups of competencies to vocational qualifications in the Australian Qualifications Framework (AQF).

Qualifications therefore:

- represent key industry functions directly related to occupational positions in the industry
- are a framework, not a course.

Qualification Code	Qualification Title
SFL20115	Certificate II in Floristry (Assistant)
SFL30115	Certificate III in Floristry
SFL40115	Certificate IV in Floristry
SFL50115	Diploma of Floristry Design

1.2 SFL Skill Sets

This training package does not contain any skill sets.

1.3 SFL Units of Competency and Prerequisites

Units of Competency in training packages are developed by industry to meet the identified skill needs of industry. Each Unit of Competency identifies a discrete workplace requirement and includes the knowledge and skills that underpin competency as well as language, literacy and numeracy requirements. Units of Competency therefore:

- are nationally agreed statements of the skills and knowledge required for effective performance in a particular job or job function
- describe work outcomes
- logically stand alone when applied in a work situation.

A prerequisite is a Unit of Competency in which the individual must be deemed competent prior to the determination of competency in the unit. Prerequisites are applicable when competency cannot be achieved in a given Unit of Competency without first gaining essential knowledge and skills from other Unit(s) of Competency. Prerequisites are included as part of the full Qualification and contribute to the total outcome of the Qualification.

Unit Code	Unit Title	Prerequisite(s)
Design and Construction - DEC		
SFLDEC001	Maintain floristry tools and equipment	Nil
SFLDEC002	Design floristry products	Nil
SFLDEC003	Design complex floristry products	Nil

Unit Code	Unit Title	Prerequisite(s)
SFLDEC004	Design and produce innovative floristry products	Nil
SFLDEC005	Assemble floristry products	Nil
SFLDEC006	Construct hand tied floristry products	Nil
SFLDEC007	Construct wired floristry products	Nil
SFLDEC008	Construct floristry products with a base medium	Nil
SFLDEC009	Construct complex floristry products	Nil
SFLDEC010	Coordinate floristry products for special occasions	Nil
SFLDEC011	Style and manage floristry for events	Nil
SFLDEC012	Interpret floristry design briefs	Nil
SFLDEC013	Plan floristry designs with clients	Nil
SFLDEC014	Research theories of creativity	Nil
SFLDEC015	Research global floristry trends	Nil
Management - MGT		
SFLMGT001	Coordinate floristry work teams	Nil
Sales and Operations - SOP		
SFLSOP001	Source information on floristry products and services	Nil
SFLSOP002	Work effectively in the floristry industry	Nil
SFLSOP003	Recognise flower and plant materials	Nil
SFLSOP004	Receive and store floristry stock	Nil
SFLSOP005	Prepare and care for floristry stock	Nil
SFLSOP006	Display and merchandise floristry products	Nil
SFLSOP007	Interact with floristry customers	Nil
SFLSOP008	Provide quality service to floristry customers	Nil
SFLSOP009	Sell floristry products	Nil
SFLSOP010	Prepare quotations for floristry products	Nil
SFLSOP011	Develop a floristry product range	Nil
SFLSOP012	Maintain and order floristry stock	Nil
Work Health and Safety - WHS		
SFLWHS001	Participate in safe work practices	Nil
SFLWHS002	Provide a safe work environment	Nil

1.4 Imported Units of Competency and Prerequisites

Codes, titles and prerequisite requirements for imported Units of Competency are applicable and current at time of publication of the *SFL Floristry Training Package*.

The parent training package is identified before each group of imported Units of Competency.

Unit Code	Unit Title	Prerequisite(s)
AHC10 Agriculture, Horticulture and Conservation and Land Management		
AHCNSY202A	Tend nursery plants	Nil
AHCNSY204A	Maintain indoor plants	Nil
AHCNSY303A	Install and maintain plant displays	Nil
AHCPGD401A	Design plant displays	Nil
BSB Business Services		
BSBCMM401	Make a presentation	Nil
BSBCRT501	Originate and develop concepts	Nil
BSBDES202	Evaluate the nature of design in a specific industry context	Nil
BSBDES301	Explore the use of colour	Nil
BSBDES501	Implement design solutions	Nil
BSBEBU401	Review and maintain a website	Nil
BSBEBU501	Investigate and design e-business solutions	Nil
BSBEBU502	Implement e-business solutions	Nil
BSBFIA301	Maintain financial records	Nil
BSBITU305	Conduct online transactions	Nil
BSBPUR301	Purchase goods and services	Nil
BSBPUR402	Negotiate contracts	Nil
BSBSMB401	Establish legal and risk management requirements of small business	Nil
BSBSMB402	Plan small business finances	Nil
BSBSMB403	Market the small business	Nil
BSBSMB404	Undertake small business planning	Nil
BSBSMB405	Monitor and manage small business operations	Nil
BSBSMB406	Manage small business finances	Nil
BSBSMB407	Manage a small team	Nil
BSBSUS201	Participate in environmentally sustainable workplace practices	Nil
BSBSUS301	Implement and monitor environmentally sustainable workplace practices	Nil
BSBSUS501	Develop workplace policy and procedures for sustainability	Nil
BSBWOR202	Organise and complete daily work activities	Nil
CUV11 Visual Arts, Crafts and Design		
CUVACD201A	Develop drawing skills to communicate ideas	Nil
CUVACD301A	Produce drawings to communicate ideas	Nil

Unit Code	Unit Title	Prerequisite(s)
CUVACD302A	Produce computer-aided drawings	Nil
CUVACD401A	Integrate colour theory and design processes	Nil
CUVDIG301A	Produce digital images	Nil
CUVPRP303A	Select and prepare creative work for exhibition	Nil
HLT Health		
HLTAID003	Provide first aid	Nil
SIR Retail Services		
SIRRFSA001A	Apply retail food safety practices	Nil
SIRXCCS006A	Maintain business to business relationships	Nil
SIRXCCS201	Apply point-of-sale handling procedures	Nil
SIRXCCS509	Manage business customers	Nil
SIRXEBS001A	Acquire and retain online customers	Nil
SIRXEBS004A	Select an e-business model	Nil
SIRXFIN002A	Perform retail finance duties	Nil
SIRXFIN201	Balance point-of-sale terminal	Nil
SIRXHRM001A	Administer human resources policy	Nil
SIRXHRM002A	Recruit and select personnel	Nil
SIRXICT001A	Operate retail technology	Nil
SIRXICT404	Adopt mobile commerce applications to improve sales and service	Nil
SIRXMER202	Plan, create and maintain displays	Nil
SIRXMPR001A	Profile a retail market	Nil
SIRXMPR008A	Implement advertising and promotional activities	Nil
SIRXQUA001A	Develop innovative ideas at work	Nil
SIRXQUA002A	Lead a team to foster innovation	Nil
SIRXQUA003A	Create an innovative work environment	Nil
SIRXQUA004A	Set up systems that support innovation	Nil
SIRXRSK002A	Maintain store security	Nil
SIRXRSK201	Minimise loss	Nil
SIRXSLS201	Sell products and services	Nil
SIT12 Tourism, Travel and Hospitality Training Package		
SITXHRM402	Lead and manage people	Nil
TAE10 Training and Education		
TAEDEL301A	Provide work skill instruction	Nil
TAEDEL404A	Mentor in the workplace	Nil

1.5 Qualification Mapping

Qualification Mapping – SFL10 V1.0 to SFL V1.0		
Previous Qualification **SFL10 V1.0**	**Replacement Qualification** **SFL V1.0**	**Comment in relation to previous version** **E = Equivalent** **N = Not Equivalent**
SFL20110 Certificate II in Floristry (Assistant)	SFL20115 Certificate II in Floristry (Assistant)	• E • Number of units required for completion remains at 12. Core units increased by one and elective units decreased by one. • New floristry specific units replace SIR units in the core: ○ *SFLSOP002 Work effectively in the floristry industry* replaces *SIRXIND101 Work effectively in a customer service environment* ○ *SFLSOP007 Interact with floristry customers* replaces *SIRXCOM001A Communicate in the workplace* ○ *SFLWHS001 Participate in safe work practices* replaces *SIRXWHS101 Apply safe work practices.*
SFL30110 Certificate III in Floristry	SFL30115 Certificate III in Floristry	• E • Number of units required for completion remains at 21. Core units remain at 16 and elective units remain at five. • Core unit replaced by more relevant unit: ○ *CUVCOR07B Use drawing techniques to represent the object or idea* replaced by *CUVACD201A Develop drawing skills to communicate ideas* • New floristry specific units replace SIR units in the core: ○ *SFLSOP002 Work effectively in the floristry industry* replaces *SIRXIND101 Work effectively in a customer service environment* ○ *SFLWHS001 Participate in safe work practices* replaces *SIRXWHS101 Apply safe work practices* • New floristry specific unit replaces imported unit in the core: ○ *SFLDEC012 Interpret floristry design briefs*.
SFL40110 Certificate IV in Floristry	SFL40115 Certificate IV in Floristry	• E • Number of units required for completion decreased from 15 to 12. Core units increased by one and electives decreased by four. • New floristry specific units replace SIR units in the core: ○ *SFLMGT001 Coordinate floristry work teams* replaces *SIRXMGT001A Coordinate work teams* ○ *SFLSOP012 Maintain and order floristry stock* replaces *SIRXINV002A Maintain and order stock* ○ *SFLWHS002 Provide a safe working environment* replaces *SIRXWHS403 Provide a safe work environment* • Entry requirements changed.

Qualification Mapping – SFL10 V1.0 to SFL V1.0		
Previous Qualification **SFL10 V1.0**	**Replacement Qualification** **SFL V1.0**	**Comment in relation to previous version** **E = Equivalent** **N = Not Equivalent**

SFL50110 Diploma of Floristry Design	SFL50115 Diploma of Floristry Design	• E
		• Number of units required for completion remains at 12. Core units increased by one and elective units decreased by one.
		• Three new floristry specific units:
		  ○ *SFLDEC013 Plan floristry designs with clients*
		  ○ *SFLDEC014 Research theories of creativity* replaces *BSBCRT601A Research and apply concepts and theories of creativity*
		  ○ *SFLDEC015 Research global floristry trends* replaces *BSBDES602A Research global design trends*
		• *BSBDES701A Research and apply design theory* deleted from core.
		• Entry requirements changed.

1.6 Unit of Competency Mapping

For an explanation of how content has been housed in the new format for the *Standards for Training Packages*, refer to: Appendix 3: Unit of Competency and Assessment Requirements Explained.

Unit of Competency Mapping – SFL10 V1.0 to SFL V1.0		
Previous Unit Code and Title	**Replacement Unit Code and Title**	**Comment in relation to previous version** **E = Equivalent** **N = Not Equivalent**
Design and Construction - DEC		
SFLDEC201A Assemble floristry products	SFLDEC005 Assemble floristry products	• E • Updated to meet Standards for Training Packages.
SFLDEC302A Design floristry products	SFLDEC002 Design floristry products	• E • Updated to meet Standards for Training Packages.
SFLDEC303A Maintain floristry tools and equipment	SFLDEC001 Maintain floristry tools and equipment	• E • Updated to meet Standards for Training Packages.
SFLDEC304A Construct hand tied floristry products	SFLDEC006 Construct hand tied floristry products	• E • Updated to meet Standards for Training Packages.
SFLDEC305A Construct wired floristry products	SFLDEC007 Construct wired floristry products	• E • Updated to meet Standards for Training Packages.
SFLDEC306A Construct floristry products with a base medium	SFLDEC008 Construct floristry products with a base medium	• E • Updated to meet Standards for Training Packages.

Unit of Competency Mapping – SFL10 V1.0 to SFL V1.0		
Previous Unit Code and Title	**Replacement Unit Code and Title**	**Comment in relation to previous version** **E = Equivalent** **N = Not Equivalent**
SFLDEC407A Design complex floristry products	SFLDEC003 Design complex floristry products	• E • Updated to meet Standards for Training Packages.
SFLDEC408A Construct complex floristry products	SFLDEC009 Construct complex floristry products	• E • Updated to meet Standards for Training Packages.
SFLDEC409A Coordinate floristry products for a special occasion	SFLDEC010 Coordinate floristry products for a special occasions	• E • Updated to meet Standards for Training Packages. • Title changed to reflect workplace application to multiple special occasions.
SFLDEC510A Design and produce innovative floristry products	SFLDEC004 Design and produce innovative floristry products	• E • Updated to meet Standards for Training Packages.
SFLDEC511A Style and manage an event	SFLDEC011 Style and manage floristry for events	• E • Updated to meet Standards for Training Packages. • Title updated to better reflect industry context.
	SFLDEC012 Interpret floristry design briefs	• New unit. • Covers interpretation of customer needs and product preferences for custom made floristry products.
	SFLDEC013 Plan floristry designs with clients	• New unit. • Covers working proactively with a client to develop and refine their design requirements for floristry products.
	SFLDEC014 Research theories of creativity	• New unit. • Covers skills to research and critically evaluate theories of creativity and creative thinking techniques.
	SFLDEC015 Research global floristry trends	• New unit. • Covers skills to research and critically evaluate global floristry design trends and practice at a strategic level.
Management - MGT		
	SFLMGT001 Coordinate floristry work teams	• New unit. • Covers skills to organise staffing levels to meet operational requirements, effectively communicate workplace requirements to team members, informally train team members in workplace skills and procedures and motivate team performance.
Sales and Operations - SOP		
SFLSOP201A Source information on floristry products and services	SFLSOP001 Source information on floristry products and services	• N • Updated to meet Standards for Training Packages. • Significant change to elements and performance criteria.

Unit of Competency Mapping – SFL10 V1.0 to SFL V1.0		
Previous Unit Code and Title	**Replacement Unit Code and Title**	**Comment in relation to previous version** **E = Equivalent** **N = Not Equivalent**
		• Better identification of breadth and depth of required knowledge. • Knowledge of consumer law removed; more applicable to selling and quoting units.
	SFLSOP002 Work effectively in the floristry industry	• New unit. • Covers skills to integrate knowledge of workplace rights and responsibilities, organisational policies and procedures and use effective team and individual work practices to plan and organise daily work activities.
SFLSOP202A Recognise flower and plant materials	SFLSOP003 Recognise flower and plant materials	• E • Updated to meet Standards for Training Packages. • Elements one and two merged to streamline unit and remove duplication.

SFLSOP203A Receive and store floristry stock	SFLSOP004 Receive and store floristry stock	• N
		• Updated to meet Standards for Training Packages.
		• Better identification of breadth and depth of required knowledge.
		• Knowledge added:
		  ○ computerised stock control systems
		  ○ safety data sheet information.

SFLSOP204A Prepare and care for floristry stock	SFLSOP005 Prepare and care for floristry stock	• E • Updated to meet Standards for Training Packages.
SFLSOP205A Display and merchandise floristry products	SFLSOP006 Display and merchandise floristry products	• N • Updated to meet Standards for Training Packages. • Skills and knowledge removed as not directly relevant to unit outcomes and covered in other closely related units: • manual handling • handling techniques for flower and plant materials • care requirements for flower and plant materials • flower and plant pests and diseases
	SFLSOP007 Interact with floristry customers	• New unit. • Covers fundamental communication and customer service skills for floristry assistants.

SFLSOP306A Provide quality service to floristry customers	*SFLSOP008 Provide quality service to floristry customers*	• N
		• Updated to meet Standards for Training Packages.
		• Knowledge added :
		  ○ appropriate voice tonality and volume; body language for customer service
		  ○ attitudes expected by the industry
		  ○ types of internal and external customers
		  ○ essential features, conventions and usage of types of communication media.

SFLSOP307A Sell floristry products	*SFLSOP009 Sell floristry products*	• N

Unit of Competency Mapping – SFL10 V1.0 to SFL V1.0		
Previous Unit Code and Title	**Replacement Unit Code and Title**	**Comment in relation to previous version** **E = Equivalent** **N = Not Equivalent**

		• Updated to meet Standards for Training Packages.
		• Selling component in Element three has been split into an additional element.
		• Some knowledge removed as duplicates content of Source information on floristry products and services:
		  ○ features of floristry products
		  ○ laws relating to sale of prohibited products.

SFLSOP308A Prepare quotations for floristry products	*SFLSOP010 Prepare quotations for floristry products*	• E • Updated to meet Standards for Training Packages.
SFLSOP509A Research, assess and develop a floristry product range	*SFLSOP011 Develop a floristry product range*	• E • Updated to meet Standards for Training Packages. • Title simplified.
	SFLSOP012 Maintain and order floristry stock	• New unit. • Covers skills to establish and implement effective floristry stock purchasing and control practices.
Work Health and Safety - WHS		
	SFLWHS001 Participate in safe work practices	• New unit. • Covers skills to incorporate safe work practices into day-to-day activities; follow health, safety and security policies and procedures; and to participate in organisational work health and safety management practices.
	SFLWHS002 Provide a safe work environment	• New unit. • Covers skills to develop, implement and sustain effective work health and safety management practices for a floristry business.

1.7 Key Work and Training Requirements in the Industry

1.7.1 Overview of the Floristry Industry

Within the Australian and New Zealand Standard Industrial Classification (ANZSIC), floristry as an industry falls under the collection category of Flower Retailing. The Flower Retailing industry, as defined by ANZSIC, consists of enterprises mainly engaged in retailing cut flowers or display foliage.

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

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

The emergence of online retail businesses, where there is no shop front presence for the florist, means that there are also jobs where individuals are responsible for the production of floral arrangements but where there is no direct customer contact.

Florists themselves define their role as a bench-work based craftsperson, and distributing and selling their product is seen as ancillary to their craft—yet vitally important to their livelihood.

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

The following table outlines current industry and workforce issues and how they have been addressed within the *SFL Floristry Training Package*.

Industry and Work Issue	Training Package Response

Multiskilling: Marketing, Management and Business Skills
 	
The industry has indicated that employing staff skilled in both floral arranging and business marketing can be a key success factor, as these employees are able to assist in differentiating floristry businesses in a highly fragmented and competitive market. Training is required in:
 	
• small business management skills
• e-commerce
• promotional and marketing skills
• product development and business marketing skills.
 	
A key development in the industry has been the introduction of affiliate organisations, such as florists.com and Interflora. These allow floristry businesses to operate on both a national and international scale, rather than the localised arrangements that have previously characterised the industry. Businesses participating in these arrangements benefit from centralised marketing campaigns and also have access to additional sales through home delivery services.
	Inclusion of:
	
	• inventory management units:
	  ○ *BSBPUR301 Purchase goods and services*
	  ○ *BSBPUR402 Negotiate contracts*
	  ○ *SFLSOP004 Receive and store floristry stock*
	  ○ *SFLSOP012 Maintain and order floristry stock*
	• product development and marketing units, in the SFL50115 Diploma of Floristry Design:
	  ○ *SFLDEC010 Coordinate floristry products for special occasions*
	  ○ *BSBCMM401 Make a presentation*
	  ○ *SIRXMPR008A Implement advertising and promotional activities*
	• contemporary business management and marketing units as electives in the SFL40115 Certificate IV in Floristry and the SFL50115 Diploma of Floristry Design.
	• selling, promotional and marketing units:
	  ○ *BSBSMB403 Market the small business*
	  ○ *SFLSOP009 Sell floristry products*
	  ○ *SIRXMPR001A Profile a retail market*
	  ○ *SIRXMPR008A Implement advertising and promotional activities*
	• small business management units as electives in the SFL40115 Certificate IV in Floristry and SFL50115 Diploma of Floristry Design
	• e-commerce units available as electives in the SFL30115 Certificate III in Floristry, SFL40115 Certificate IV in Floristry and SFL50115 Diploma of Floristry Design.

Product Diversification Due to cultural shifts, flowers are no longer perceived as a default gift item and compete with other goods and services for discretionary spending. Consequently, florists have expanded their product range beyond cut and arranged flowers over the past decade. However, industry has indicated that product diversification is generally kept to items with a strong link to flowers so as to not dilute the value of their core product offering. Training is required in:	*SFLSOP011 Develop a floristry product range* has been developed to focuss on product development in a floristry business context. Units which focus on special occasions and events have been developed: • *SFLDEC010 Coordinate floristry products for special occasions* • *SFLDEC011 Style and manage floristry for events.*

Industry and Work Issue	Training Package Response
• product diversification • provision of products and services for special occasions and events.	
Technology and Digital Skills One factor influencing the shift to online operations is cost savings through reduced overheads. Feedback also indicates that more floristry businesses are using online channels to reach a wider market. However, many floristry businesses perceive e-commerce platforms as onerous to implement due to the time and training investment required. This suggests a greater focus is needed on developing the digital literacy skills of florists. Training is required in: • online marketing and distribution.	E-commerce units have been included in the elective bank: • *BSBEBU401 Review and maintain a website* • *BSBEBU501 Investigate and design e-business solutions* • *BSBEBU502 Implement e-business solutions* • *SIRXEBS001 Acquire and retain online customers* • *SIRXEBS004A Select an e-business model* • *SIRXICT404 Adopt mobile commerce applications to improve sales and service.*
Changing Distribution Methods – Online Retailing Traditional floristry businesses are experiencing high levels of competition in the generic cut flower market from general retailers, online stores and convenience stores. According to the most recent figures, only half of all cut flowers are sold through traditional floristry businesses. The decline in traditional floristry businesses in recent years is thought to be due to the increase in purely online operations. Since online-only businesses generally have fewer overheads than their bricks-and-mortar counterparts, this is heightening levels of price competition, which in turn is affecting the industry's skill requirements. In order to differentiate themselves from non-specialist competitors, florists are increasingly focusing on high-end products that are underpinned by high-level floristry skills. Training is required in: • design and construction of high-end products different to standard designs sold online.	Floristry specific design and construction units have been developed to provide higher level of floristry skills: • *SFLDEC012 Interpret floristry design briefs* • *SFLDEC013 Plan floristry designs with clients* • *SFLDEC014 Research theories of creativity* • *SFLDEC015 Research global floristry trends* Units for the design and construction of complex and innovative products have been developed: • *SFLDEC003 Design complex floristry products* • *SFLDEC004 Design and produce innovative floristry products* • *SFLDEC010 Coordinate floristry products for special occasions* SFL50115 Diploma of Floristry Design has been designed as a qualification for highly skilled artisans specialising in floral design and product development.
Environmental Sustainability Despite the fact that the industry is particularly sensitive to environmental concerns (e.g. water usage), widespread adoption of environmentally sustainable practices has yet to occur. However, there has been moderate uptake of environmentally-friendly wrapping, ribbons and wiring. Training is required in: • environmental sustainability practices.	Environmental sustainability units have been included as specified electives in each qualification: • *BSBSUS201 Participate in environmentally sustainable workplace practices* • *BSBSUS301 Implement and monitor environmentally sustainable workplace practices* • *BSBSUS501 Develop workplace policy and procedures for sustainability* Additionally, skills and knowledge for environmental minimal practice are explicitly embedded in a range of floristry specific units in each qualification.

1.8 Regulation and Licensing Implications for Implementation

Floristry industry personnel must comply with general laws that regulate customer, business and employee interaction. However, at the time of publication, there are no specific occupational or business licensing laws for the floristry industry.

Wherever knowledge of a specific law, regulation or licensing arrangement is required to effectively perform a job task described in the Unit of Competency, it is listed in the Knowledge Evidence field of the Assessment Requirements. The Assessment Conditions field requires RTOs to ensure access to or use of current regulatory documents as a resource in assessment.

For example the Unit of Competency *SFLSOP010 Prepare quotations for floristry products*:

Knowledge Evidence of Relevant Law:	Assessment Conditions Resource Requirement:
Primary components of consumer protection laws that relate to the provision of quotations and organisational responsibility for: • nominating and charging cancellation fees • providing information on potential price increases • providing refunds • supplying products as described or substituting suitable products when unable.	Current plain English regulatory documents distributed by government regulators for consumer protection law.

2.0 Implementation Information

2.1 Key Features of the Training Package and the Industry that will Impact on the Selection of Training Pathways

The competencies in this training package may be attained via:

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

2.1.1 Resourcing training and assessment pathways

The delivery of training and assessment within a realistic operational environment using current industry tools, equipment, documents and other resources plays an essential role in skills development and produces graduates that should be immediately useful and competent in an industry environment.

Mandatory conditions and resources are specified in the Assessment Conditions field in the Assessment Requirements for each Unit of Competency. The mandatory resources include the:

- physical environment where assessment must take place
- equipment and resources that must be provided
- consumable resources or stock that must be provided
- workplace documentation required
- people who must be present, if relevant
- time imperatives and/or time constraints
- assessor requirements.

The floristry industry is one which designs, constructs and sells floristry products in a range of industry settings. Design and construction requires the use of a comprehensive range of tools, equipment and consumable resources including flower and plant materials.

The availability of these resources will be a key factor in selecting an appropriate training and assessment pathway.

An example from *SFLDEC004 Design and produce innovative floristry products*.

Skills must be demonstrated in a floristry design, preparation and product construction and display environment. This can be:

- an industry workplace or event venue or site
- a simulated industry environment. This can include event venues and sites operated within a training organisation such as function rooms, restaurants, outdoor courtyards, gardens or exhibition areas.

Assessment must ensure use of:

- computers and general software programs to record design details and job specifications
- sketching materials and tools
- a commercial range of these floristry tools and equipment:
  - decorative containers and vessels
- fabrication and structural supports for innovative floristry products
- a diverse, commercial range of fresh and dry flower and plant materials:
  - non-Australian species whether they are grown in Australia or overseas
  - Australian species
- a diverse, commercial range of:
  - wrapping and packaging materials
- customer briefs
- information about the spatial parameters of venues or sites to allow the individual to design appropriate innovative products for display
- either electronic or hard copies of grower and other supplier brochures and information sheets

- templates to record job specifications
- current plain English regulatory documents distributed by government regulators for copyright, intellectual property and design laws
- a team of other florists with whom the individual can interact to coordinate production team outcomes and discuss initial and evolving design concepts; florists can be:
    - florists in an industry workplace, or
    - individuals who participate in project activities, role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation
- assessment activities that allow the individual to work with commercial speed, timing and productivity to complete design and construction activities within nominated deadlines.

2.2 Industry Sectors

Commonly, the floristry industry identifies the following diverse environments and business types in which florists are engaged but does not tend to identify industry sectors.

- Shopfront, or 'bricks-and-mortar' retail floristry outlets, are seen as traditional floristry businesses which design, construct and sell on-site to walk in customers or regular clients. They are, however, increasingly using distribution methods such as online and telephone sales in addition to relying on the 'passing trade' customer.
- Studio floristry businesses, usually micro businesses without a shopfront presence, design, construct and sell their floristry products most commonly to the corporate client, but also to retail customers. Senior floral designers may work as individual freelance contractors and operate in a studio environment.
- Online floristry businesses offer product consistency for a branded range of floristry products, and market and sell direct to the retail consumer. Workers without floristry qualifications generally produce these items, although qualified florists may design products and supervise the construction work.
- Wholesale or grower businesses have traditionally supplied flower and plant materials to retail florists which design and construct the final floral arrangement. Increasingly, wholesalers and growers are now involved in the production of, usually, simple and cost competitive floral arrangements for sale in supermarkets, service stations and greengrocer stores. While wholesalers and growers employ florists, they would not use their full range of skills when constructing these products.
- General retailers, such as service stations, greengrocers and supermarkets which sell flowers as an ancillary product, are not considered part of the floristry industry.

2.2.1 Occupational Outcomes of Qualifications

Qualification	Outcome
SFL20115 Certificate II in Floristry (Assistant)	This qualification reflects the role of floristry assistants who use a defined and limited range of basic floristry technical skills to assemble fundamental floristry products to pre-determined designs and job specifications. These individuals are involved in mainly routine and repetitive tasks using limited practical skills and basic floristry industry knowledge. They work under direct supervision.
SFL30115 Certificate III in Floristry	This qualification reflects the role of skilled florists who use a range of well-developed floristry skills to design, construct and sell a diverse range of floristry products. These individuals have sound knowledge of construction techniques and floristry design elements and principles. Using discretion and judgement, they work with some independence and under limited supervision. They may provide technical advice and support to team members.
SFL40115 Certificate IV in Floristry	This qualification reflects the role of skilled senior florists who use a range of highly developed floristry skills to design,

Qualification	Outcome
	construct and sell a diverse range of complex floristry products. These individuals have substantial depth of knowledge of construction techniques and floristry design elements and principles.
SFL50115 Diploma of Floristry Design	This qualification reflects the role of highly skilled senior floral designers who use a range of specialist technical, creative and conceptual floristry skills to design, construct and sell a diverse range of complex, small to large or themed products. These individuals have substantial depth of knowledge of floristry construction techniques and design elements and principles. With considerable experience across product categories they have a strategic design and product planning focus as part of their job role.

2.3 Entry Requirements for Qualifications

Where Entry Requirements are identified, these are mandatory. Entry Requirements are included because industry identified it essential that one level of competence and/or experience in industry is achieved prior to entering the next level Qualification.

Entry Requirements:

- do not form part of a Qualification for training and assessment purposes
- must be achieved prior to enrolling in a Qualification or being issued a Qualification
- are specific to the knowledge, skills or experience required to enter a Qualification
- may be expressed as:
    - a Qualification
    - core Units of Competency of a lower AQF level Qualification
    - a significant number of Units of Competency from a lower level Qualification
    - specialist Units of Competency from a related stream
    - vocational expertise, including typical job roles
    - a combination of Units of Competency and vocational expertise.

SFL20115 Certificate II in Floristry (Assistant) and SFL30115 Certificate III in Floristry qualifications in the *SFL Floristry Training Package* allow for direct entry and enable pathways into higher qualifications within and outside of the *SFL Floristry Training Package*.

The strengthening of the entry requirements into the SFL40115 Certificate IV in Floristry and the SFL50115 Diploma of Floristry Design ensures that individuals commencing training in higher qualifications have the skill base and experience that industry has identified as required to undertake this level of training.

SFL Floristry Training Package Qualifications and their Entry Requirements are outlined in the table below.

Qualification	Entry Requirement
SFL20115 Certificate II in Floristry (Assistant)	Nil
SFL30115 Certificate III in Floristry	Nil
SFL40115 Certificate IV in Floristry	Entry to this qualification is open to individuals who have: 1. achieved the Certificate III in Floristry via an Australian Apprenticeship Pathway ; OR 2. demonstrated floristry industry experience in applying the skills and knowledge in the Certificate III in Floristry. This is achieved via:

	a) providing a portfolio of evidence outlining how the skills and knowledge gained in the Certificate III in Floristry have been applied in an industry context; OR b) 12 months post qualification industry experience.
SFL50115 Diploma of Floristry Design	Entry to this qualification is open to individuals who have: 1. achieved a Certificate III in Floristry; AND 2. demonstrated industry experience in the application of the skills and knowledge of the core units of the Certificate IV in Floristry. This applied experience may be demonstrated either by: a) providing a portfolio of evidence outlining how the skills and knowledge gained in the core units of the Certificate IV in Floristry have been applied in an industry context; OR b) 3 years post qualification industry experience.

SFL40115 Certificate IV in Floristry

To be considered as having achieved the entry requirements for this qualification, learners may have completed the Certificate III in Floristry via an Australian Apprenticeship pathway. This provides direct entry to the SFL40115 Certificate IV in Floristry.

If they have not completed an Australian Apprenticeship pathway, they may also enter by having completed the Certificate III in Floristry via an institutional pathway and also having 12 months post qualification industry experience. This would be demonstrated by evidence of ongoing and regular participation in the Floristry industry over a 12 month period via paid work with an employer or volunteer work with external parties.

A learner may also enter the SFL40115 Certificate IV in Floristry by providing a portfolio of evidence which shows that they have applied the skills and knowledge gained in the Certificate III in Floristry in an industry context. This portfolio may contain evidence of work completed before, during or after the completion of the Certificate III qualification. There is no time period applied to the collection of evidence. For example, an individual who has completed a Certificate III in Floristry via an institutional pathway may collect a portfolio of evidence of their application of the skills and knowledge gained in subsequent months following the completion of the Certificate III and may then apply for entry to the Certificate IV. This portfolio may contain work they may have completed before the Certificate III, work they completed while undertaking the qualification and work they complete following completion of the qualification, as long as it demonstrates application of the skills and knowledge in an industry context.

SFL50115 Diploma of Floristry Design

To be considered as having achieved the entry requirements for this qualification, learners must have completed the Certificate III in Floristry, as the minimum trade level qualification to work as a florist.

In addition, the learner must also demonstrate the application of skills and knowledge of the core units of the Certificate IV in Floristry. This demonstrated skills and knowledge may be achieved via evidence of ongoing and regular participation in the floristry industry over a three year period via paid work with an employer or volunteer work with external parties.

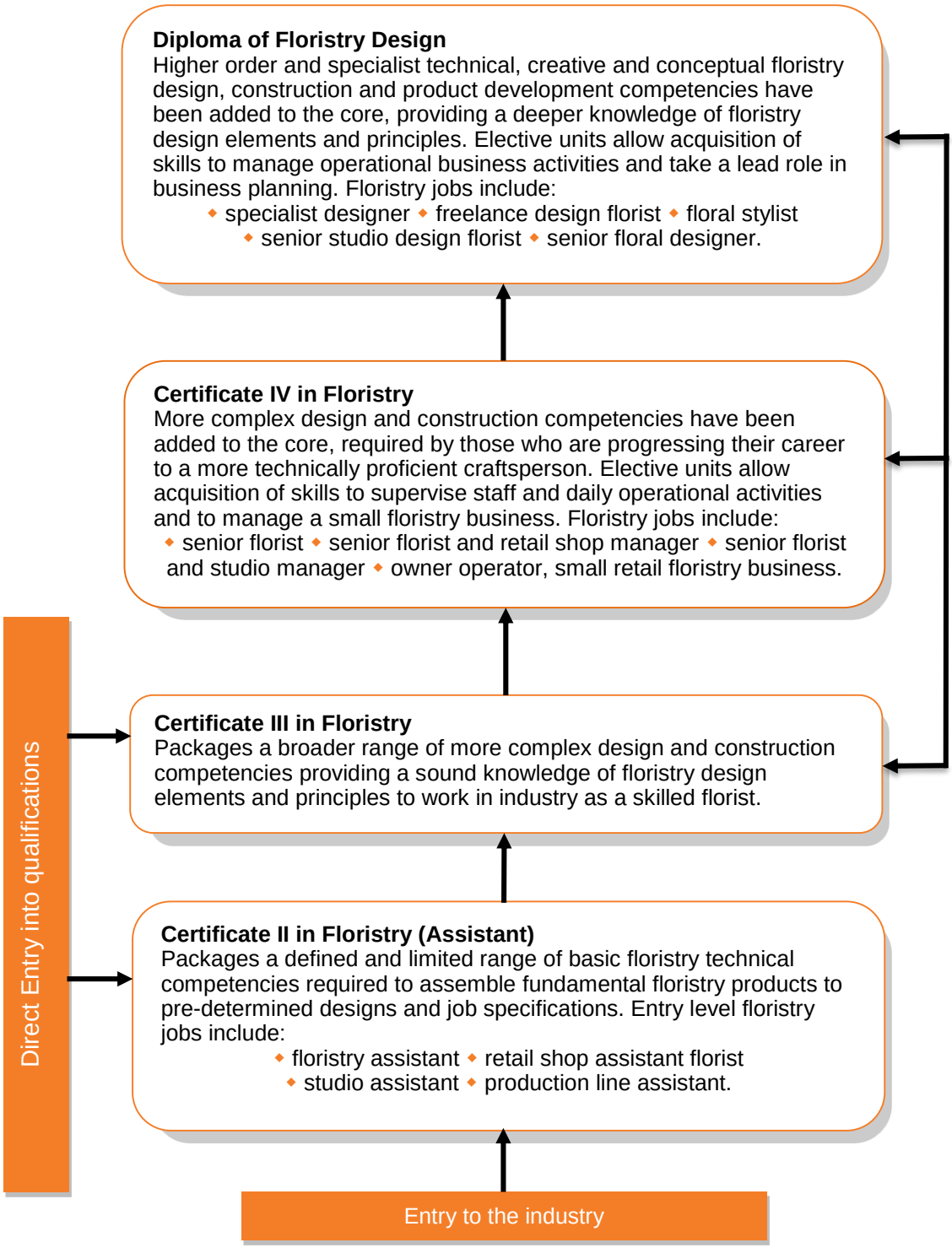
A learner may also enter the SFL50115 Diploma of Floristry Design by providing a portfolio of evidence which shows that they have applied the skills and knowledge gained from the core units of the Certificate IV in Floristry in an industry context. This portfolio may contain evidence of work completed before, during or after the completion of the Certificate IV qualification. There is no time period applied to the collection of evidence. For example, an individual who has completed the Certificate IV in Floristry may collect a portfolio of evidence of their application of the skills and knowledge gained in the subsequent months following the

completion of the Certificate IV and may then apply for entry to the Diploma of Floristry Design. This portfolio may contain work they may have completed before the Certificate IV, work they completed while undertaking the qualification and work they complete following completion of the qualification, as long as it demonstrates application of the skills and knowledge in an industry context.

2.4 Pathways Advice

The following pathways charts are provided to show the types of pathways into and from Qualifications that are possible within this training package.

SFL Floristry Training Package qualifications provide a clear progression from entry level to more senior and technically proficient floristry craftspeople and to supervisory and management job roles.



2.4.1 Pathways into SFL floristry qualifications

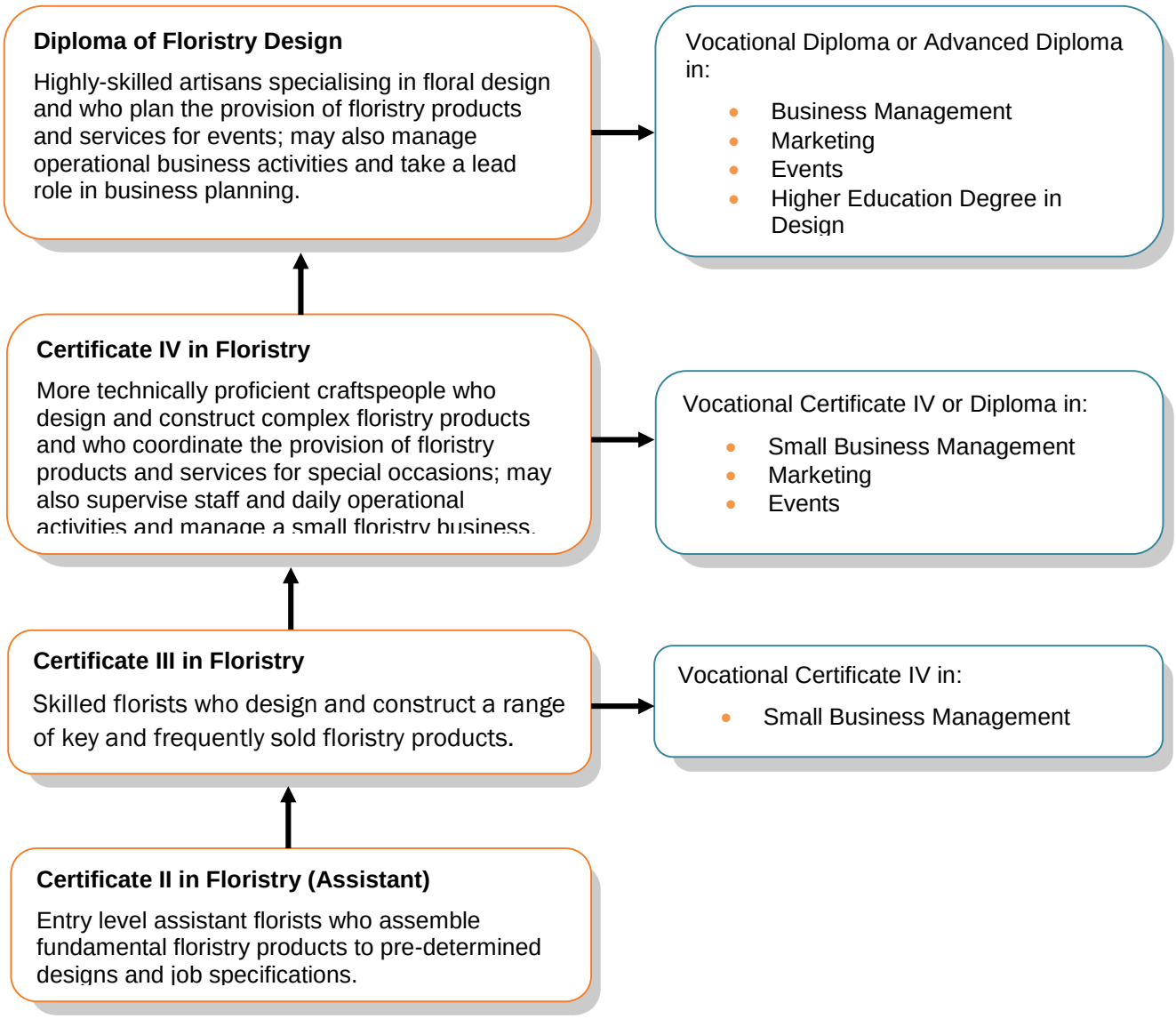
Individuals may enter the Certificate II in Floristry (Assistant) and the Certificate III in Floristry qualifications with limited or no vocational experience and without a lower level qualification in floristry or any other discipline.

The Certificate IV in Floristry and the Diploma of Floristry Design qualifications allow for the acquisition of supervisory and business management skills. Industry has an expectation that people in supervisory roles would have gained workplace experience with operational duties before coordinating those of others. To make a range of operational business decisions as a manager, the industry believes that people should first be exposed to the day-to-day management practices operating within floristry businesses.

The floristry industry calls for a greater focus on skills development and recognition for existing employees. It is essential that RTOs work collaboratively with local operators to achieve quality outcomes for both new entrants to the workforce and for existing employees seeking to upgrade their skills.

2.4.2 Pathways from SFL floristry qualifications

In essence, a florist is an individual with the creative and practical skills to design and construct floral arrangements. Florists define their role as a bench-work based craftsperson. The *SFL Floristry Training Package* recognises the specialist nature of job roles and qualification pathways have been designed to match a typical floristry career path. Other non-floristry potential qualification pathways are indicated in the following diagram.



2.4.3 Qualifications suited to VET delivered to secondary students

In some industries, Certificate I and Certificate II qualifications are regarded as 'pathway' qualifications or as preparatory study and all stakeholders accept that those qualifications do not reflect particular job outcomes. In the floristry industry, a Certificate II qualification is about a real job outcome as an assistant florist. Employers expect graduates with this qualification to be ready to work and to be competent in the required skills. Industry does not support the delivery of qualifications above Certificate II level in schools.

Part-time school based programs would be appropriate provided the requirements of the floristry qualification can be met alongside the requirements for completion of the Senior Secondary Certificate of Education, e.g. HSC, VCE. This is likely to limit application to the SFL20115 Certificate II in Floristry.

2.4.4 Qualifications suited to Australian Traineeships or Apprenticeships

The following *SFL Floristry Training Package* qualifications are suitable for an Australian Apprenticeship pathway:

- SFL20115 Certificate II in Floristry (Assistant)
- SFL30115 Certificate III in Floristry
- SFL40115 Certificate IV in Floristry

2.5 Access and Equity Considerations

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

The flexibilities offered by the *SFL Floristry Training Package* should enhance opportunities and potential outcomes for all people so that we can all benefit from a wider national skills base and a shared contribution to Australia's economic development and social and cultural life.

Standards for the registration of training organisations require RTOs to adhere to the common principles of access and equity. For implementation of the *SFL Floristry Training Package* it is important that:

- learners have access to accurate and current information about Qualifications and job outcomes in industry
- training and assessment is customised to the individual's current employment or employment prospects in their local region including access to elective units of competency to achieve relevant job outcomes and training and assessment activities that are directly related to their work
- for equity in assessment, conditions for training and assessment should not exceed those specified in the Assessment Requirements for each Unit of Competency
- learners have access to accurate and current information about their rights during training and assessment, including:
    - an efficient and effective complaints and appeals process
    - training, assessment and support services that meet individual needs including reasonable adjustment of assessments.

2.5.1 Reasonable adjustment

It is important that RTOs take meaningful, transparent and reasonable steps to consult, consider and implement reasonable adjustments for learners with a disability.

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

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

adjustment on the learner and others who might be affected, and the costs and benefits of making the adjustment.

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

It is important that providers understand that the content of the unit cannot be changed as this describes a workplace outcome. For example, the workplace requires an individual to know the general repair and maintenance requirements for power tools used to construct floristry products. (*SFLDEC001 Maintain floristry tools and equipment*).

It does not matter how the individual gains and demonstrates that knowledge. In the workplace, it is only important that they know the requirements.

The inherent requirements of the actual workplace performance described by the Unit of Competency must inform the decision about what adjustment is reasonable. That same maintenance unit requires individuals to write fault tags. Competency could not be solely assessed by asking oral questions about what should be included; the learner would need to be able to write.

Information about the Disability Standards for Education is available at: education.gov.au/disability-standards-education.

2.6 Foundation Skills

The five core Foundation Skills of reading, writing, oral communication, numeracy and learning have been embedded within the Units of Competency in this training package. Additionally, employment skills (the non-technical skills and knowledge necessary for effective participation in the workforce) have also been embedded. These are: problem-solving, initiative and enterprise, teamwork, planning and organising, self-management and technology.

Foundation Skills have been included in the Unit of Competency in two ways.

- Relevant skills essential to performance are explicit in the Performance Criteria, written in a way that reflects both the context and the skill level.
- A summary of those skills essential to performance of a Unit of Competency, that are NOT explicit in the Performance Criteria, are summarised in the Foundation Skills field within the Unit of Competency, together with a description reflecting the workplace skill.

Not every Unit of Competency will contain every Foundation Skill or employment skill. Some Units of Competency contain some but not others, e.g. reading, numeracy and problem-solving only. Qualifications contain a range of Units of Competency; the combination will appropriately cover all Foundation Skills and employment skills required for the job outcome.

A summary of all embedded Foundation Skills is presented in each Unit of Competency. The statements describe the Foundation Skill in the context of the whole Unit of Competency and job function. For example, the oral communication skills that are covered; the problem-solving skills required in the workplace to perform the function described by the Unit of Competency.

The statements are specific to each Unit of Competency by explaining what the person is doing with the Foundation Skill. For example, the specific reading skills required to receive and store floristry stock.

The statements also provide guidance on the level of skill required by highlighting specific application. For example, they mention specific types of documents to be read and their complexity which indicates the level of literacy required. The complexity or level of the Foundation Skill directly reflects the workplace skill described in the Unit of Competency.

An example from *SFLSOP004 Receive and store floristry stock.*

Performance criteria
1.1. Clean and maintain stock handling and storage areas to avoid spoilage of flowers, plant materials and ancillary merchandise. **(numeracy)** 1.2. Use hazardous substances safely and wear personal protective equipment when cleaning and handling stock. 1.3. Use energy and water resources efficiently to reduce negative environmental impacts.
2.1. Check incoming floristry stock against orders and delivery documentation. **(reading, numeracy)** 2.2. Identify, record and report discrepancies. (reading , writing, oral communication, problem solving) 2.3. Record special details for incoming stock. **(writing, numeracy)** 2.4. Unpack and handle flower and plant materials carefully to avoid personal health issues and spoilage. 2.5. Inspect items for pests and diseases, damage, quality, use-by dates, apply selection criteria and record spoilt materials. **(reading, problem-solving)**
3.1. Choose and prepare correct environmental conditions for storage of flower and plant materials and perishable merchandise. **(planning and organising)** 3.2. Store stock promptly in appropriate location. **(planning and organising)** 3.3. Use safe manual handling techniques when moving and storing stock to avoid personal injury. 3.4. Use appropriate technology and procedures to maintain accurate records of stock. **(technology, reading)**
4.1. Check and adjust environmental conditions of storage areas regularly to maintain floristry stock at optimum quality. **(planning and organising, problem-solving)** 4.2. Rotate stored flower and plant materials and ancillary merchandise for maximum use according to vase life and expiration dates. **(planning and organising)** 4.3. Dispose of excess and spoilt stock, hazardous and other waste safely to minimise negative environmental impacts. 4.4. Update stock control systems. **(technology, reading)**

Foundation Skills	
Skill	**Description**

Reading skills to:	• interpret:
	  ○ basic order and delivery documentation, use by dates and stock labels
	  ○ detailed organisational procedures for stock control
	  ○ detailed selection criteria for acceptance of floristry stock.

Writing skills to:	• complete basic reports about stock discrepancies and quality issues.
Oral communication skills to:	• make accurate verbal reports on stock discrepancies and quality issues.
Numeracy skills to:	• count incoming, stored and rotated stock items • calculate and record numerical discrepancies • check supplier's costs against order documents • calculate the dilution requirements for cleaning products.
Learning skills to:	•
Problem-solving skills to:	• identify, record and report order discrepancies and quality issues • identify issues with environmental conditions of storage and make adjustments.
Initiative and enterprise skills to:	
Teamwork skills to:	
Planning and organising skills to:	• complete stock control activities in a logical and time-efficient sequence.
Self-management skills to:	
Technology skills to:	• use electronic equipment to control stock.

2.7 Health and Safety Implications for the Floristry Industry

Florists use mechanical and power tools, hazardous substances and are involved in lifting and shifting items. They use ladders regularly and water is always present. They are mainly exposed to risks of injury and illness from:

- burns, cuts and abrasions
- inhalation and ingestion of, and skin and eye contact with hazardous substances
- slips, trips and falls
- falling objects
- lifting, shifting and moving heavy items
- electrical shock.

Learners in the workplace or simulated environment are equally exposed to these risks. These risks can be managed through:

- the provision of procedures to manage risks
- work health and safety induction and training
- involvement of learners in hazard identification and risk assessment practices
- close supervision by trainers, assessors, workplace supervisors and managers.

Each Qualification in the *SFL Floristry Training Package* contains work health and safety Unit(s) of Competency requiring learners to achieve skills and knowledge to participate, implement or manage safe work practices as appropriate to the Qualification and job outcome. RTOs are recommended to integrate the acquisition of these workplace skills and knowledge into daily training and assessment activities.

The *SFL Floristry Training Package* includes the following work health and safety (WHS) Units of Competency:

- SFLWHS001 Participate in safe work practices
- SFLWHS002 Provide a safe working environment

2.8 Legal Considerations for Learners in the Workplace or on Placements

Legitimate work-based learning programs and placements give learners an opportunity to gain experience in the workplace. Under the *Fair Work Act 2009*, a vocational placement is a working arrangement where all of the following apply:

- the worker is not paid a wage
- it is a requirement of an Australian based education or training course
- it is authorised under a law or administrative arrangement of the Commonwealth, a State or Territory.

A learner in an arrangement that meets all of these criteria is not covered by the Fair Work Act; is not entitled to the minimum wages and other entitlements provided in the National Employment Standards and any applicable modern awards or agreement.

Refer to: fairwork.gov.au/pay/student-placement-and-unpaid-work/pages/student-placements-work-experience-and-internships.aspx.

Learners engaged as trainees, apprentices and those on work placements must comply with any general laws that regulate customer, business and employee interaction and should be inducted and supervised to ensure compliance.

Trainees, apprentices and learners gaining work experience are considered to be workers under WHS law. Provisions of law relating to worker and employer responsibilities apply. Learners should be inducted and supervised to ensure compliance.

2.9 Resources and Equipment

The Assessment Requirements for each Unit of Competency specifies the equipment and other resources which must be provided by the RTO for assessment. This information is also relevant to delivery and is found in the Assessment Conditions field which specifies:

- where the assessment must take place, the physical environment and indicates whether a simulated environment is appropriate
- what equipment must be provided for assessment, e.g. a complete list of the e.g. a complete list of the commercial range of tools and equipment used for the construction of hand tied floristry products
- what types of consumable resources or stock must be provided for assessment; e.g. lists that include flower and plant materials, ancillary and presentation items, wrapping and packaging materials
- what workplace documentation must be provided, e.g. job specifications for constructing floristry products
- if relevant, other people who must be present during assessment, e.g. customers.

Refer to Appendix 2: Equipment and Resource Requirements which outlines equipment and other resources. Items which are non-mandatory but are best practice as indicated by the industry are outlined in *italics*.

2.10 Simulation

2.10.1 Simulated environments for assessment

It is industry's view that employable individuals come from training and assessment that actually reflects the workplace. Accordingly, the Assessment Requirements for each *SFL Floristry Training Package* Unit of Competency specifies where the assessment must take place. I.e. the physical environment. Because assessment in the workplace is not always possible, each floristry unit of competency allows assessment to be conducted in a simulated environment. Here is a sample statement:

Skills must be demonstrated in a floristry design, preparation and product construction environment. This can be:

- an industry workplace
- a simulated industry environment operated within a training organisation.

It is vital that simulated environments for assessment are as realistic as possible. This involves RTOs providing:

- the physical environment specified
- sufficient up-to-date equipment and technology currently used in modern floristry businesses for each learner at their individual time of training and assessment
- consumable resources or stock - a diverse, comprehensive and commercially realistic product range of flowers, plant materials, cleaning agents, preservatives, conditioning agents, construction, ancillary and presentation items
- workplace documents which are currently used in industry including items such as policies, procedures, product manuals, job specifications and regulatory information
- others with whom the individual can interact; team members, supervisors, managers and customers.

2.10.2 Simulated workplace activities for assessment

The floristry industry highly values graduates who are ready to work in their businesses because they have been exposed to industry conditions. It is essential that assessment is conducted under industry-relevant conditions as close to a real work situation as possible. This involves designing assessment activities that allow the individual to:

- work with multiple and varied team members, supervisors, managers and customers, including difficult ones
- serve sufficient customer traffic, prioritise tasks and serve customers effectively in a logical sequence
- deal with multiple floristry sales, service or operational tasks simultaneously
- deal with multiple and varied problems and prioritise competing tasks in given timeframes

- cope with interruptions to work typical of the workplace
- work with commercially realistic speed, timing and productivity to complete the tasks required by the Unit of Competency and within nominated deadlines
- integrate multiple competencies which an individual would naturally complete simultaneously as part of their job function.

Sometimes assessment may be conducted in the workplace environment but cannot happen on-the-job as part of the normal operation of the business. Workplace activities can be set for the purpose of assessment, e.g. constructing a floristry product that is not currently on order.

Customers

Many individuals working in the floristry industry have daily contact with customers, be it face-to-face, via the telephone or electronic communication with other businesses or direct customers. This includes retail florists, telephone sales agents, e-business sales personnel, studio florists and floral designers.

Industry sets high standards for quality customer service and this is reflected throughout the Units of Competency which describe customer interaction. It is vital, and therefore a requirement of some Units of Competency, that learners in a training and assessment environment have access to customers with whom they can interact.

Customers can be:

- paying customers an industry workplace who are served by the individual during the assessment process
- people who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

2.11 Integrated (Holistic) Assessment

Holistic assessment brings together a number of Units of Competency, relevant to the floristry business type, workplace and job role, that reflect actual workplace practices. The assessor should design integrated assessment activities to collect evidence for a number of Units of Competency together. Industry sees this realistic approach as essential for both delivery and assessment.

Related Units of Competency can be grouped together in a number of combinations for a logical integrated assessment. Any Units of Competency that relate to a job function can be combined to ensure an efficient and effective assessment process. The combination must be identified by the assessor to support the needs of industry businesses and job functions.

2.12 Assessor Requirements

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

Requirements specific to individual Units of Competency are outlined in the related Assessment Requirement.

SFL Floristry Training Package defines the requirements to be met by assessors on a unit by unit basis. Information is found in the Assessment Conditions field within the Assessment Requirements document for each Unit of Competency.

An example *SFLDEC006 Construct hand tied floristry products*.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors, and:

- hold a qualification or Statement of Attainment in Floristry which includes this unit of competency or equivalent; and
- have worked as a florist in the industry for at least three years where they have applied this unit of competency or equivalent.

For any new units of competency, such as *SFLSOP002 Work effectively in the floristry industry*, where there is no equivalent unit, the Assessor Requirements is:

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors, and:

- hold a qualification or Statement of Attainment in Floristry which covers the skills and knowledge requirements in this unit of competency; and
- have worked as a florist in the industry for at least three years where they have applied the skills and knowledge covered in this unit of competency.

3.0 Links

3.1 General

Australian Apprenticeships
australianapprenticeships.gov.au/

Australian Skills Quality Authority (ASQA)
asqa.gov.au/

Australian Qualifications Framework
aqf.edu.au/

Department of Education and Training
education.gov.au/

Industry Skills Councils
isc.org.au

Training Accreditation Council of Western Australia (TAC)
tac.wa.gov.au/

Training.gov.au
training.gov.au

Victorian Registration and Qualifications Authority (VRQA)
vrqa.vic.gov.au/Pages/default.aspx

3.2 State and Territory Training Authority

Australian Capital Territory
det.act.gov.au/home

New South Wales
det.nsw.edu.au/

Northern Territory
det.nt.gov.au/

Queensland
training.qld.gov.au/

South Australia
dfeest.sa.gov.au/

Tasmania
education.tas.gov.au/

Appendix 1: Packaging of Units in the SFL Floristry Training Package

Units of Competency do not have an AQF level; Qualifications do. To understand the complexity of the Unit of Competency and to choose appropriate Units of Competency for electives, users should:

- read the Unit of Competency in entirety to ascertain the complexity of skills and knowledge covered
- read the Application Statement which describes to whom the Unit of Competency applies
- refer to the following table which indicates where Units of Competency are first packaged in a Qualification in the *SFL Floristry Training Package*.

Unit	Unit Description	Cert II	Cert III	Cert IV	Dip
Design and Construction - DEC					
SFLDEC001	Maintain floristry tools and equipment	✓	✓		
SFLDEC002	Design floristry products		✓		
SFLDEC003	Design complex floristry products			✓	
SFLDEC004	Design and produce innovative floristry products				✓
SFLDEC005	Assemble floristry products	✓			
SFLDEC006	Construct hand tied floristry products		✓		
SFLDEC007	Construct wired floristry products		✓		
SFLDEC008	Construct floristry products with a base medium		✓		
SFLDEC009	Construct complex floristry products			✓	
SFLDEC010	Coordinate floristry products for special occasions			✓	
SFLDEC011	Style and manage floristry for events				✓
SFLDEC012	Interpret floristry design briefs		✓		
SFLDEC013	Plan floristry designs with clients				✓
SFLDEC014	Research theories of creativity				✓
SFLDEC015	Research global floristry trends				✓
Management - MGT					
SFLMGT001	Coordinate floristry work teams			✓	
Sales and Operations - SOP					
SFLSOP001	Source information on floristry products and services	✓			
SFLSOP002	Work effectively in the floristry industry	✓	✓		
SFLSOP003	Recognise flower and plant materials	✓			
SFLSOP004	Receive and store floristry stock	✓			
SFLSOP005	Prepare and care for floristry stock	✓			
SFLSOP006	Display and merchandise floristry products	✓			
SFLSOP007	Interact with floristry customers	✓			
SFLSOP008	Provide quality service to floristry customers		✓		
SFLSOP009	Sell floristry products		✓		

Unit	Unit Description	Cert II	Cert III	Cert IV	Dip
SFLSOP010	Prepare quotations for floristry products		✓		
SFLSOP011	Develop a floristry product range				✓
SFLSOP012	Maintain and order floristry stock			✓	
Work Health and Safety - WHS					
SFLWHS001	Participate in safe work practices	✓	✓		
SFLWHS002	Provide a safe work environment			✓	

Appendix 2: Equipment and Resource Requirements

Note: equipment or resources listed in *italics* are non-mandatory

Unit	Environment	Equipment	Consumable Resources	Documents	Other People
Design and Construction - DEC					
SFLDEC001 Maintain floristry tools and equipment	Skills must be demonstrated in a floristry design, preparation and product construction environment with storage facilities for tools and equipment. This can be: • an industry workplace • a simulated industry environment operated within a training organisation.	• a commercial range of floristry tools and equipment: ○ cutting tools: ▪ knives ▪ rose de-thorners ▪ scissors ▪ secateurs ○ glue guns ○ guillotines ○ pliers ○ wire cutters • containers to mix cleaning products • personal protective equipment for maintaining floristry equipment	• cleaning, sterilisation, disinfection and conditioning products for tools and equipment	• manufacturer cleaning, repair and maintenance instructions • cleaning sterilisation, disinfection and conditioning product for tools and equipment • maintenance documents as appropriate to the commercial floristry environment: ○ tags to identify faulty equipment ○ fault reports ○ repair and maintenance reports ○ repair and maintenance orders ○ maintenance schedules • organisational procedures for the maintenance of tools and equipment: ○ reporting faults and ordering specialist repairs ○ safe and secure storage of tools and	

Unit	Environment	Equipment	Consumable Resources	Documents	Other People
				equipment ○ workplace health and safety practices for maintaining equipment.	
SFLDEC002 Design floristry products	Skills must be demonstrated in a floristry design, preparation and product construction environment. This can be: • an industry workplace • a simulated industry environment operated within a training organisation.	• computers and general software programs to record design details and job specifications • sketching materials and tools • a commercial range of these floristry tools and equipment: ○ baskets ○ binding and floral tape tape ○ bowls ○ decorative containers and vessells ○ cutting tools: ▪ knives ▪ rose de-thorners ▪ scissors ▪ secateurs ○ fine to heavy gauge wire ○ floral foam products ○ glue gun and glue ○ polystyrene ○ stapler and staples ○ vases ○ wire cutters	• a diverse, commercial range of fresh and dry flower and plant materials: ○ non-Australian species whether they are grown in Australia or overseas ○ Australian species • a diverse, commercial range of: ○ ancillary items: ▪ gift cards ▪ gifts ▪ novelties ▪ food ○ wrapping and packaging materials: ▪ bows ▪ boxes ▪ cellophane ▪ paper ▪ polypropylene ▪ ribbons and decorative tying materials	• customer briefs • information about the spatial parameters of venues or sites to allow the individual to design appropriate products for display • either electronic or hard copies of grower and other supplier brochures and information sheets • templates to record job specifications • current plain English regulatory documents distributed by government regulators for copyright, intellectual property and design laws	• other florists with whom the individual can interact to discuss initial and evolving design ideas; these can be: ○ florists in an industry workplace or ○ people who participate in project activities, role plays or simulated activities, set up for the purpose of assessment, within a training organisation
SFLDEC003 Design complex floristry	Skills must be demonstrated in a floristry design, preparation and product construction environment.	• computers and general software programs to record design details and job specifications • sketching materials and	• a diverse, commercial range of fresh and dry, flower and plant materials: ○ non-Australian species	• customer briefs • information about the spatial parameters of sites or venues to allow the individual to design	• other florists with whom the individual can interact to discuss initial and evolving design concepts; these can be:

Unit	Environment	Equipment	Consumable Resources	Documents	Other People
products	This can be: • an industry workplace • a simulated industry environment operated within a training organisation.	tools • a commercial range of these floristry tools and equipment: ○ baskets ○ binding and floral tape ○ bowls ○ decorative containers and vessels ○ chicken wire ○ clay ○ containers to mix cleaning products ○ cutting tools: ▪ knives ▪ scissors ▪ rose de-thorners ▪ secateurs ○ fine to heavy gauge wire ○ floral foam products for fresh and dry flower and plant materials ○ glue gun and glue ○ guillotines ○ hammers ○ plaster ○ pliers ○ polystyrene ○ power tools ○ saws ○ skewers ○ spray-guns ○ stapler and staples ○ straw, moss ○ twisting and wiring tools ○ vases	whether they are grown in Australia or overseas ○ Australian species • a diverse, commercial range of: ○ ancillary items: ▪ gift cards ▪ gifts ▪ novelties ▪ food • wrapping and packaging materials: ○ bows ○ boxes ○ cellophane ○ paper ○ polypropylene ○ ribbons and decorative tying materials	appropriate complex products for display • either electronic or hard copies of grower and other supplier brochures and information sheets • templates to record job specifications • current plain English regulatory documents distributed by government regulators for copyright, intellectual property and design laws	○ florists in an industry workplace or ○ people who participate in project activities, role plays or simulated activities, set up for the purpose of assessment, within a training organisation

Unit	Environment	Equipment	Consumable Resources	Documents	Other People
		○ wire cutters • fabrication and structural supports for complex floristry products: ○ lighting ○ structural components and frameworks: ▪ cages ▪ fences ▪ platforms ▪ ropes ▪ wires ○ props ○ welded and angled grinded materials			
SFLDEC004 Design and produce innovative floristry products	Skills must be demonstrated in a floristry design, preparation and product construction and display environment. This can be: • an industry workplace or event venue or site • a simulated industry environment. This can include event venues and sites operated within a training organisation such as function rooms, restaurants, outdoor courtyards, gardens or exhibition areas.	• computers and general software programs to record design details and job specifications • sketching materials and tools • a commercial range of these floristry tools and equipment: ○ baskets ○ binding and floral tape ○ bowls ○ decorative containers or vessels ○ chicken wire ○ clay ○ containers to mix cleaning products ○ cutting tools: ▪ knives ▪ scissors	• a diverse, commercial range of fresh and dry flower and plant materials: ○ non-Australian species whether they are grown in Australia or overseas ○ Australian species • a diverse, commercial range of: ○ wrapping and packaging materials: ▪ bows ▪ boxes ▪ cellophane ▪ paper ▪ polypropylene and decorative wraps ▪ protective wrapping and packing	• customer briefs • information about the spatial parameters of venues or sites to allow the individual to design appropriate innovative products for display • either electronic or hard copies of grower and other supplier brochures and information sheets • templates to record job specifications • current plain English regulatory documents distributed by government regulators for copyright, intellectual property and design laws	• a team of other florists with whom the individual can interact to coordinate production team outcomes and discuss initial and evolving design concepts; florists can be: ○ florists in an industry workplace or ○ people who participate in project activities, role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation

Unit	Environment	Equipment	Consumable Resources	Documents	Other People
		▪ rose de-thorner ▪ secateurs ○ fine to heavy gauge wire ○ floral foam products for fresh and dry flower and plant materials ○ glue gun and glue ○ guillotines ○ hammers ○ plaster ○ pliers ○ polystyrene ○ power tools ○ saws: ○ skewers ○ spray-guns ○ staple gun and staples ○ straw ○ moss ○ twisting and wiring tools ○ vases ○ wire cutters • fabrication and structural supports for innovative floristry products: ○ lighting ○ structural components and frameworks: ▪ cages ▪ fences ▪ platforms ▪ ropes ▪ wires ○ props ○ welded and angled grinded materials	materials for transporting partially constructed displays to display sites ▪ ribbons and decorative tying materials		

Unit	Environment	Equipment	Consumable Resources	Documents	Other People
SFLDEC005 Assemble floristry products	Skills must be demonstrated in a floristry design, preparation and product construction environment. This can be: • an industry workplace • a simulated industry environment operated within a training organisation.	• a commercial range of these floristry tools and equipment: ○ binding and floral tape ○ bowls ○ decorative containers and vessels ○ containers to mix cleaning products ○ cutting tools: ▪ knives ▪ scissors ▪ rose de-thorners ▪ secateurs ○ floral foam products ○ glue gun and glue ○ fine to heavy gauge wire ○ stapler and staples ○ vases ○ wire cutters	• a diverse, commercial range of fresh and dry flower and plant materials: ○ non-Australian species whether they are grown in Australia or overseas ○ Australian species • a diverse, commercial range of: ○ cleaning products ○ gift cards ○ wrapping and packaging materials: ▪ bows ▪ boxes ▪ cellophane ▪ paper ▪ polypropylene and decorative wraps ▪ ribbons and decorative tying materials	• basic job specifications for the required range of fundamental floristry products • cleaning product Safety Data Sheets (SDS) or plain English workplace documents or diagrams that interpret SDS content	
SFLDEC006 Construct hand tied floristry products	Skills must be demonstrated in a floristry design, preparation and product construction environment. This can be: • an industry workplace • a simulated industry environment operated within a training organisation.	• a commercial range of these floristry tools and equipment: ○ binding and floral tape ○ containers to mix cleaning products ○ cutting tools: ▪ knives ▪ rose de-thorners ▪ scissors ▪ secateurs ○ decorative containers	• a diverse, commercial range of fresh and dry flower and plant materials: ○ non-Australian species whether they are grown in Australia or overseas ○ Australian species • a diverse, commercial range of: ○ cleaning products	• detailed job specifications for the required range of hand tied floristry products • cleaning product Safety Data Sheets (SDS) or plain English workplace documents or diagrams that interpret SDS content	

Unit	Environment	Equipment	Consumable Resources	Documents	Other People
		and vessels ○ various gauge wire ○ stapler and staples ○ vases ○ wire cutters	○ gift cards ○ wrapping and packaging materials: ▪ bows ▪ cellophane ▪ paper ▪ polypropylene and decorative wraps ▪ ribbons and decorative tying materials		
SFLDEC007 Construct wired floristry products	Skills must be demonstrated in a floristry design, preparation and product construction environment. This can be: • an industry workplace • a simulated industry environment operated within a training organisation.	• a commercial range of these floristry tools and equipment: ○ binding and floral tape ○ containers to mix cleaning products ○ cutting tools: ▪ knives ▪ rose de-thorners ▪ scissors ▪ secateurs ○ fine to heavy gauge wire ○ wire cutters	• a diverse, commercial range of fresh and dry flower and plant materials: ○ non-Australian species whether they are grown in Australia or overseas ○ Australian species • a diverse, commercial range of: ○ cleaning products ○ wrapping and packaging materials: ▪ bows ▪ boxes ▪ cellophane ▪ paper ▪ polypropylene and decorative wraps ▪ ribbons and decorative tying materials	• detailed job specifications for the required range of wired floristry products • cleaning product Safety Data Sheets (SDS) or plain English workplace documents or diagrams that interpret SDS content	
SFLDEC008 Construct	Skills must be demonstrated in a floristry design,	• a commercial range of these floristry tools and	• a diverse, commercial range of fresh and dry	• detailed job specifications for the required range of	

Unit	Environment	Equipment	Consumable Resources	Documents	Other People
floristry products with a base medium	preparation and product construction environment. This can be: • an industry workplace • a simulated industry environment operated within a training organisation.	equipment: ○ binding and floral tape ○ bowls ○ decorative containers or vessels ○ containers to mix cleaning products ○ cutting tools: ▪ knives ▪ rose de-thorners ▪ scissors ▪ secateurs ○ fine to heavy gauge wire ○ floral foam products for fresh and dry flower and plant materials ○ glue gun and glue ○ polystyrene ○ stapler and staples ○ vases ○ wire cutters	flower and plant materials: ○ non-Australian species whether they are grown in Australia or overseas ○ Australian species • a diverse, commercial range of: ○ cleaning products ○ ancillary items: ▪ gift cards ▪ gifts ▪ novelties ▪ food ○ wrapping and packaging materials: ▪ bows ▪ boxes ▪ cellophane ▪ paper ▪ polypropylene and decorative wraps ▪ ribbons and decorative tying materials	floristry products with a base medium • cleaning product Safety Data Sheets (SDS) or plain English workplace documents or diagrams that interpret SDS content	
SFLDEC009 Construct complex floristry products	Skills must be demonstrated in a floristry design, preparation and product construction and display environment. This can be: • an industry workplace or event venue or site • a simulated industry environment. This can	• computers and general software programs to record production plans • a commercial range of these floristry tools and equipment: ○ baskets ○ binding and floral tape ○ bowls ○ decorative containers or	• a diverse, commercial range of fresh and dry flower and plant materials: ○ non-Australian species whether they are grown in Australia or overseas ○ Australian species • a diverse, commercial	• comprehensive job specifications for the required range of complex floristry products • templates to record production plans and rosters • cleaning product Safety Data Sheets (SDS) or plain English workplace	• a team of other florists with whom the individual can interact to coordinate production team outcomes; florists can be: ○ florists in an industry workplace or ○ people who participate in project activities, role plays or simulated

Unit	Environment	Equipment	Consumable Resources	Documents	Other People
	include event venues and sites operated within a training organisation such as function rooms, restaurants, outdoor courtyards, gardens or exhibition areas	vessels ○ chicken wire ○ clay ○ containers to mix cleaning products ○ cutting tools: ▪ knives ▪ scissors ▪ rose de-thorners ▪ secateurs ○ fine to heavy gauge wire ○ floral foam products for fresh and dry flower and plant materials ○ glue gun and glue ○ hammers ○ plaster ○ pliers ○ polystyrene ○ power tools ○ saws ○ skewers ○ spray-guns ○ stapler and staples ○ straw, moss ○ twisting and wiring tools ○ vases ○ wire cutters • fabrication and structural supports: ○ lighting ○ structural components and frameworks: ▪ cages ▪ fences ▪ platforms	range of: ○ cleaning products ○ ancillary items: ▪ gift cards ▪ gifts ▪ novelties ▪ food ○ wrapping and packaging materials: ▪ bows ▪ boxes ▪ cellophane ▪ paper ▪ *polypropylene* and decorative wraps ▪ protective wrapping and packing materials for transporting partially constructed displays to display sites ▪ ribbons and decorative tying materials	documents or diagrams that interpret SDS content	activities, set up for the purpose of assessment, within a training organisation

Unit	Environment	Equipment	Consumable Resources	Documents	Other People
		▪ ropes ▪ wires ○ props ○ welded and angled grinded materials			
SFLDEC010 Coordinate floristry products for special occasions	Skills must be demonstrated in a floristry design and special occasion display environment. This can be: • an industry workplace or special occasion venue • a simulated industry environment operated within a training organisation. This includes special occasion venues operated within a training organisation such as function rooms, restaurants, outdoor courtyards or gardens.	• computers and general software programs to document proposals and operational plans		• customer briefs for special occasions • information about the spatial parameters and constraints of special occasion venues to allow the individual to consider appropriate floral styling concepts • templates to record proposals and operational plans	• customers with whom the individual can consult; these can be: ○ paying customers an industry workplace with whom the individual consults during the assessment process or ○ people who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation • a team of other florists with whom the individual can interact to coordinate production team outcomes • venue staff with whom the individual can interact to manage on-site assembly and display of floristry products; team and venue staff can be: ○ florists and venue staff in an industry workplace or ○ people who participate

Unit	Environment	Equipment	Consumable Resources	Documents	Other People
					in project activities, role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation
SFLDEC011 Style and manage floristry for events	Skills must be demonstrated in a floristry design and event display environment. This can be: • an industry workplace or event venue or site • a simulated industry environment operated within a training organisation. This includes event venues and sites operated within a training organisation such as function rooms, restaurants, outdoor courtyards, gardens or exhibition areas.	• computers and general software programs to document concept proposals and operational plans		• customer briefs for events • information about the spatial parameters and constraints of event venues to allow the individual to consider appropriate floral styling concepts • templates to record concept proposals and operational plans	• clients or event planners with whom the individual can consult • a team of other florists with whom the individual can interact to coordinate production team outcomes • venue staff with whom the individual can interact to manage on-site assembly and display of floristry products; clients, event planners and venue staff can be: ○ clients, event planners, florists and venue staff in an industry workplace or ○ people who participate in project activities, role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training

Unit	Environment	Equipment	Consumable Resources	Documents	Other People
					organisation
SFLDEC012 Interpret floristry design briefs	Skills must be demonstrated in a floristry industry sales and design environment. This can be: • an industry workplace • a simulated industry environment operated within a training organisation.	• sketching materials and tools • cameras, which can include phone cameras		• customer briefs on which to work, including product and style preferences, budgets and operational constraints for display or use of floristry products	• customers with whom the individual can interact to discuss initial and evolving briefs; these can be: ○ paying customers in an industry workplace who are served by the individual during the assessment process or ○ people who participate in project activities, role plays or simulated activities, set up for the purpose of assessment, within a training organisation
SFLDEC013 Plan floristry designs with clients	Skills must be demonstrated in a floristry industry sales and design environment. This can be: • an industry workplace • a simulated industry environment operated within a training organisation.	• computers and general software programs to document concept proposals ○ sketching materials and tools ○ cameras, which can include phone cameras		• client briefs on which to work, including product and style preferences, budgets and operational constraints for display of floristry products	• clients with whom the individual can interact to discuss initial and evolving designs; these can be: ○ clients in an industry workplace or ○ people who participate in project activities, role plays or simulated activities, set up for the purpose of assessment, within a training organisation
SFLDEC014 Research theories of creativity		• computers and the Internet to research information		• publications and texts on creativity	• people with whom the individual can engage in professional discussion; these can be: ○ people in an industry workplace or

Unit	Environment	Equipment	Consumable Resources	Documents	Other People
					○ people who participate in project activities, role plays or simulated activities, set up for the purpose of assessment, within a training organisation.
SFLDEC015 Research global floristry trends		• computers and the Internet to research information		• trade magazines	• people with whom the individual can engage in professional discussion; these can be: ○ people in an industry workplace or ○ people who participate in project activities, role plays or simulated activities, set up for the purpose of assessment, within a training organisation.
Management - MGT					
SFLMGT001 Coordinate floristry work teams	Skills must be demonstrated in a floristry design, preparation and product construction environment. This can be: • an industry workplace • a simulated industry environment operated within a training organisation. Aspects of this unit can either be assessed through: • work activities within a	• computers, printers and general software programs used to produce rosters and maintain staff records		• business data for the forecasting of required staffing levels which can be: ○ actual data used by a floristry business or ○ generated by a registered training organisation for the purposes of project and assessment activities • template documents: ○ staff rosters	• a team whose overall performance is the responsibility of the individual; this can be: ○ people in an industry workplace or ○ people who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training

Unit	Environment	Equipment	Consumable Resources	Documents	Other People
	floristry business or • project activities and simulated business scenarios provided within a training organisation.			○ personnel files ○ accrued leave ○ entitlements ○ sales and production targets • awards for floristry industry employees • job descriptions outlining roles and responsibilities • a range of organisational policies outlining requirements for workplace behaviour	organisation.
Floristry Sales and Operations – SOP					
SFLSOP001 Source information on floristry products and services		• computers and the Internet to source information		• either electronic or hard copies of: ○ trade magazines ○ grower and other supplier brochures and information sheets • current plain English regulatory documents distributed by government regulators for: ○ environmental protection law ○ responsible service of alcohol provisions of liquor licensing law ○ food safety.	
SFLSOP002 Work effectively in the floristry	Skills must be demonstrated in a floristry design, preparation and product construction environment.	• computers, keyboards and printers • the Internet		• current plain English guidelines issued by regulatory bodies covering: ○ minimum workplace	• team members with whom the individual can interact; these can be: ○ people in an industry workplace or

Unit	Environment	Equipment	Consumable Resources	Documents	Other People
industry	This can be: • an industry workplace • a simulated industry environment operated within a training organisation.			entitlements provided by the National Employment Standards (NES) ○ relevant state or territory anti-discrimination or equal employment opportunity law: ▪ harassment provisions: types of discrimination and harassment, rights and responsibilities of employees and employers and consequences of non-compliance with the law ▪ equal employment opportunity (EEO) provisions; rights of employees and responsibilities of employers to make merit based employment decisions ▪ role of relevant state or territory boards in managing complaints • plain English information about industrial awards for floristry employees issued by regulatory bodies or	○ people who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Unit	Environment	Equipment	Consumable Resources	Documents	Other People
				unions • organisational policies and procedures that relate to general work practices: ○ accepting, declining and amending rostered hours ○ personal and carer's leave ○ counselling and discipline ○ grievances ○ equal employment opportunity ○ discrimination and harassment	
SFLSOP003 Recognise flower and plant materials		• computers and the Internet to source information	• a diverse, comprehensive range of fresh, dry and preserved flower and plant materials: ○ non-Australian species whether they are grown in Australia or overseas ○ Australian species	• either electronic or hard copies of: ○ growers' brochures and information sheets ○ trade magazines ○ product labels ○ reference books.	
SFLSOP004 Receive and store floristry stock	Skills must be demonstrated in a floristry preparation and product construction environment with stock control and storage facilities for perishable and non-perishable floristry stock. This can be: • an industry workplace • a simulated industry	• computers, printers • stock control software programs which can be general or floristry industry specific • electronic equipment used for stock control • a cool room or refrigerator • fixed or moveable storage shelves	• a diverse, commercial range of floristry stock: ○ fresh and dry flower and plant materials: ▪ non-Australian species whether they are grown in Australia or overseas ▪ Australian species ○ gift cards	• instructions for cleaning product use • cleaning product Safety Data Sheets (SDS) or plain English workplace documents or diagrams that interpret SDS content • stock control documentation: ○ orders ○ delivery dockets	

Unit	Environment	Equipment	Consumable Resources	Documents	Other People
	environment operated within a training organisation.	• personal protective equipment • cleaning cloths: ○ dry ○ dusting ○ lint-free ○ polishing ○ wet • cleaning equipment: ○ brooms, brushes and dustpans ○ buckets ○ containers to mix cleaning products ○ dusters ○ mops ○ recycling bins ○ rubbish bins and liners • cutting tools: ○ *knives* ○ *rose de-thorners* ○ *scissors* ○ *secateurs* • Containers: ○ *baskets* ○ *bowls* ○ *decorative containers and vessels* ○ *vases*	○ gifts ○ novelties ○ perishable food ○ potted plants ○ wrapping and packaging materials: ▪ bows ▪ boxes ▪ cellophane ▪ paper ▪ polypropylene and decorative wraps ▪ ribbons and decorative tying materials • a diverse, commercial range of cleaning products: ○ agents for specialised surfaces; glass, stainless steel, wood ○ disinfectants ○ multi-surface cleaners ○ sanitisers	• current plain English regulatory documents distributed by government regulators for managing licensed products • organisational procedures for: ○ selection of quality incoming stock, including criteria ○ stock security ○ recording incoming stock ○ recording and reporting on discrepancies and quality deficiencies ○ recording stock levels	
SFLSOP005 Prepare and care for floristry stock	Skills must be demonstrated in a floristry preparation, maintenance, display and storage environment with storage facilities for perishable and non-perishable floristry stock.	• a cool room or refrigerator • fixed or moveable storage shelves • containers: ○ baskets ○ bowls ○ decorative containers and vessels	• a diverse, commercial range of floristry stock: ○ fresh and dry flower and plant materials: ▪ non-Australian species whether they are grown in Australia or	• instructions for cleaning, conditioning, pest and disease control product use • cleaning, conditioning, pest and disease control product Safety Data Sheets (SDS) or plain	

Unit	Environment	Equipment	Consumable Resources	Documents	Other People
	This can be: • an industry workplace • a simulated industry environment operated within a training organisation.	○ vases • cutting tools: ○ knives ○ rose de-thorners ○ scissors ○ secateurs • personal protective equipment used to prepare and maintain floristry stock • cleaning cloths: ○ dry ○ dusting ○ lint-free ○ polishing ○ wet • cleaning equipment: ○ brooms, brushes and dustpans ○ buckets ○ containers to mix cleaning and conditioning products ○ dusters ○ mops ○ recycling bins ○ rubbish bins and liners	overseas ▪ Australian species ○ constructed floristry products; floral displays and stock items ○ gift cards ○ gifts ○ novelties ○ potted plants ○ perishable food • a diverse, commercial range of: ○ cleaning products: ▪ agents for specialised surfaces; glass, stainless steel, wood ▪ disinfectants ▪ multi-surface cleaners ▪ sanitisers ○ conditioning products: ▪ bleach ▪ citric acid ▪ preservative solutions ○ fertiliser and plant food ○ post-harvest pest and disease control products	English workplace documents or diagrams that interpret SDS content.	
SFLSOP006 Display and merchandise floristry	Skills must be demonstrated in a floristry environment with a shop front presence or a display area for the	• a cool room or refrigerator • counters • display fixtures or cabinets • moveable shelves	• a diverse, commercial range of floristry stock: ○ fresh and dry flower and plant materials:	• templates to record display plans • organisational procedures for pricing	• other florists with whom the individual can interact to discuss display ideas; these can be:

Unit	Environment	Equipment	Consumable Resources	Documents	Other People
products	promotion of products. This can be: • an industry workplace • a simulated industry environment operated within a training organisation.	• containers: ○ baskets ○ bowls ○ decorative containers and vessels ○ vases • ladders • mechanical or electronic labelling equipment	▪ non-Australian species whether they are grown in Australia or overseas ▪ Australian species ○ gift cards ○ gifts ○ novelties ○ potted plants	• product pricing information for display items: ○ price lists ○ product labels and price tickets	○ florists in an industry workplace or ○ people who participate in project activities, role plays or simulated activities, set up for the purpose of assessment, within a training organisation
SFLSOP007 Interact with floristry customers	Skills must be demonstrated in a floristry industry customer service environment. This can be: • an industry workplace • a simulated industry environment operated within a training organisation.	• computers and email service • telephones		• organisational policies and procedures for: ○ customer service ○ resolving routine customer service problems ○ personal presentation and hygiene	• customers with whom the individual can interact; these can be: ○ paying customers an industry workplace who are served by the individual during the assessment process or ○ people who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation • sufficient customer traffic that allows for prioritisation of tasks so that customers are served effectively in a logical sequence.
SFLSOP008 Provide quality service to	Skills must be demonstrated in a floristry industry customer service	• computers and email service • telephones		• sample commercial documents for promotional services: ○ customer loyalty	• internal and external customers with whom the individual can interact; these can be:

Unit	Environment	Equipment	Consumable Resources	Documents	Other People
floristry customers	environment. This can be: • an industry workplace • a simulated industry environment operated within a training organisation.			programs ○ discount vouchers ○ gift vouchers ○ newsletters • organisational customer service policies and procedures including those for complaints	○ paying customers in an industry workplace who are served by the individual during the assessment process or ○ people who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation • sufficient customer traffic that allows for prioritisation of tasks so that customers are served effectively in a logical sequence.
SFLSOP009 Sell floristry products	Skills must be demonstrated in a floristry industry sales environment. This can be: • an industry workplace • a simulated industry environment operated within a training organisation.	• computers and email service • telephones		• either electronic or hard copies of: ○ organisational product information and price lists ○ grower and other supplier brochures, information sheets and price lists • current plain English regulatory documents distributed by government regulators for: ○ consumer protection law ○ privacy law	• customers with whom the individual can interact to sell products; these can be: ○ paying customers in an industry workplace who are served by the individual during the assessment process or ○ people who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training

Unit	Environment	Equipment	Consumable Resources	Documents	Other People
					organisation • sufficient customer traffic that allows for prioritisation of tasks so that customers are served effectively in a logical sequence.
SFLSOP010 Prepare quotations for floristry products	Skills must be demonstrated in a floristry industry sales environment. This can be: • an industry workplace • a simulated industry environment operated within a training organisation.	• computers, printers and email service • software programs, which can be general or floristry industry specific, used to prepare and provide quotations and invoices • telephones		• customer briefs on which to quote, including special requests, product and style preferences • electronic or hard copies of: ○ organisational product information and price lists ○ grower and other supplier brochures, information sheets and price lists ○ negotiated cost of supply, contractual arrangements and preferred supplier arrangements • template: ○ customer files ○ quotations ○ invoices • organisational procedures for: ○ preparing and presenting quotations ○ applying mark-ups and commissions ○ charging fees ○ invoicing	

Unit	Environment	Equipment	Consumable Resources	Documents	Other People
				• current plain English regulatory documents distributed by government regulators for consumer protection law	
SFLSOP011 Develop a floristry product range	Skills must be demonstrated in a floristry industry environment. This can be: • an industry workplace • a simulated industry environment operated within a training organisation.	• computers and the Internet to source information • software programs, which can be general or floristry industry specific, used to develop and record: ○ product implementation plans ○ product information and price lists		• comprehensive information about the financial operating costs of a real or simulated floristry business to determine attributable business operating costs and nett production costs • electronic or hard copies of grower and other supplier brochures, information sheets and price lists • template: ○ product implementation plans ○ product information and price lists	• people with whom the individual can interact for all communication aspects of the unit; these can be: ○ people in an industry workplace or ○ people who participate in project activities, role plays or simulated activities, set up for the purpose of assessment, within a training organisation.
SFLSOP012 Maintain and order floristry stock	Skills must be demonstrated in a floristry preparation and product construction environment with stock control and storage facilities for perishable and non-perishable floristry stock. This can be: • an industry workplace • a simulated industry environment operated within a training	• computers, printers • stock control software programs which can be general or floristry industry specific • a cool room or refrigerator • fixed or moveable storage shelves	• a diverse, commercial range of floristry stock: ○ fresh and dry flower and plant materials: ▪ non-Australian species whether they are grown in Australia or overseas ▪ Australian species ○ gift cards ○ gifts ○ novelties	• business data for the forecasting of required stock levels which can be: ○ actual data used by a floristry business or ○ generated by a registered training organisation for the purposes of project and assessment activities • template stock control documents:	• a team of other florists with whom the individual can interact to coordinate stock control and stocktake activities; these can be: ○ florists in an industry workplace or ○ people who participate in project activities, role plays or simulated activities, set up for the purpose of

Unit	Environment	Equipment	Consumable Resources	Documents	Other People
	organisation.		○ perishable food ○ potted plants ○ wrapping and packaging materials: ▪ bows ▪ boxes ▪ cellophane ▪ paper ▪ polypropylene and decorative wraps ▪ ribbons and decorative tying materials	○ purchase records ○ supplier purchasing agreements and terms of trade ○ order and delivery documentation ○ stock recording documentation • template stock control reports: ○ stock level reports ○ stock performance reports ○ stock loss reports ○ stocktake and cyclical count reports • organisational procedures for: ○ ordering stock ○ inspecting the quality incoming stock ○ recording incoming stock ○ recording quantity discrepancies and quality deficiencies ○ recording stock levels ○ monitoring stock performance ○ maintaining stock security ○ completing stocktakes and cyclical counts	assessment, in a simulated industry environment operated within a training organisation.
Work Health and Safety - WHS					
SFLWHS001	Skills must be demonstrated			• current plain English	• other florists, supervisors

Unit	Environment	Equipment	Consumable Resources	Documents	Other People
Participate in safe work practices	in a floristry design, preparation and product construction environment. This can be: • an industry workplace • a simulated industry environment operated within a training organisation.			regulatory documents and codes of practice distributed by the local work health and safety government regulator • organisational policies and procedures used for managing work health and safety practices: ○ consultation ○ managing emergencies ○ hazard identification and reporting ○ dangerous incident and injury reporting ○ working safely • template reports for: ○ hazard identification and reporting ○ dangerous incident reporting ○ injury reporting	or managers with whom the individual can interact during consultation processes; these can be: ○ florists in an industry workplace or ○ people who participate in role plays or simulated activities, set up for the purpose of assessment, within a training organisation.
SFLWHS002 Provide a safe work environment	Aspects of this unit can either be assessed through: • work activities within a floristry business or • project activities and simulated business scenarios provided within a training organisation.	• computers, printers and general software programs used to produce system documents		• comprehensive information about the operation of a real or simulated floristry business to determine its characteristics and needs for the development of a tailored work health and safety management system • the relevant state or territory WHS or OHS legislation	

Unit	Environment	Equipment	Consumable Resources	Documents	Other People

				• current plain English regulatory documents distributed by the local work health and safety government regulator
				• current plain English codes of practice distributed by the local work health and safety government regulator
				• template WHS documents:
				  ○ policies
				  ○ procedures
				  ○ training plans
				  ○ hazard identification and reporting tools
				  ○ risk assessment and control tools based on the hierarchy of control method
				  ○ emergency evacuation plans
				  ○ dangerous incident reports
				  ○ accident and injury reports
				  ○ notifiable incident reports	

Appendix 3: Unit of Competency and Assessment Requirements Explained

Each Unit of Competency follows this format:

UNIT CODE	Units are coded in sequence from 001 onwards. SFLDEC001 - 015 Floristry Design and Construction SFLMGT001- Management SFLSOP001 - 012 Floristry Sales and Operations SFLWHS001- 002 Work Health and Safety Codes no longer contain an AQF indicator which previously identified where a Unit of Competency was first packaged within a Qualification. **Rationale** Units do not have an AQF level; Qualifications do. Inclusion had caused confusion for RTO users when selecting electives and RTO auditors when checking compliance with packaging rules. Some have believed, for example, that a Unit of Competency with an AQF indicator 3 or 4, should not or cannot be packaged within a Diploma. Users should: • read the Unit of Competency in entirety to ascertain the complexity of skills and knowledge covered • read the Application Statement which describes to whom the unit applies • refer to the table in this Companion Volume Implementation Guide to check where Units of Competency first appear in a floristry qualification. Version indicators have been removed. Subsequent versions of Units of Competency will be given a new and unique code.
UNIT TITLE	The majority of titles from SFL10 have been retained. Minor changes for clarity are: • SFLDEC010 Coordinate floristry products for special occasions (plural) • Style and manage floristry for events (plural and updated to better reflect industry context) • Develop a floristry product range (simplified title)
APPLICATION This combines the Unit descriptor and Application statement in previous units.	This statement introduces the Unit of Competency, assists users to understand its complexity and includes this information: • a brief description of unit content • types of floristry businesses to which the unit applies • who performs the function described by the unit and at what level of workplace responsibility • typical job titles to clarify the unit's applicability to different jobs • how it can apply to the development of different types of products • the unit's relationship to any specific occupational licensing, certification or laws; where none exists this is stated. These inclusions have not changed but wording has been streamlined.
PREREQUISITE UNIT	No prerequisite units have been introduced. This avoids barriers to sequencing of training and assessment.
COMPETENCY FIELD	Units of Competency are divided into four fields: • DEC - Design and Construction • MGT- Management • SOP - Sales and Operations • WHS - Work Health and Safety
UNIT SECTOR	All Units of Competency remain categorised as *Floristry* because the industry does not consider that it has sectors.

ELEMENTS	PERFORMANCE CRITERIA
Element language has been streamlined. Some reworded for clarity.	Language has been streamlined. Some Performance Criteria reworded in more explicit terms: • Critical aspects for assessment statements are no longer part of a Unit of Competency. These included some explicit words to describe performance and some have been moved into PCs, e.g. work health and safety skills. • Range statements have been removed completely. • Small lists of essential things related to performance have now been included in PCs, e.g. *Maintain the **cleanliness** of floristry tools and equipment* had two range references to ***cleanliness***; this PC now reads *Maintain the cleanliness of floristry tools and equipment to avoid corrosion and deterioration.*

FOUNDATION SKILLS

This section describes language, literacy, numeracy and employment skills that are essential to performance and which must be assessed along with technical skills. This field now lists these skills:

- reading
- writing
- oral communication
- numeracy
- learning
- problem-solving
- initiative and enterprise
- teamwork
- planning and organising
- self-management
- technology

This new field replaces **Required Skills**.

Some content previously in Required Skills moved to Knowledge Evidence for a better fit, some already covered in Performance Criteria e.g. safe manual handling techniques, use of PPE, correct handling techniques for flowers and plant materials.

Some Units of Competency contain some Foundation Skills but not others, e.g. reading, numeracy and problem solving but not teamwork. This field provides a summary statement on those Foundation Skills that are embedded in Performance Criteria. They explain what the person is doing with the Foundation Skill in the context of the Unit of Competency and job role and provide guidance on the level of Foundation Skill. For example, *writing skills to complete basic documents including fault tags and reports, maintenance records and repair and maintenance orders*.

These statements were in SFL10 but are now more explicit.

RANGE OF CONDITIONS

This is an optional field in new style Units of Competency. If used, the Range of Conditions can no longer provide long explanatory lists of things that might apply. **It is not** used in the way that Range Statements were previously.

Anything identified is mandatory for performance in a job and, therefore, must be assessed.

Any Range of Conditions statements can only provide details of essential but different work environments or operating conditions.

No special environmental or operating conditions apply to floristry and no Range of Conditions statements are included in any Units of Competency.

Information in previous Range Statements has been moved – "must" statements.

Some important content previously in Range Statements moved to other fields for a better fit. Look in:

- Performance Criteria
- Performance Evidence
- Knowledge Evidence
- Assessment Conditions

UNIT MAPPING INFORMATION	Specifies code and title of any equivalent Unit of Competency from SFL10. Does not include detailed information about changes to a Unit of Competency. Full details are provided in a mapping table of Units of Competency in this Companion Volume Implementation Guide.
LINKS	This provides a hyperlink to the Companion Volume Implementation Guide.

TITLE	Assessment Requirements for [Unit of Competency Code and Title]
PERFORMANCE EVIDENCE This field includes information previously contained in: • Critical aspects for assessment.	These statements replace but are not the same as Critical aspects statements. Performance Evidence specifies the: • required product and process evidence • frequency and or volume of product or process evidence In other words, what does a person have to do to: • prove that they can competently do xyz? • prove they can competently, for example, construct wired floristry products? • cover all performance criteria and foundation skills • prove they have all the knowledge to effectively perform the work task? This section uses sufficiency and consistency as a guiding principle for reliable assessment. There must be enough Performance Evidence to prove that an individual is truly competent in the Unit of Competency and consistently demonstrates the outcomes. Statements articulate sufficiency of evidence and ability to respond to different situations and product requirements. They stipulate a requirement to, for example,: • produce a diverse range of specified floristry products • use a diverse range of specified techniques to construct floristry products • use a diverse range of flower and plant materials • deal with a range of customer needs • sell a range of specified products
PERFORMANCE EVIDENCE (continued) SFL10 units required the design & production of specified floristry products using nominated techniques. These were outlined in Range Statements; now found here.	Statements articulate consistency which might cover a requirement to: • produce items which are of a consistent quality To meet the volume of specified Performance Evidence required, sufficient evidence of consistent performance would be gathered: • using multiple assessments • over a period of time. Multiple assessments over time will be a natural outcome but, in most cases, we have avoided specifying a number or a period of time in favour of specifying exactly what a person must do. Volume and type of Performance Evidence is explicitly expressed in this section. Statements are now very specific and outline stringent assessment requirements.
KNOWLEDGE EVIDENCE This field replaces **Required Knowledge.**	Specifies what the individual must know in order to effectively perform the work task described in the Unit of Competency. For some Units, knowledge was very broadly expressed. New Units of Competency better identify breadth and depth required. Much of the content has not changed. Content of some lost fields has been relocated here: • Some content previously in Required Skills moved for a better fit, e.g. knowledge of types and correct use of personal protection equipment • Some “must”’ statements previously in Range Statement moved, e.g. knowledge of a specific list of construction techniques and flower and plant materials.
ASSESSMENT CONDITIONS	This field stipulates mandatory conditions for assessment. It lists all the things that an RTO must provide. It specifies:

This field includes information previously contained in: • Context of and specific resources for assessment and • Assessment Guidelines	• where the assessment must take place, the physical environment and indicates whether a simulated environment is allowed • what equipment must be provided for assessment, e.g. a complete list of the commercial range of tools and equipment used for the construction of hand tied floristry products • what types of consumable resources or stock must be provided for assessment; e.g. lists that include flower and plant materials, ancillary and presentation items, wrapping and packaging materials • what workplace documentation must be provided, e.g. job specifications for constructing floristry products • if relevant, other people who must be present during assessment, e.g. customers • any essential time constraints, e.g. a requirement for RTOs to design assessment activities that allow the individual to work with commercially realistic speed, timing and productivity to complete construction of floristry products within nominated deadlines. • the competency requirements for assessors including requirements for industry experience (vocational competency) and currency of knowledge. These statements are now very specific and are tailored to each Unit of Competency.
LINKS	This provides a hyperlink to Companion Volume Implementation Guide.