



NATIONAL FLORISTRY TRAINING PACKAGE

**ASSESSMENT GUIDELINES
QUALIFICATIONS
COMPETENCY STANDARDS**

FOR

**WRF20199A CERTIFICATE II IN FLORISTRY
WRF30199A CERTIFICATE III IN FLORISTRY
WRF40199A CERTIFICATE IV IN FLORISTRY
(SMALL BUSINESS MANAGEMENT)**

NATIONAL FLORISTRY TRAINING PACKAGE
National Code: WRF99

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ANTA for funding the development
Members of the WRAPS Network

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PART A

BACKGROUND TO THE COMPETENCY STANDARDS

SECTION 1: INTRODUCTION TO THE STANDARDS

Introduction

The decision to establish National Workplace Competency Standards followed Federal and State Government initiatives relating to the introduction of Competency Based Training in Australia. This placed greater emphasis on skill formation in the workplace and the need for a properly structured approach to training.

The 1996 National Wholesale Retail and Personal Services Industry Training Council, Industry Training Plan identified the need for the development of Floristry Specialist Competency Standards aligned to the retail sector.

Due to the nature of the Floristry Industry requiring floristry designers to have technical competencies that were outside the scope of retail services, the development of a Floristry Training Package was undertaken.

In 1996/7 the National Wholesale Retail and Personal Services Industry Training Council selected Western Melbourne Institute of TAFE as the project consultants to develop National Competency Standards for the Floristry Industry. During 1997 these National Floristry Competency Standards were developed into a Training Package. The project was set up to develop and provide a structured framework for future accredited training and skill development.

Draft standards were developed and considered by the National Floristry Industry Reference group then circulated to the industry for consideration and feedback along with:

- One national focus group meeting
- One round of State and Territory validation
- Distribution of 420 questionnaires Nationally.

The draft standards were aligned with the key competencies and the Australian Qualifications framework (AQF).

SECTION 2: SUMMARY OF UNITS & ELEMENTS

UNIT AND ELEMENT TITLES	NATIONAL CODE
COMMUNICATE IN THE WORKPLACE WRRCS1.1 Establish Contact with Customers WRRCS1.2 Process Information WRRCS1.3 Work in a Team WRRCS1.4 Maintain Personal Presentation WRRCS1.5 Follow Routine Instructions WRRCS1.6 Read and Interpret Retail Documents WRRCS1.7 Use Numbers in the Workplace	WRRCS.1A
PERFORM ROUTINE HOUSEKEEPING DUTIES WRRM2.1 Organise Work Area WRRM2.2 Clean Work Area	WRRM.2A
APPLY SAFE WORKING PRACTICES WRRLP1.1 Observe Basic Safety Procedures WRRLP1.2 Observe Emergency Procedures	WRRLP.1A
WORK EFFECTIVELY IN A RETAIL ENVIRONMENT WRRER1.1 Act Responsibly WRRER1.2 Act in a Non-Discriminatory Manner WRRER1.3 Identify the Award/Agreement	WRRER.1A
OPERATE RETAIL EQUIPMENT WRRCA1.1 Maintain Retail Equipment WRRCA1.2 Apply Keyboard Skills WRRCA1.3 Operate Data Entry Equipment	WRRCA.1A
APPLY POINT OF SALE HANDLING PROCEDURES WRRCS2.1 Operate Point of Sale Equipment WRRCS2.2 Perform Point of Sale Transactions WRRCS2.3 Complete Sales WRRCS2.4 Wrap and Pack Goods	WRRCS.2A
PERFORM STOCK CONTROL PROCEDURES WRR1.1 Receive and Process Incoming Goods WRR1.2 Rotate Stock WRR1.3 Participate in Stocktake WRR1.4 Reorder Stock WRR1.5 Dispatch Goods	WRR1.1A
MINIMISE THEFT WRRLP2.1 Apply Routine Security WRRLP2.2 Minimise Theft	WRRLP.2A
BALANCE REGISTER/TERMINAL WRRF1.1 Remove Takings from Register/Terminal WRRF1.2 Reconcile Takings	WRRF.1A
SELL PRODUCTS AND SERVICES WRRS1.1 Apply Product Knowledge WRRS1.2 Approach Customer WRRS1.3 Gather Information WRRS1.4 Sell Benefits WRRS1.5 Overcome Objections	WRRS.1A

WRRS1.6	Close Sale	
WRRS1.7	Maximise Sales Opportunities	

SECTION 2: SUMMARY OF UNITS & ELEMENTS

<p>CO-ORDINATE WORK TEAMS</p> <p>WRRER2.1 Monitor and Organise Staffing Levels WRRER2.2 Inform Team Members WRRER2.3 Coach in the Job WRRER2.4 Motivate the Team WRRER2.5 Maintain Staffing Records</p>	<p>WRRER.2A</p>
<p>IMPLEMENT STAFF TRAINING</p> <p>WRRER4.1 Confirm the Need for Training WRRER4.2 Plan and Document Training WRRER4.3 Arrange Location and Resources WRRER4.4 Notify Team Members WRRER4.5 Prepare Team Members WRRER4.6 Instruct Team Members WRRER4.7 Provide Opportunities for Practice WRRER4.8 Confirm Team Member has Reached Required Standard of Performance WRRER4.9 Evaluate Training Sessions WRRER4.10 Record Training</p>	<p>WRRER.4A</p>
<p>ASSESS WORKPLACE COMPETENCIES</p> <p>WRRER5.1 Identify and Explain Assessment Context WRRER5.2 Shop/Studio Policy Discussed With Staff WRRER5.3 Plan Evidence Gathering Opportunities WRRER5.4 Organise Assessment WRRER5.5 Gather Evidence WRRER5.6 Make the Assessment Decision WRRER5.7 Record Assessment Results WRRER5.8 Provide Feedback to Person(s) Being Assessed WRRER5.9 Report on the Conduct of the Assessment</p>	<p>WRRER.5A</p>
<p>PROVIDE A SAFE WORKING ENVIRONMENT</p> <p>WRRO3.1 Develop Policies to Establish and Maintain a Safe Working Environment WRRO3.2 Consult with Staff WRRO3.3 Establish and Maintain a Safe Working Environment WRRO3.4 Assess Risk WRRO3.5 Control Risks WRRO3.6 Establish and Maintain Policies to Deal with Hazardous Events WRRO3.7 Organise Staff Training WRRO3.8 Establish and Maintain Record System WRRO3.9 Evaluate Policies and Procedures</p>	<p>WRRO.3A</p>
<p>PROVIDE ASSISTANCE TO CUSTOMERS</p> <p>WRFL1.1 Develop knowledge for a specific range of products and services WRFL1.2 Assist Customer</p>	<p>WRFL.1A</p>
<p>CARE FOR FLORISTRY STOCK AND MERCHANDISE</p> <p>WRFL2.1 Identify and select quality cut flowers and other plant materials WRFL2.2 Monitor the quality of incoming, fresh flowers and other plant materials WRFL2.3 Prepare and condition fresh flower and other plant materials WRFL2.4 Monitor and maintain the condition and appearance of fresh flowers and other plant materials WRFL2.5 Monitor and maintain the condition and appearance of floristry stock and merchandise.</p>	<p>WRFL.2A</p>

SECTION 2: SUMMARY OF UNITS & ELEMENTS

<p>PREPARE AND DISPLAY FLORISTRY STOCK</p> <p>WRFL3.1 Prepare and clean stock and merchandise, storage and display areas</p> <p>WRFL3.2 Place and arrange stock and merchandise</p> <p>WRFL3.3 Prepare and arrange display labels/tickets</p> <p>WRFL3.4 Maintain floral displays</p> <p>WRFL3.5 Protect stock and merchandise</p>	<p>WRFL.3A</p>
<p>PROVIDE SERVICE TO FLORISTRY CUSTOMERS</p> <p>WRFL4.1 Deliver Service to Customers</p> <p>WRFL4.2 Respond to Customer Complaints</p> <p>WRFL4.3 Take orders for stock and merchandise and services</p> <p>WRFL4.4 Identify Customers' Special Requirements</p>	<p>WRFL.4A</p>
<p>ASSEMBLE AND PREPARE FLORISTRY PRODUCTS</p> <p>WRFL5.1 Select flower and other plant materials</p> <p>WRFL5.2 Prepare floristry products</p> <p>WRFL5.3 Assemble and Hand Tie Floristry Products</p> <p>WRFL5.4 Wire floristry products</p> <p>WRFL5.5 Present floristry products in base medium</p> <p>WRFL5.6 Present floristry product</p>	<p>WRFL.5A</p>
<p>RECOMMEND ON FLORISTRY PRODUCTS AND SERVICES</p> <p>WRFL6.1 Identify and demonstrate knowledge of stock and merchandise and range of services</p> <p>WRFL6.2 Recommend stock and merchandise and services</p>	<p>WRFL.6A</p>
<p>CREATE FLORISTRY DESIGNS USING HAND TIED TECHNIQUES</p> <p>WRFL7.1 Plan/design specification/job requirement</p> <p>WRFL7.2 Apply elements and principles of design to design specifications</p> <p>WRFL7.3 Prepare flower and plant materials and equipment for the job requirement</p> <p>WRFL7.4 Construct hand tied floral designs to specifications</p> <p>WRFL7.5 Plan and prepare wrapping/packaging materials to suit the floral design</p> <p>WRFL7.6 Wrap, pack, protect and enhance the presentation of floristry design</p> <p>WRFL7.7 Evaluate floral designs against design specification/job requirements</p>	<p>WRFL.7A</p>
<p>CREATE FLORISTRY DESIGNS USING WIRING TECHNIQUES</p> <p>WRFL8.1 Plan/design specification/job requirement</p> <p>WRFL8.2 Apply elements and principles of design to design specifications</p> <p>WRFL8.3 Prepare materials and equipment for the production of floral designs</p> <p>WRFL8.4 Construct wired floral designs to specifications</p> <p>WRFL8.5 Plan and prepare wrapping/packaging materials to suit the floral design</p> <p>WRFL8.6 Wrap, pack, protect and enhance the presentation of floristry design</p> <p>WRFL8.7 Evaluate floral designs against design specification/job requirements</p>	<p>WRFL.8A</p>

SECTION 2: SUMMARY OF UNITS & ELEMENTS

<p>CREATE FLORISTRY DESIGNS USING A BASE MEDIUM</p> <p>WRFL9.1 Plan/design specification/job requirement</p> <p>WRFL9.2 Apply elements and principles of design to design specifications</p> <p>WRFL9.3 Prepare materials and equipment for the production of floral designs</p> <p>WRFL9.4 Construct floral designs using a base medium to design specifications</p> <p>WRFL9.5 Plan and prepare wrapping/packaging materials to suit the floral design</p> <p>WRFL9.6 Wrap, pack, protect and enhance the presentation of floristry design</p> <p>WRFL9.7 Evaluate floral designs against specification/job requirements</p>	<p>WRFL.9A</p>
<p>BUY FLORISTRY STOCK AND MERCHANDISE</p> <p>WRFL10.1 Analyse Market</p> <p>WRFL10.2 Plan Product and Service Range</p> <p>WRFL10.3 Establish Supplier Relations</p> <p>WRFL10.4 Negotiate Supply of Goods</p> <p>WRFL10.5 Monitor Quality Control</p> <p>WRFL10.6 Introduce Product Range</p> <p>WRFL10.7 Maximise Profit</p> <p>WRFL10.8 Rationalise Stock</p>	<p>WRFL.10A</p>
<p>CREATE CUSTOM MADE, ADVANCED AND LARGE SCALE FLORAL DESIGNS</p> <p>WRFL11.1 Consult with client to plan custom made, advanced and large scale floral designs</p> <p>WRFL11.2 Apply the elements and principles of design to determine the design specification for the total job</p> <p>WRFL11.3 Prepare materials and equipment for the construction of custom made, advanced and large scale floral item/s</p> <p>WRFL11.4 Construct custom made, advanced and large scale floral arrangements</p> <p>WRFL11.5 Enhance the presentation and protect custom made, advanced and large scale floral designs</p> <p>WRFL11.6 Monitor and evaluate the production of custom made, advanced and large scale designs</p>	<p>WRFL.11A</p>
<p>EVALUATE A BUSINESS OPPORTUNITY</p> <p>\1.1 Clarify Personal Expectations, Values, Skills and Experience</p> <p>\1.2 Identify a Business Opportunity</p> <p>\1.3 Investigate the Business Opportunity</p> <p>\1.4 Determine Nature of Products/Services to be Provided</p> <p>\1.5 Establish Market Needs for the Product/Service</p>	<p>BSX023\1A</p>
<p>COMPLETE A BUSINESS PLAN</p> <p>\2.1 Specify Business Goals and Objectives</p> <p>\2.2 Identify Need for Specialist Services</p> <p>\2.3 Formulate a Business Plan</p> <p>\2.4 Apply the Business Plan</p>	<p>BSX023\2A</p>
<p>ADDRESS LEGAL AND ADMINISTRATIVE REQUIREMENTS</p> <p>\3.1 Establish Legal Str</p> <p>\3.2 Comply with Statutory and R</p> <p>\3.3 Establish Rights to</p> <p>\3.4 Secure Rights to Pro</p>	<p>BSX023\3A</p>

SECTION 2: SUMMARY OF UNITS & ELEMENTS

ADDRESS CUSTOMER REQUIREMENTS \4.1 Establish Customer Requirements \4.2 Develop Marketing Strategies \4.3 Implement Marketing Strategies \4.4 Monitor Marketing Performance \4.5 Explore Opportunities to Improve Customer Satisfaction	BSX023\4A
MANAGE BUSINESS OPERATIONS \5.1 Develop Operational Strategies \5.2 Implement Operational Strategies \5.3 Monitor Operational Performance \5.4 Explore Opportunities to Improve Performance	BSX023\5A
MANAGE SELF AND STAFF \6.1 Develop Human Resource Strategies \6.2 Implement Human Resource Strategies \6.3 Monitor Performance of Self and Staff \6.4 Explore Opportunities to Improve Performance of Self and Staff	BSX023\6A
MANAGE FINANCES \7.1 Translate Financial Plan into Strategies \7.2 Implement Financial Strategies \7.3 Monitor Financial Performance \7.4 Explore Opportunities to Improve Financial Performance	BSX023\7A
REVIEW BUSINESS \8.1 Review External Environment \8.2 Review Internal Environment \8.3 Re-focus the Business \8.4 Maintain Networks	BSX023\8A

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SECTION 4: COMPARISON WITH OTHER ENDORSED STANDARDS

- A dot indicates that there is significant commonality between the Hairdressing units and other endorsed standards.

National Floristry Competency Standards	Retail	Worksafe Guidelines	Workplace Trainers	Workplace Assessors	Small Business Management
WRRCS.1 Communicate in the Workplace	•				
WRRM.2A Perform Routine Housekeeping Duties	•				
WRRLP.1A Apply Safe Working Practices		•			
WRRER.1A Work Effectively in a Retail Environment	•				
WRRCA.1A Operate Retail Equipment	•				
WRRCS.2A Apply Point of Sale Handling Procedures	•				
WRR.1A Perform Stock Control Procedures	•				
WRRLP.2A Minimise Theft	•				
WRRF.1A Balance Register Terminal	•				
WRRS.1A Sell Products and Services	•				
WRRER.2A Co-Ordinate Work Teams	•				
WRRER.4A Implement Staff Training			•		
WRRER.5A Assess Workplace Competencies				•	
WRR.3A Provide a Safe Working Environment		•			
WRFL.1A Provide Assistance to Customers	•				
WRFL.2A Care for Floristry Stock and Merchandise					
WRFL.3A Prepare and Display Floristry Stock					
WRFL.4A Provide Service to Floristry Customers	•				
WRFL.5A Assemble and Prepare Floristry Products					
WRFL.6A Recommend on Floristry Products and Services	•				
WRFL.7A Create Floristry Designs Using Hand Tied Techniques					
WRFL.8A Create Floristry Designs Using Wiring Techniques					
WRFL.9A Create Floristry Designs Using a Base Medium					
WRFL.10A Buy Floristry Stock and Merchandise	•				
WRFL.11A Create Custom Made, Advanced and Large Scale Floral Designs					•
BSX00\1A Evaluate a Business Opportunity					•
BSX023\2A Complete a Business Plan					•
BSX023\3A Address Legal and Administrative Requirements					•
BSX023\4A Address Customers Requirements					•
BSX023\5A Manage Business Operations					•
BSX023\6A Manage Self and Staff					•
BSX023\7A Manage Finances					•
BSX023\8A Review Business					•

SECTION 5: COMPARISONS WITH UNITS IN THE RETAIL CORE COMPETENCY STANDARDS

Code	Units of Competency Floristry	AQF Level	Code	Equivalent in Retail Standards	AQF Level
WRFL.3A	Prepare and Display Floristry Stock	2	WRRM.1A	Merchandise Products	2
WRFL.4A	Provide Service to Floristry Customers	2	WRRCS.3A	Interact with Customers	2
WRFL.6A	Recommend on Floristry Products and Services	2	WRRS.2A	Advise on Products and Services	2
WRFL.10A	Buy Floristry Stock and Merchandise	4	WRR.4A	Buy Merchandise	4

Following Floristry Units have no equivalence with Retail Units

WRFL.1A	Provide Assistance to Customers
WRFL.2A	Care for Floristry Stock & Merchandise
WRFL.5A	Assemble & Prepare Floristry Products
WRFL.7A	Create Floristry Designs Using Hand Tied Techniques
WRFL.8A	Create Floristry Designs Using Wiring Techniques
WRFL.9A	Create Floristry Designs Using a Base Medium
WRFL.11A	Create Custom Made, Advanced and Large Scale Floral Designs

- Units in bold print have been customised for the Floristry Industry, but are equivalent to relevant units in the Retail Core Competency Standards

Retail Units of Competency within the Floristry Training Package			
Code	Units of Competency	AQF Retail	AQF Floristry
WRRCS.1A	Communicate in the Workplace	1 & 2	2 – 4
WRRM.2A	Perform Routine Housekeeping Duties	1 & 2	2 – 4
WRRLP.1A	Apply Safe Working Practices	1 & 2	2 – 4
WRRER.1A	Work Effectively in a Retail Environment	1 & 2	2 – 4
WRRCA.1A	Operate Retail Equipment	1 & 2	2 – 4
WRRCS.2A	Apply Point of Sale Handling Procedures	2	2 – 4
WRRI.1A	Perform Stock Control Procedures	2	2 – 4
WRRLP.2A	Minimise Theft	2	2 – 4
WRRF.1A	Balance Register Terminal	2	2 – 4
WRRS.1A	Sell Products and Services	2	3 - 4
WRRER.2A	Co-ordinate Work Teams	3	3 - 4
WRRER.4A	Implement Staff Training	3 & 4	4
WRRER.5A	Assess Workplace Competencies	3 & 4	4
WRRO.3A	Provide a Safe Working Environment	4	4

- Qualifications in the Floristry Training Package are nested allowing multiple entry and exit points for achievement of the highest qualification.

PART B

ASSESSMENT GUIDELINES

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SECTION 1: ASSESSMENT SYSTEM OVERVIEW

The National Floristry Training Package (NFTP) Assessment Guidelines will establish and manage the quality assurance process for training, assessment and qualifications for the Floristry industry.

The guidelines follow criteria essential for the implementation of an assessment system. These criteria are common among a number of industries and are in line with the principles of assessment and the ANTA Guidelines.

The criteria include:

- national competency standards
- national qualifications
- multiple pathways
- qualified assessors
- quality assurance frameworks
- recording and reporting of the assessment outcomes
- guidelines for designing assessment materials
- guidelines for conducting assessments

In developing these guidelines and defining the roles to support them, the process of accreditation in the short and long term, and the variations across States/Territories were taken into account. The guidelines aim to provide qualifications that are nationally recognised and industry endorsed. This will ensure that the NFTP qualifications have equal status nationally, are standard across States/Territories and are accepted by industry.

An underlying principle of the system is that quality assurance is achieved through:

- National Floristry Competency Standards
- NFTP qualifications which are issued by Registered Training Organisations
- NFTP Assessment Guidelines which specify the requirements for assessment

Qualifications may be gained from the successful assessment of competencies resulting from on-the-job and off the job training, or from assessment of current competencies through recognition of prior learning processes.

SECTION 1: ASSESSMENT SYSTEM OVERVIEW

1.1 BENCHMARKS FOR ASSESSMENT

1.1.1 The National Floristry Competency Standards

Assessment will be against the National Floristry Competency Standards which form part of the NFTP – WRF99A

1.1.2 The Outcomes

Competency based assessment will be used for the full range of assessment purposes, including:

- recognising workplace competencies
- assessment within training programs
- certification against an Australian Qualifications Framework (AQF) qualification
- career path planning and development
- credit transfer for improved access to other training programs

Most units of competency may be assessed on the job. The Evidence Guide for each unit of competency specifies the requirements. Assessment for an NFTP qualification is facilitated through an assessment process, which is outlined in Section 3.

The outcome of the assessment process may be:

- WRF20199A Certificate II in Floristry
- WRF30199A Certificate III in Floristry
- WRF40199A Certificate IV in Floristry (Small Business Management)
- A statement of Attainment against a unit of competency

Statements of Attainment and qualifications issued will indicate the units of competency attained and conform to the endorsed nomenclature.

All assessments must be carried out according to the requirements of the endorsed components of the NFTP.

SECTION 1: ASSESSMENT SYSTEM OVERVIEW

1.1.3 The Assessment Environment

Details of the assessment environment and processes are specified in:

- the Evidence Guides in the National Floristry Competency Standards

The Evidence Guides will:

- specify appropriate contexts for assessing a specific unit of competency, or package of competencies
- identify the critical aspects of evidence
- specify the underpinning knowledge and skills
- support the holistic assessment of competencies.

1.2 ROLE OF REGISTERED TRAINING ORGANISATIONS

The definition of nationally Registered Training Organisations used in this document is taken from “*Assuring Quality and Choice in National Training: Australia’s National Training Framework*,” that is:

Registered Training Organisations – (TAFE Institutions & Private Providers), RPL and assessment agencies, Group Training Companies, industry organisations and workplaces - can be registered with State and Territory Recognition Authorities to develop and deliver training products and services.

The range of products and services which training organisations can be registered for are to:

- provide training and assessment
- provide skills recognition services (assessment only)
- develop and approve training programs to deliver training packages
- issue qualifications / statements of attainment

Training Organisations issuing NFTP qualifications must:

- be registered with their State/Territory Registration Authority and meet the requirements of the Australian Recognition Framework (ARF) to issue NFTP qualifications.
- provide training against the National Floristry Competency Standards.
- provide assessment according to the NFTP requirements.
- provide a national qualification or statement of attainment to successful candidates.
- maintain a database of assessment outcomes for both qualifications and Statements of Attainment in accordance with the Australian Recognition Framework requirements.
- improve operations based on the outcomes of the audit processes.
- have a quality appeals process in place in accordance with the Australian Recognition Framework requirements.

SECTION 1: ASSESSMENT SYSTEM OVERVIEW

1.2.1 Registered Assessment Only Organisations

The major role of 'registered assessment only' organisations is in the on-the-job assessment processes, particularly in relation to those seeking qualifications through the Recognition of Current Competencies (RCC) or Recognition of Prior Learning (RPL).

'Registered Assessment Only' organisations will hold the status of a 'Registered Training Organisation' registered with the State/Territory Recognition Authority, according to Australian Recognition Framework requirements.

1.3 ASSESSMENT PATHWAYS

It is essential that multiple pathways to qualifications be supported by the NFTP. In order to achieve this, the present process of providing qualifications to candidates enrolled in training, needs to be broadened to provide access to those who seek qualifications through recognition of current competencies and ongoing learning on the job.

Assessment will be carried out against the National Floristry Competency Standards following:

- the completion of a training program
- the partial completion of a training program
- an application for recognition of current competencies through the RPL process

The Floristry Industry has adopted the concept of 'Integrated Competency Assessment' to ensure that the training and assessment does not become procedural. This form of assessment requires evidence that candidates can apply their skills over a number of related activities and competencies. Details of this process are outlined in Section 3.

The advantages of Integrated Competency Assessments are twofold:

- the underpinning knowledge, skills and attitudes are applied in an holistic activity
- the candidate gathers a concrete portfolio of evidence for future employment or study

SECTION 1: ASSESSMENT SYSTEM OVERVIEW

1.3.1 Completion of a Training Program

To gain a qualification under the NFTP through the completion of a training program, candidates must successfully complete all the assessments as conducted or auspiced through a Registered Training Organisation. The strategy for assessment in the Certificates in Floristry is based on an integration of the workplace competencies into holistic activities.

The units of competency for WRF20199A Certificate II are grouped into phases of units, which are interrelated to facilitate the assessment process. These Integrated Competency Assessments are the key measure of successful achievement of competence for the award of Certificate II qualification under the NFTP requirements. In respect of WRF30199A Certificate III the units of competency which are common with WRF20199A Certificate II are grouped into phases on the same basis as in WRF20199A Certificate II.

They are to be assessed using the same assessment process as in WRF20199A Certificate II. Units WRFL 5, 6, 7, 8 and 9 may be assessed either in an integrated manner or on an individual basis.

When a qualification is sought, qualified assessors must conduct the relevant Integrated Competency Assessment and the individual unit assessments.

1.3.2 Partial Completion of a Training Program

To provide flexibility for candidates seeking Statements of Attainment for individual units of competency, assessment is based on a holistic activity for that unit which meets the criteria and standard specified in the evidence guide. Statements of Attainment may only be issued through a Registered Training Organisation and candidates must be assessed by qualified assessors.

Statements of Attainment may only be awarded against whole units of competency according to the criteria in the Evidence Guide.

To be awarded a full certificate from Statements of Attainment, the candidate must have successfully completed all the relevant units of competency and the Integrated Competency Assessment within the related certificate.

1.3.3 Assessment Only Pathways

Candidates seeking Recognition of Current Competencies (RCC) for the relevant Certificate in Floristry must produce evidence of recent workplace experience and be assessed in all aspects of the Certificate. These assessments must be carried out by qualified assessors working in conjunction with a Registered Training Organisation and under the same requirements as in Section 1.3.1.

SECTION 2: ASSESSOR QUALIFICATIONS AND TRAINING

2.1 ASSESSOR QUALIFICATIONS

Assessments against the competencies in the Training Package will be carried out in accordance with these endorsed guidelines. The guidelines include the necessary qualifications for those conducting assessments, and provide for those situations where more than one person may contribute to the assessment and where the required technical and assessment competencies may not be held by any one person.

Training organisations that provide NFTP qualifications must be registered with the State/Territory Recognition Authority. Registered Training Organisations must use assessors that meet the requirements of the NFTP.

A Workplace Assessor is a person who meets the following units from BS298 Training Package for Assessment and Workplace Training:

- BSZ401A Plan Assessment
- BSZ402A Conduct Assessment and
- BSZ403A Review Assessment
- ❖ *Note The above units are equivalent to the two assessment standards identified in the National Assessment Principles:*
 - *Conduct assessment in accordance with an Established Assessment Procedure*
 - *Plan and Review Assessment*

AND

- demonstrate a knowledge and understanding of the current requirements for assessing against the National Floristry Industry Competency Standards

AND

- assess only in their area of technical competence or with a person who has been recognised as competent in that area. A technically competent person would be expected to have 3 years industry experience and relevant work experience within the last 3 years at a level equivalent to or above that being assessed.

SECTION 2: ASSESSOR QUALIFICATIONS AND TRAINING

2.2 USING QUALIFIED ASSESSORS

2.2.1 Meeting the Assessor Requirements

Assessors are pivotal to the quality of the system. There are three categories of assessors that could be used as assessors by Registered Training Organisations:

- Registered Training Organisation assessors (those employed by the training organisation)
- Independent assessors (qualified assessors not employed by a Registered Training Organisation)
- Workplace assessors (those employed by the florist)

All Registered Training Organisations issuing qualifications under the NFTP must meet the requirements for assessors specified in this document and ensure that all assessments will be carried out according to the requirements of the NFTP.

The requirement to use qualified assessors may be met through the use of:

- a workplace assessor who is competent against the assessor competency standards and the relevant technical competencies.
- a workplace assessor who is competent against the assessor competency standards and who has ready access to another person who is competent in, and can advise the assessor on, the relevant vocational competencies at least to the level being assessed.
- an assessment panel which includes at least one person who is competent against the assessor competency standards as well as at least one person who is competent in the relevant vocational competencies the equivalent or above the level being assessed.
- an external assessor who is competent against the assessor competency standards but with the assessment evidence being collected, utilising industry endorsed assessment procedures, by a workplace supervisor who has the relevant vocational competencies at least to the level being assessed.
- a workplace supervisor with the relevant vocational competencies at least to the level being assessed who utilises industry endorsed assessment procedures with the outcome being validated by an external assessor who is competent against the assessor competency standards.

SECTION 2: ASSESSOR QUALIFICATIONS AND TRAINING

2.2.2 The Assessor's Role

Assessors are critical in the competency based assessment system. They must approach assessments seriously and carry them out with rigour. These formal processes are very important for the candidate's career.

Assessors must be able to:

- interpret the standard
- apply the standard to the workplace
- liaise with employers and Registered Training Organisations
- organise the assessment
- brief the candidate
- conduct the assessment in an impartial manner
- interact positively with the candidate
- observe thoroughly
- use the evidence gathered in the assessment to make a decision
- communicate that decision to the candidate
- review their own performance within the assessment procedure
- record the assessment outcomes to the standard required for documentation by the Appeals Panel.

SECTION 3: GUIDELINES FOR DESIGNING ASSESSMENT MATERIALS

All assessment in the NFTP will be against the National Floristry Competency Standards.

3.1 ASSESSMENT STRATEGY

Assessment conforms to the principles of the Australian Recognition Framework and is in accordance with the NFTP Assessment Guidelines. Assessment is both training organisation and workplace based.

The most appropriate method of assessing workplace competency is through demonstration and observation in the workplace, under normal working conditions and with the assistance from tools, equipment, job aids and work colleagues that would normally be available on the job.

The following general principles and strategies apply:

- assessment is competency based
- assessment is criterion-referenced

Each unit has a series of assessment criteria within and on completion of the units and these are specified in the Performance Criteria and Evidence Guides in the standards. These criteria are designed to check the candidates' progress and measure their performance. When assessing performance for a certificate, the assessment activities within and / or on completion of each unit will generally be carried out by the workplace coach / trainer, workplace assessor, or the off job trainer, depending on the learning situation.

Formal assessment for the certificates in the NFTP is based on Integrated Competency Assessment activities, which must be carried out by qualified assessors.

SECTION 3: GUIDELINES FOR DESIGNING ASSESSMENT MATERIALS

3.2 INTEGRATED COMPETENCY ASSESSMENT

Where they are applicable, Integrated Competency Assessment activities integrate the workplace competencies into a holistic activity for a phase of interrelated units of competency. When Statements of Attainment only are being sought for individual units, the integrated assessment activity (Unit Assessment) must be based on an integration of the performance criteria into a holistic activity for that unit.

In either strategy, the Integrated Competency Assessment activities will require the candidates to:

- use the appropriate key competencies
- apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace.

Integrated Competency Assessments are the key assessment activities to assess the units of competency covered by the related units within a phase. These Integrated Competency Assessments are designed to focus the candidate and the assessor on using key competencies and developing transferable skills, through the demonstration of competence across all competencies.

It is possible for a candidate to seek assessment through completing the Integrated Competency Assessment without completing all the assessment activities for the units. In these situations recognition of current competency is being sought for specific units. It will be the responsibility of the assessor to ensure that the integrated assessment is of sufficient rigour to provide adequate evidence of competence in the areas not covered by unit assessment. All candidates are bound to provide three pieces of evidence required by the NFTP Assessment Guidelines policy and selected from the range specified in section 3.3.

The Integrated Competency Assessment approach is low cost, takes account of the skills of both candidates and assessors, involves the use of evidence gathering methods appropriate to the context, and is open to being contextualised for particular situations and industry sectors.

SECTION 3: GUIDELINES FOR DESIGNING ASSESSMENT MATERIALS

3.3 EVIDENCE FOR ASSESSMENT

“Competence” cannot be seen. We only know that competence exists because of the outcome. Therefore competency based assessment is a process of collecting evidence of competence. That evidence may be directly observed, written, or provided by others.

Multiple sources of evidence will be available to ensure flexibility, and used as appropriate. The Evidence Guides from the National Floristry Competency Standards will be the basis of the assessment tools to be used. They should be contextualised to suit the workplace.

Evidence must be gathered from one or more of the following range of sources:

Direct

- observation of workplace performance
- demonstration of practical skills
- role plays, simulation

Indirect

- evaluation of the finished product or outcome of the performance
- video taped performance
- presentations
- projects, written assignments
- historical evidence, third party reports

Supplementary

- questioning, interviews
- short answer or multiple choice testing
- portfolio / log book
- self assessment

Arrangements for assistance for small business need to be further considered. Historical evidence should be accepted if validated, for example, when the candidate has successfully performed the work over a number of years.

SECTION 3: GUIDELINES FOR DESIGNING ASSESSMENT MATERIALS

3.4 PRINCIPLES OF ASSESSMENT

Assessors must ensure that the assessment reflects the principles of good assessment, while being practicable in the workplace. Assessments must be:

Valid

The assessment must assess relevant skills; that is, it must be valid.

Reliable

The concept of reliability can be applied in two ways:

- that the same conditions of assessment exist for all candidates.
- that the assessment would produce the same result with the candidate if repeated.

Sufficient

- the amount of evidence collected must be sufficient to make a judgement that the candidate is able to achieve all the performance criteria for that competency.
- assessors must consider whether the evidence covers all contexts or situations in which the competency needs to be demonstrated.

Authentic

- assessors must be confident that the work observed was produced by the candidate, and not by someone else.
- in team situations, the candidate's contribution to the final product or report must be considered.

Current

- the evidence collected must be recent.
- if the qualifications are from a long time ago, additional evidence will be needed.

Fair

One of the most important aspects of competency based assessment is to maintain fairness, which means:

- applying the same standards to all candidates
- not allowing personal preferences or prejudices to influence decisions
- being open with information
- observing thoroughly
- recording properly
- asking fair, clear questions
- using open body language
- not being hurried

SECTION 3: GUIDELINES FOR DESIGNING ASSESSMENT MATERIALS

Language, Literacy and Numeracy Skills

- language refers to the acquisition of English language skills by people whose first language is not English.
- literacy refers to the ability to read and write in the individual's first language.
- numeracy refers to mathematical abilities.

There is a very wide range of abilities in these skills in the workforce.

Assessors must ensure that the assessment activity does not require higher level skills in language, literacy and numeracy than is required by the competency unit and job level.

Equal Opportunity

The principles of anti-discrimination must be applied in planning and conducting assessments. Anti-discrimination legislation means that assessors cannot discriminate against any individual on the grounds of:

- gender
- political affiliation
- race
- ethnic background
- age
- social class
- sexual preference
- marital status
- religion
- physical disability
- mental ability

SECTION 3: GUIDELINES FOR DESIGNING ASSESSMENT MATERIALS

3.5 DESIGNING AND CONTEXTUALISING ASSESSMENT ACTIVITIES

The Floristry Workplace Competency Standards Assessments provide ideas on how to collect the evidence of achievement of competence for each unit of competency. They also provide sample performance checklists for the assessor.

The steps in designing assessment activities are:

Step One

Assessors should:

- refer to the sample performance checklists in the relevant part of the Evidence Guides
- refer to the Evidence Guides in the National Floristry Competency Standards
- examine the application of the unit of competency in the workplace
- collect relevant workplace documentation, for example, procedures, policies, legislation etc.

Step Two

Because candidates must meet the criteria for every point on the performance checklists, any requirements added to the list must be critical to workplace performance. If performance criteria are included which are not essential, then assessment will be more difficult.

Step Three

Assessors must examine the suggested assessment approaches in the Guides to Assessment Activities to decide which evidence will need to be collected for the workplace.

In some cases, the suggested approaches may not be feasible. Assessors must then work out other techniques for collecting the evidence required to complete the performance checklist.

Step Four

Assessors must design their approach to ensure that all the evidence is collected. The approach must also reflect the principles:

- is the evidence valid?
- are the language, literacy and numeracy skill expectations appropriate?
- is the evidence reliable?
- is the evidence authentic?
- is there sufficient evidence?
- is the evidence fair?

SECTION 4: GUIDELINES FOR CONDUCTING ASSESSMENT

4.1 PROCEDURES FOR CANDIDATES ENROLLED WITH REGISTERED TRAINING ORGANISATIONS

Assessors who meet the requirements specified in this document must carry out assessments. These must be simple and cost effective, while maintaining validity and reliability.

For those units where Workplace Assessment is to be applied, it should be under normal working conditions, not a “special event”.

For both Registered Training Organisation and workplace-related assessments, the following procedures will apply in regard to assessments:

- on commencement of Certificate, candidate is briefed by a Registered Training Organisation on assessment requirements and any special needs of the candidate is identified
- Registered Training Organisation contacts the employer to identify and brief workplace facilitator(s) and outline expectations
- workplace facilitator(s) and Registered Training Organisation(s) have ongoing role in assisting candidate to gather evidence of competence for each unit of competency to be presented to the independent assessor
- candidate, in consultation with workplace facilitator(s) or supervisor, contacts Registered Training Organisation to organise assessment details
- assessor selects methods for assessment from range of options specified
- assessor briefs candidate on process and methods of assessment to be used
- candidate provides evidence
- assessor carries out assessment following review of evidence provided
- assessor makes decision
- assessor provides feedback to candidate and identifies any gaps
- post assessment procedures completed
 - ⇒ one copy is maintained by assessor
 - ⇒ one copy sent to employer and Registered Training Organisation
 - ⇒ candidate’s record book is signed

SECTION 5: SOURCES OF INFORMATION

5.1 LIST OF GENERAL RESOURCES ON ASSESSMENT

Author(s)	Title	Publisher	Date
Ashenden, D	The Recognition of Vocational Training and Learning Commissioned Report No. 1, Employment and Skills Formation Council	Australian Government Publishing Service	1990
Australian Council of Trade Unions	Workplace Reform, Skill Development and a High Competence Educated Workforce	Policy Proposal ACTU Congress	1991
Docking, Russell	An A-Z of assessment myths and assessment in the workplace Competence Assessment Briefing Series, No 4.	Employment Department (WA)	1991
Gonczi, A, ed.	Developing a Competent Workforce: Adult Learning Strategies for Vocational Education and Training	Adelaide TAFE, National R&D Centre	1992
Hagar, P, Athanasou, J and Gonczi, A	Assessment Technical Manual	AGPS, Canberra	1994
Hagar, Paul	On-the-job and Off-the-job assessment: an issues paper	Assessment Centre for Vocational Education, Sydney	1996
Hawke, Geoff	Integrating Assessment of Learning Outcomes	Assessment Centre for Vocational Education, Sydney	1996
Hawke, Geoff	Work based learning: Advice from Literature	Assessment Centre for Vocational Education, Sydney	1995
Kearney, Paul	Collaborative Assessment Techniques	Artemis, Tasmania	1992
National Training Board	Workplace Trainer Competency Standards	ANTA	1994
NCVER	Integrating Assessment: Removing the on-the-job/off-the-job Gap Conference papers from 4-6 June, 1996 (648 Pages)	Western Australian Department of Training	1996
Parsloe, E	Coaching, Mentoring and Assessing: A practical Guide to developing competence	London: Kogan Page	1992
Rumsey, David	Practical Issues in Workplace Assessment (in National Research Forum)	VEETAC Competency Based Training Working Party, Sydney	1993
Rumsey, David	Assessment Practical Guide	AGPS, Canberra	1994
Standards and Curriculum Council	Competency Standards for Assessment	ANTA	1996
Topp, L, Gibb, J and Worsnop, P	Assessment System Design	AGPS, Canberra	1994

SECTION 6: APPENDICES

6.1 WRAPS NETWORK

NSW WRAPS Industry Training Council

Level 1, 141 York St

SYDNEY NSW 2000

Ph: (02) 9267 9500

Fax: (02) 9267 9404

E-mail: dmay@nswwraps.com.au

SA WRAPS Industry Training Council

174 Pulteney Street

ADELAIDE SA 5000

Ph: (08) 8223 7377

Fax: (08) 8223 6967

E-mail: sawraps@chariot.net.au

Victorian WRAPS Industry Training Board

Suite 10, Skipping Girl Place

651-653 Victoria St

ABBOTSFORD VIC 3067

Ph: (03) 9428 9722

Fax: (03) 9428 9931

E-mail: vicwraps@vicwraps.com.au

Tasmanian WRAPS Industry Training Advisory Board

1/105 Liverpool St

HOBART TAS 7000

Ph: (03) 6231 3550

Fax: (03) 6234 1812

E-mail: taswraps@trump.net.au

Queensland WRAPS Industry Training Advisory Board

56 Logan Road

WOOLLOONGABBA QLD 4102

Ph: (07) 3249 3344

Fax: (07) 3249 3349

E-mail: wraps@qitc.com.au

Northern Territory Retail & Business Services Industry Training Advisory Board

1st Floor, Winlow House, 75 Woods Street

DARWIN NT 0800

Ph: (08) 8999 3570

Fax: (08) 8999 3571

E-mail: NTRetail@ais.net.au

Western Australia WRAPS Industry Training Council

Suite 7, Level 1,

251-257 Hay St

EAST PERTH WA 6004

Ph: (08) 9221 5455

Fax: (08) 9325 4150

E-mail: raasite@wantree.com.au

ACT WRAPS Industry Training Board

Frencham Street

DOWNER ACT 2602

Ph: (02) 6241 7599

Fax: (02) 6241 2900

E-mail: wraps@jitc.org.au

QUALIFICATIONS

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SECTION 1: INTRODUCTION TO THE TRAINING PACKAGE

The National Floristry Training System (NFTS) is an industry designed training system based on the National Floristry Competency Standards. Its key features are that it is:

Industry driven

It has been developed by the floristry industry for the floristry industry.

Competency based

To be successful, florists and employees need to have a wide range of skills. These skills have been defined by the floristry industry and are set out in the National Floristry Competency Standards.

Adaptable

The NFTS has been purpose designed to be adaptable, so that there is scope to tailor what employees need to learn to accommodate the needs of individual businesses, while achieving nationally consistent training outcomes.

Flexible

Employers and employees may choose the training provider, the mode of delivery and how the training happens, either in a Registered Training Organisation or on the job.

Florists and employees benefit from participation in the National Floristry Training System (NFTS).

Employees

- ✓ Gain the skills the floristry industry needs.
- ✓ Obtain recognition for their achievement.
- ✓ Are productive workers as they learn.
- ✓ Get more satisfaction from a professional approach to their work.
- ✓ See the links between national qualifications in the (NFTS) and a career in floristry.

Employers

- ✓ Adapt national skills standards to enhance their own “competitive edge”.
- ✓ Increase staff efficiency through training.
- ✓ Retain and “grow” a more talented staff.
- ✓ Create a more positive shop/studio environment.

The NFTS has been designed to incorporate Training Packages, which are an initiative under the *New Apprenticeship System*. Training Packages will provide greater accessibility to nationally endorsed floristry industry training.

National consistency of outcomes, and quality assurance within the NFTS are maintained through the **National Floristry Training Package (NFTP)** which consists of three major components:

- National Floristry Competency Standards
- National Qualifications
- Assessment Guidelines

SECTION 1: INTRODUCTION TO THE TRAINING PACKAGE

These components are endorsed by the Australian National Training Authority (ANTA) - National Training Framework Committee (NTFC), and establish the criteria and guidelines against which skills are carried out and credentialled nationally.

The NFTP is supported by:

Learner Guides for each unit of competency to supplement the training of employees, specifically on-the-job.

The material has been developed through a consultative process with the industry in conjunction with the WRAPS Network and the Primary /Rural Industry Training Boards. Details of those who have contributed are included in the *National Floristry Competency Standards*.

SECTION 2: PACKAGING OF THE STANDARDS

2.1 PURPOSE OF THE STANDARDS

The *National Floristry Competency Standards* are designed to be the foundation for structured, national portable training that is aligned with the Australian Qualifications Framework (AQF).

These standards provide the basis for effective linkages with existing standards, the realignment of existing curriculum, the development of appropriate new curriculum, recognition of prior learning and the development of new approaches to training delivery and assessment.

The standards may be used as a tool to assist in a number of management and operational areas including:

- the development of training programs
- the delivery of training
- the implementation of assessment
- the development of skills-based position descriptions
- jobs re-organisation
- occupational health and safety standards
- career path development.

The National Floristry Competency Standards are not a classification structure.

These standards have been developed as the result of information provided during a process of extensive consultation with a wide cross-section of the floristry industry across Australia. As such they represent the skills and knowledge identified as current in the industry. They incorporate the views of florists regarding those competencies that will be necessary in the foreseeable future.

It is anticipated that an ongoing evaluation and possible fine-tuning of the standards will occur.

These standards have been designed to be broad, so that they will prove useful across all sectors of the floristry industry.

These standards represent the skills, knowledge and attributes required for effective performance in the industry and may stand alone, or may require adaptation and/or the inclusion/addition of specialist or enterprise specific competencies when applied to individual workplaces.

ANTA National Training Framework Committee will require companies, which develop their own enterprise standards to demonstrate the relationship between their enterprise standards and the *National Floristry Competency Standards*.

SECTION 2: PACKAGING OF THE STANDARDS

2.2 FORMAT AND STRUCTURE OF THE STANDARDS

The *National Floristry Competency Standards* represent the skills and knowledge identified by the industry, appropriate across the full range of workplaces.

This information has been structured in accordance with the format required by the ANTA-National Training Framework Committee as contained in the *Standards Best Practice Manual*.

In order to understand and apply the standards in context, it is important to have a working understanding of the definitions in each part of the Units of Competency, the Australian Qualifications Framework descriptions (Section 3.1.2) and the Key Competency Descriptors and levels (Section 4.3).

The concept of competency focuses on what is expected of an employee in the workplace rather than on the learning process and embodies the ability to transfer and apply skills and knowledge to new situations and environments. There is a broad concept of competency in that *all* aspects of work performance are included, not just narrow task skills. It encompasses the following requirements:

- to perform tasks (task skills).
- to manage a number of different tasks within the job (task management skills).
- to respond to irregularities and breakdowns in routine (contingency management skills).
- to deal with the responsibilities and expectations of work environment (job/role environment skills), including working with others and interacting with people outside the shop/studio (customer, clients and general public).

In addition to being based on this broad concept of competency, the standards are:

- related to realistic workplace practices.
- expressed as outcomes.
- understandable to employers, employees, supervisors and trainers.

The Competency Standards take into account future directions the industry sees in training and so provide the basis for skill formation now and into the future. The standards capture the ability to apply skills in new situations and changing work organisation, rather than only reflecting the tasks currently performed.

In the interest of consistency, National Competency Standards need to be expressed in a common format, which is described on the following page. The full format comprises a Unit of Competency and its components:

- elements of competency
- performance criteria
- range of variables
- evidence guide

SECTION 2: PACKAGING OF THE STANDARDS

Unit of Competency

A unit of competency is a discrete component within a standard. It comprises a title, a short description of its purpose and its elements of competency, together with their associated performance criteria. It includes a range of variables and an evidence guide.

Unit Title

The title refers to the defined areas of competency. It is written in output terms and is accurate and concise.

Elements of Competency

Elements of competency are the basic building blocks of the unit of competency and, as such, continue the description of the unit. They describe, in output terms, things that an employee who works in a particular area is able to do. Elements of competency are logical, identifiable and discrete sub-groupings of actions and knowledge that contribute to and build a unit.

Performance Criteria

Performance criteria are statements that specify the level of performance. They set out the required outcomes by which the elements of competency and the unit as whole must be performed, to achieve the level acceptable in employment. They comprise general statements, rather than detailed prescriptions and provide the basis for training development and assessment.

Range of Variables

A range of variables statement performs a number of significant functions in the standards system. These include:

- defining the boundaries within which a given unit of competency and its associated performance criteria apply;
- providing a link to knowledge and to task or enterprise specific requirements, such as technical manuals, occupational health and safety legislation, shop/studio policies and/or procedures;
- providing a focus, along with performance criteria, for assessment and the development of training programs based on competency standards.

SECTION 2: PACKAGING OF THE STANDARDS

Evidence Guide

An Evidence Guide is a part of a unit of competency. Its purpose is to guide assessment of the unit of competency in the workplace and/or training program.

The Evidence Guide for a unit of a competency needs to refer to the following:

- critical aspects of evidence to be considered\concurrent assessment and prerequisite relationship of units
- underpinning knowledge
- resource implications
- consistency in performance
- context of assessment
- key competencies.

2.3 THE FLORISTRY STANDARDS

The *National Floristry Competency Standards* have been aligned to Levels 2-4 of the Australian Qualifications Framework, as defined and described in Alignment to the AQF (Section 3).

Additionally, the standards have been mapped against the Key Competencies as designed and described in the Evidence Guides for each unit of competency.

The floristry sector mirrors the general retail industry in that it is sensitive to fluctuation in the economy. Therefore the standards have been structured so as to reflect actual employment outcomes in various sectors of the industry.

Levels 2,3 and 4 have been structured so as to comprise:

- Core skills
- Specialist skills and
- Advanced skills /Key Small Business Management areas

SECTION 2: PACKAGING OF THE STANDARDS

2.3.1 Incorporation of Other National Standards

National Competency Standards for:

- Retail
- Workplace Trainers
- Competency Standards for Assessment
- National Clerical/Administrative (Private Sector)
- Work Safe Australia Guidelines
- National Hardware Workplace
- Community Pharmacy Assistants
- Timber Industry, Merchandising
- National Food Industry, Hygiene and Sanitation
- Hairdressing

have been taken into account and included in these Standards, either directly or by reference.

Where any of these standards have conflicted with results obtained via the project consultations, National WRAPS have relied on the project database as the most accurate and up-to-date source of information for these standards.

2.4 SUMMARY OF UNITS OF COMPETENCY

WRRCS.1A	Communicate in the Workplace
WRRM.2A	Perform Routine Housekeeping Duties
WRRLP.1A	Apply Safe Working Practices
WRRER.1A	Work Effectively in a Retail Environment
WRRCA.1A	Operate Retail Equipment
WRRCS.2A	Apply Point of Sale Handling Procedures
WRR1.1A	Perform Stock Control Procedures
WRRLP.2A	Minimise Theft
WRRF.1A	Balance Register Terminal
WRRS.1A	Sell Products and Services
WRRER.2A	Co-ordinate Work Teams
WRRER.4A	Implement Staff Training
WRRER.5A	Assess Workplace Competencies
WRRO.3A	Provide a Safe Working Environment
WRFL.1A	Provide Assistance to Customers
WRFL.2A	Care for Floristry Stock and Merchandise
WRFL.3A	Prepare and Display Floristry Stock
WRFL.4A	Provide Service to Floristry Customers
WRFL.5A	Assemble and Prepare Floristry Products
WRFL.6A	Recommend on Floristry Products and Services
WRFL.7A	Create Floristry Designs Using Hand Tied Techniques
WRFL.8A	Create Floristry Designs Using Wiring Techniques
WRFL.9A	Create Floristry Designs Using a Base Medium

SECTION 2: PACKAGING OF THE STANDARDS

2.4 SUMMARY OF UNITS OF COMPETENCY (Cont'd)

WRFL.10A	Buy Floristry Stock and Merchandise
WRFL.11A	Create Custom Made, Advanced and Large Scale Floral Designs
BSX023\1A	Evaluate a Business Opportunity
BSX023\2A	Complete a Business Plan
BSX023\3A	Address Legal and Administrative Requirements
BSX023\4A	Address Customer Requirements
BSX023\5A	Manage Business Operations
BSX023\6A	Manage Self and Staff
BSX023\7A	Manage Finances
BSX023\8A	Review Business

SECTION 3: ALIGNMENT TO THE AUSTRALIAN QUALIFICATIONS FRAMEWORK

3.1 AUSTRALIAN QUALIFICATIONS FRAMEWORK

The Australian Qualifications Framework (AQF), which was introduced in 1995, provides a national framework for qualifications earned in post-compulsory education and training in Australia.

AQF qualifications in the Vocational Education and Training Sector are based on the achievement of competency levels related to work in a general way and broadly define the skill requirements of work in changing industry and enterprise contexts.

The National Floristry Training Package (NFTP) provides for the achievement of national certificates by aligning the *National Floristry Competency Standards* to the AQF. The *National Floristry Competency Standards* have been categorised into Levels 2 to 4 of the AQF so that achievement of all competencies at a given level leads to the appropriate NFTP qualification identified at the corresponding level of the AQF, as follows:

NATIONAL QUALIFICATION CODE	NATIONAL QUALIFICATION TITLE
WRF20199A	Certificate II in Floristry
WRF30199A	Certificate III in Floristry
WRF40199A	Certificate IV in Floristry (Small Business Management)

By this alignment of NFTP qualifications to the AQF, the competency requirements of work in general are applied directly to the floristry industry. The AQF level descriptors on the following page provide consistency and applicability to the standards of performance required within the industry and across industries. The NFTP qualifications have been packaged in accordance with the AQF descriptors.

SECTION 3: ALIGNMENT TO THE AUSTRALIAN QUALIFICATIONS FRAMEWORK

The NFTP/AQF Qualifications:

- provide nationally consistent recognition of outcomes achieved in post-compulsory education.
- assist in developing flexible pathways, which will enable individuals to move more easily between education and training sectors and between those sectors and the labour market through recognition of prior learning processes.
- assist individuals in seeing the relationships between employment, vocational education and training, lifelong learning and building career paths.
- will contribute to the continuous improvement of the quality of vocational education and training through industry driven systems which are responsive to and meet the workplace needs of industry.
- will contribute positively to improving national economic performance by developing a more highly skilled and versatile workforce.

3.1.2 Australian Qualifications Framework Descriptors

The AQF descriptors differentiate the characteristics of work functions from low to higher levels according to:

- the level of discretion, autonomy and freedom to act, which increases and broadens; and the span of activity, which widens.
- the contingencies, which must be addressed; the complexity of work and the extent of judgements made about the work, which increase and broaden.
- the increase in complexity, depth and/or breadth of the knowledge base required to be applied.
- the expansion of responsibility and accountability for the outcomes of work and for the work of others, including co-ordination, supervision and management functions.

The following AQF Descriptors outline features that distinguish between the levels of qualifications. These distinguishing features are embedded in the *National Floristry Competency Standards* and are reflected in workplace performance required in units of competency at a given level.

Certificate I

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

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

SECTION 3: ALIGNMENT TO THE AUSTRALIAN QUALIFICATIONS FRAMEWORK

Certificate II

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

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

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

Certificate III

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

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

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

Certificate IV

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

Performance of a broad range of skilled applications including requirements to evaluate and analyse current practices develop new criteria and procedure for performing current practices and provision of some leadership and guidance to others in the application and planning of the skills.

Application involving responsibility for, and limited organisation of, others.

SECTION 3: ALIGNMENT TO THE AUSTRALIAN QUALIFICATIONS FRAMEWORK

3.2 THE FLORISTRY QUALIFICATIONS MODEL

The *National Floristry Competency Standards* have been packaged and aligned to the AQF to achieve the following qualifications:

<i>NATIONAL QUALIFICATION CODE</i>	<i>NATIONAL QUALIFICATION TITLE</i>
WRF20199A	Certificate II in Floristry
WRF30199A	Certificate III in Floristry
WRF40199A	Certificate IV in Floristry (Small Business Management)

SECTION 3: ALIGNMENT TO THE AUSTRALIAN QUALIFICATIONS FRAMEWORK

UNIT OF COMPETENCY		AQF 2	AQF 3	AQF 4
WRRCS.1A	Communicate in the Workplace	●	●	●
WRRM.2A	Perform Routine Housekeeping Duties	●	●	●
WRRLP.1A	Apply Safe Working Practices	●	●	●
WRRER.1A	Work Effectively in a Retail Environment	●	●	●
WRRCA.1A	Operate Retail Equipment	●	●	●
WRRCS.2A	Apply Point of Sale Handling Procedures	●	●	●
WRRI.1A	Perform Stock Control Procedures	●	●	●
WRFL.2A	Care for Floristry Stock and Merchandise	●	●	●
WRFL.3A	Prepare and Display Floristry Stock	●	●	●
WRFL.5A	Assemble and Prepare Floristry Products	●	●	●
WRRF.1A	Balance Register/Terminal	●	●	●
WRFL.4A	Provide Service to Floristry Customers	●	●	●
WRRLP.2A	Minimise Theft		●	●
WRRER.2A	Co-ordinate Work Teams		●	●
WRFL.1A	Provide Assistance to Customers		●	●
WRRS.1A	Sell Products and Services		●	●
WRFL.6A	Recommend on Floristry Products and Services		●	●
WRFL.7A	Create Floristry Designs Using Hand Tied Techniques		●	●
WRFL.8A	Create Floristry Designs Using Wiring Techniques		●	●
WRFL.9A	Create Floristry Designs Using a Base Medium		●	●
WRRER.4A	Implement Staff Training			●
WRRER.5A	Assess Workplace Competencies			●
WRRO.3A	Provide a Safe Working Environment			●
WRFL.10A	Buy Floristry Stock and Merchandise			●
WRFL.11A	Create Custom Made, Advanced & Large Scale Floral Designs			●
BSX023\1A	Evaluate a Business Opportunity			●
BSX023\2A	Complete a Business Plan			●
BSX023\3A	Address Legal and Administrative Requirements			●
BSX023\4A	Address Customer Requirements			●
BSX023\5A	Manage Business Operations			●
BSX023\6A	Manage Self and Staff			●
BSX023\7A	Manage Finances			●
BSX023\8A	Review Business			●

SECTION 3: ALIGNMENT TO THE AUSTRALIAN QUALIFICATIONS FRAMEWORK

3.2.1 Phases of Units within Qualifications

Within the Floristry Training Package there are a number of units which must be assessed with other units. To facilitate the assessment process, the units have been grouped into phases of related units, within each qualification. Each phase is assessed using the concept of an Integrated Competency Assessment, which ensures that assessment is holistic for a phase of interrelated units of competency.

Example:

Certificate II in Floristry has been grouped into 2 phases.

Certificate III in Floristry has been grouped into 4 phases.

WRF20199A Certificate II in Floristry

To achieve a Certificate II in Floristry all units must be completed.

Units of Competency		Phase A	Phase B
		Develop Good Working Habits	Prepare & Display Products
WRRCS.1A	Communicate in the Workplace	•	
WRRM.2A	Perform Routine Housekeeping Duties	•	
WRRLP.1A	Apply Safe Working Practices	•	
WRRER.1A	Work Effectively in a Retail Environment	•	
WRRCA.1A	Operate Retail Equipment	•	
WRRCS.2A	Apply Point of Sale Handling Procedures	•	
WRRI.1A	Perform Stock Control Procedures		•
WRRF.1A	Balance Register/Terminal		•
WRFL.2A	Care for Floristry Stock & Merchandise		•
WRFL.3A	Prepare & Display Floristry Stock		•
WRFL.4A	Provide Service to Floristry Customers		•
WRFL.5A	Assemble & Prepare Floristry Products		•

SECTION 3: ALIGNMENT TO THE AUSTRALIAN QUALIFICATIONS FRAMEWORK

WRF30199A

Certificate III in Floristry

To achieve a Certificate III in Floristry all units must be completed

Units of Competency		Phase A	Phase B	Phase C	Phase D
		Develop Good Working Habits	Prepare & Display Products	Provide Service to Customers	Creative Floristry Designs
WRRCS.1A	Communicate in the Workplace	•			
WRRM.2A	Perform Routine Housekeeping Duties	•			
WRRLP.1A	Apply Safe Working Practices	•			
WRRER.1A	Work Effectively in a Retail Environment	•			
WRRCA.1A	Operate Retail Equipment	•			
WRRCS.2A	Apply Point of Sale Handling Procedures	•			
WRR.1A	Perform Stock Control Procedures		•		
WRRF.1A	Balance Register/Terminal		•		
WRFL.2A	Care for Floristry Stock & Merchandise		•		
WRFL.3A	Prepare & Display Floristry Stock		•		
WRFL.4A	Provide Service to Floristry Customers		•		
WRFL.5A	Assemble & Prepare Floristry Products		•		
WRRLP.2A	Minimise Theft			•	
WRRS.1A	Sell Products & Services			•	
WRFL.1A	Provide Assistance to Customers			•	
WRFL.6A	Recommend on Floristry Products & Services			•	
WRRER.2A	Co-ordinate Work Teams			•	
*WRFL.7A	Create Floristry Designs Using Hand Tied Techniques				•
*WRFL.8A	Create Floristry Designs Using Wiring Techniques				•
*WRFL.9A	Create Floristry Designs using a Base Medium				•

Note: The option of assessing on an individual unit or integrated basis may apply to those units marked with *.

SECTION 3: ALIGNMENT TO THE AUSTRALIAN QUALIFICATIONS FRAMEWORK

WRF40199A

Certificate IV in Floristry (Small Business Management)

Holistic assessment should be applied to the following individual units. However whenever possible two or more units should be integrated into a single assessment process.

	Units of Competency
	PHASE A
WRRCS.1A	Communicate in the Workplace
WRRM.2A	Perform Routine Housekeeping Duties
WRRLP.1A	Apply Safe Working Practices
WRRER.1A	Work Effectively in a Retail Environment
WRRCA.1A	Operate Retail Equipment
WRRCS.2A	Apply Point of Sale Handling Procedures
	PHASE B
WRRI.1A	Perform Stock Control Procedures
WRRF.1A	Balance Register/Terminal
WRFL.2A	Care for Floristry Stock & Merchandise
WRFL.3A	Prepare & Display Floristry Stock
WRFL.4A	Provide Service to Floristry Customers
WRFL.5A	Assemble & Prepare Floristry Products
	EXIT POINT CERTIFICATE II
	PHASE C
WRRLP.2A	Minimise Theft
WRRER.2A	Co-ordinate Work Teams
WRFL.1A	Provide Assistance to Customers
WRRS.1A	Sell Products & Services
WRFL.6A	Recommend on Floristry Products & Services
	PHASE D
WRFL.7A	Create Floristry Designs Using Hand Tied Techniques
WRFL.8A	Create Floristry Designs Using Wiring Techniques
WRFL.9A	Create Floristry Designs using a Base Medium
	EXIT POINT CERTIFICATE III
WRRER.4A	Implement Staff Training
WRRER.5A	Assess Workplace Competencies
WRRO.3A	Provide a Safe Working Environment
WRFL.10A	Buy Floristry Stock and Merchandise
WRFL.11A	Create Custom Made, Advanced and Large Scale Floral Designs
BSX023\1A	Evaluate a Business Opportunity
BSX023\2A	Complete a Business Plan
BSX023\3A	Address Legal and Administration Requirements
BSX023\4A	Address Customer Requirements
BSX023\5A	Manage Business Operations
BSX023\6A	Manage Self and Staff
BSX023\7A	Manage Finances
BSX023\8A	Review Business

Individual assessment will apply for units of competency:

WRFL.10A	Buy Floristry Stock and Merchandise
WRFL.11A	Create Custom Made, Advanced and Large Scale Floral Designs

SECTION 3: ALIGNMENT TO THE AUSTRALIAN QUALIFICATIONS FRAMEWORK

3.2.2 Units of Competency Packaged at More than One Level

A unit of competency may be packaged at more than 1 AQF level due to the skills being performed in a range of jobs. The following units of competency have been identified by the industry as relevant to more than one AQF level.

WRRCS.1A	Communicate in the Workplace	AQF Level 2-4
WRRM.2A	Perform Routine Housekeeping Duties	AQF Level 2-4
WRRLP.2	Apply Safe Working Practices	AQF Level 2-4
WRRER.1A	Work Effectively in a Retail Environment	AQF Level 2-4
WRRCA.1A	Operate Retail Equipment	AQF Level 2-4
WRRCS.2A	Apply Point of Sale Handling Procedures	AQF Level 2-4
WRR1.1A	Perform Stock Control Procedures	AQF Level 2-4
WRRER.2A	Co-ordinate Work Teams	AQF Level 2-4
WRFL.2A	Care for Floristry Stock and Merchandise	AQF Level 2-4
WRFL.3A	Prepare and Display Floristry Stock	AQF Level 2-4
WRFL.5A	Assemble and Prepare Floristry Products	AQF Level 2-4
WRRLP.2A	Minimise Theft	AQF Level 3-4
WRFL.1A	Provide Assistance to Customers	AQF Level 3-4
WRRF.1A	Balance Register Terminal	AQF Level 3-4
WRRS.1A	Sell Products and Services	AQF Level 3-4
WRFL.4A	Provide Service to Floristry Customers	AQF Level 3-4
WRFL.6A	Recommend on Floristry Products and Services	AQF Level 3-4
WRFL.7A	Create Floristry Designs Using Hand Tied Techniques	AQF Level 3-4
WRFL.8A	Create Floristry Designs Using Wiring Techniques	AQF Level 3-4
WRFL.9A	Create Floristry Designs Using a Base Medium	AQF Level 3-4

Where units occur at two levels, their packaging and alignment is dependent on their relationship to the total package of units being utilised.

SECTION 4: USING THE TRAINING PACKAGE

The key features of the National Floristry Industry Training System (NFITS) are that it is **an industry driven, competency based**, adaptable and **flexible** training system.

In particular, as the central component of the NFITS, these key features apply to the National Floristry Industry Training Package. The Training Package is based on the floristry industry's competency standards, developed by the floristry industry for the floristry industry.

All sectors of the floristry industry contributed to the development of the National Floristry Industry Competency Standards. Recognising that, to be successful in a tough and changing industry environment of the late 1990s, florists are required to be competent in a wide range of skill areas.

These skills are the basis of the floristry industry's competency standards and the standards will enable performance to be measured objectively against industry created benchmarks.

4.1 ADAPTATION OF THE TRAINING PACKAGE

The most important feature of the Training Package is that it has been purpose designed to be adaptable, so that nationally consistent training outcomes are achieved and, at the same time, the needs of individual florists are met.

Throughout the competency standards there is capacity to adapt units of competency and their elements to the needs of individual businesses. Employers may use their own products, policies and systems as the means by which their employees gain National Floristry Industry competencies.

Where it is necessary to meet the needs of a particular enterprise, one or more elements of competency may be added to a unit, but no elements may be removed.

Units of competency may be adapted in the following ways:

- Contextualisation of the content to identify unique aspects that apply to an industry sub-division, enterprise or particular client group (e.g. regulatory requirements, products, terminology, technology, work practices, work environment conditions, corporate culture and strategic plans)
- Specification of resources requirements in terms of essential equipment, facilities, learning resources, etc.
- Using assessment criteria, which are appropriate to the specific requirements of a particular workplace, occupation or industry classification.

SECTION 4: USING THE TRAINING PACKAGE

4.2 FLEXIBILITY OF DELIVERY OF THE TRAINING PACKAGE

The Training Package promotes flexibility in modes of delivery, as Registered Training Organisations and/or workplaces translate the standards into training programs.

The Training Package has been written for implementation by industry with the assistance of Registered Training Organisations across Australia. Also, it has been designed to facilitate access to training by learners from metropolitan, regional and rural locations. In order to facilitate implementation within the broad range of contexts flexible delivery options have been adopted.

Delivery options, which support pathways for traineeships and existing employees, include:

- on-job training – training which occurs while learners are undertaking scheduled work duties under the instruction and supervision of a trainer/supervisor;
- off-job trainer directed training – training which takes place while learners are not undertaking normal scheduled duties, for example:
 - at the workplace, but not whilst undertaking normal duties, or
 - away from the workplace in a training facility;
- off-job self-paced learning through distance learning techniques;
- mixed mode strategies.

New apprenticeship pathways are available for all qualifications within the Floristry Training Package

The qualification in the National Floristry Industry Training Package focuses on competencies required for work in the floristry industry. The focus is on the practical skills and tasks required to function in the shop/studio environment.

Registered Training Organisations, employees and employers are encouraged to forge strong partnerships and to create innovative modes of delivery, which suit individual organisations while meeting the requirements of the Training Package.

4.2.1 Specialised Resources

The development of the Training Package and the support material has been based on *New Apprenticeship System* principles and aligned directly to the *National Floristry Competency Standards*.

Registered Training Organisations delivering the Training Package will need access to a range of specialised facilities and equipment for most units of competency.

Such equipment should be maintained in good working order to enable sufficient practice to achieve competency.

Resource requirements specific to each unit are listed in the relevant Evidence Guide.

SECTION 4: USING THE TRAINING PACKAGE

4.3 INCORPORATING KEY COMPETENCIES

In compliance with the requirements of the ANTA – National Training Framework Committee, the *National Floristry Competency Standards* have been mapped against the seven key competencies, which have been identified by the Mayer committee as essential in employment.

The Mayer Report definition of Key Competencies provides an important perspective on the role of general competencies in work. The definition is:

Key Competencies are competencies essential for effective participation in the emerging patterns of work organisation. They focus on the capacity to apply knowledge and skills in an integrated way in work situations. Key Competencies are generic in that they apply to work generally rather than being specific to work in particular occupations or industries. This characteristic means that the Key Competencies are not only essential for effective participation in work but are essential for effective participation in further education and in adult life more generally.

There are seven Key Competencies currently recognised nationally. They are:

- Collecting, analysing and organising information
- Communicating ideas and information
- Planning and organising activities
- Working with others and in teams
- Using mathematical ideas and techniques
- Solving problems
- Using technology

Additionally, the Mayer Committee recommended three performance levels for each of the Key Competencies. These are defined as follows:

Performance Level 1

- describes the competence needed to undertake activities efficiently and with sufficient self management to meet the explicit requirements of the activity and to make judgements about quality of outcome against established criteria.

Performance Level 2

- describes the competence needed to manage activities requiring the selection, application and integration of a number of elements, and to select from established criteria to judge quality of process and outcome.

Performance Level 3

- describes the competence needed to evaluate and reshape processes, to establish and use principles in order to determine appropriate ways of approaching activities, and to establish criteria for judging quality of process and outcome.

PART D

NATIONAL FLORISTRY COMPETENCY STANDARDS

WRRCS.1A

Communicate in the Workplace

This unit encompasses the competencies required for effective communication with customers and other staff in the workplace.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
WRRCS.1.1 Establish Contact with Customers	<ul style="list-style-type: none">√ Welcoming customer environment maintained.√ Customer greeted warmly according to shop/studio procedures.√ Effective service environment created through verbal and non-verbal presentation according to shop/studio policy.√ Questioning and active listening used to determine customer needs.√ Confidentiality and tact demonstrated.
WRRCS.1.2 Process Information	<ul style="list-style-type: none">√ Telephone answered promptly according to shop/studio procedures.√ Questioning and active listening used to identify caller and accurately establish and confirm requirements.√ Telephone system functions used according to instructions.√ Messages or information recorded and passed on promptly.√ Customer informed of any problems and what action is being taken.√ Follow up action taken as necessary.
WRRCS.1.3 Work in a Team	<ul style="list-style-type: none">√ Courteous and helpful manner demonstrated at all times.√ Allocated tasks completed willingly, without undue delay.√ Assistance actively sought or provided by approaching other team members when difficulties arise.√ Lines of communication with supervisors and peers identified according to shop/studio policy.√ Constructive feedback provided by other team members in the working group encouraged, acknowledged and acted upon.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
WRRCS.1.3 Work in a Team (Cont'd)	<ul style="list-style-type: none"> v Questioning used to minimise misunderstandings. v Signs of potential workplace conflict identified and conflict avoided wherever possible. v Participation in team problem solving demonstrated.
WRRCS.1.4 Maintain Personal Presentation	<ul style="list-style-type: none"> v Personal dress and presentation maintained in a neat and tidy manner. v Personal hygiene maintained according to shop/studio policy and government legislation.
WRRCS.1.5 Follow Routine Instructions	<ul style="list-style-type: none"> v Instructions received and acted upon. v Effective questioning used to elicit information. v Shop/studio information relevant to the particular task is assessed, comprehended and acted upon. v Daily work routine planned and organised. v Tasks prioritised and completed without undue delay.
WRRCS.1.6 Read and Interpret Retail Documents	<ul style="list-style-type: none"> v A range of retail documents accurately listed and described. v Information from a range of retail documents read and interpreted.
WRRCS.1.7 Use Numbers in the Workplace	<ul style="list-style-type: none"> v Range of possible numerical problems in retail workplace accurately listed. v Numerical information collected from various sources and calculated accurately with or without the use of a calculator.

RANGE OF VARIABLES

The Range of Variables statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.

The following variables may be present:

- √ Shop/studio policies and procedures in regard to:
 - contact with customers
 - job descriptions/responsibilities
 - interaction with other team members
 - interaction with supervision/management
 - induction process.
- √ Shop/studio policies and government legislation in regard to personal hygiene and self presentation.
- √ Information may include telephone, written or verbal messages.
- √ Teams may include small work teams, shop/studio team or corporate team.
- √ Team members may include management, or other staff members.
- √ Full-time, part-time or casual staff.
- √ Communication may occur with external customers and internal contacts including management and other team members.
- √ Customers may include new or repeat contacts.
- √ Customers may include external and internal contacts ie. colleagues.
- √ Customers with routine or special requests.
- √ Customers and team members may include people from a range of social, cultural or ethnic backgrounds and physical and mental abilities.
- √ Size, type and location of shop/studio.
- √ Telephone systems and type of technology.
- √ Planning may be affected by shop/studio procedures and unexpected contingencies.
- √ Levels of staffing eg., staff shortages.
- √ Varying levels of staff training.
- √ Routine or busy trading conditions.
- √ Workplace documents may include:
 - stock sheets
 - timetables, staff record forms.
 - lay-by slips
 - credit slips
 - product return slips
 - telephone message pads.
- √ Numerical problems may include calculations of:
 - cash amounts
 - change.
- √ Numerical techniques may include:
 - addition/subtraction
 - multiplication/division
 - percentages.

The following components of the Evidence Guide relate directly to the Performance Criteria and the Range of Variables for the unit of competency and will inform and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit:

- v providing a consistently welcoming environment by treating customers in a courteous and helpful manner
- v using effective questioning and active listening techniques to communicate with customers, while maintaining an awareness of the need for discretion, tact and confidentiality
- v interpreting and communicating information accurately to customers, supervisors and peers both face to face and via other communication electronic equipment
- v accessing, comprehending and processing information accurately according to shop/studio policies and procedures
- v consistently following routine instructions and seeking advice/assistance if required
- v participating actively and positively within a workplace team
- v consistently applying shop/studio policies and procedures, in regard to personal dress, presentation, hygiene and code of conduct
- v consistently meeting shop/studio scheduling routines and using time effectively
- v interpreting, calculating and recording numerical information accurately.

Underpinning Knowledge and Skills

The following knowledge, understanding and skills are essential to perform work to the required standard in this unit.

- v Operational knowledge of shop/studio policies and procedures, in regard to:
 - external and internal customer contact
 - hygiene and self presentation
 - verbal and non verbal presentation
 - code of conduct
 - allocated duties and responsibilities
 - collecting, organising and processing information.
- v Knowledge of:
 - goods and services provided by the shop/studio
- v Basic operational knowledge of relevant legislation and statutory requirements in regard to personal hygiene and self presentation.

EVIDENCE GUIDE (CONTINUED)

- v Operational skills and techniques in:
 - questioning/listening
 - resolving conflict
 - negotiating
 - planning and organising activities
 - following set routines and procedures
 - managing stress
 - demonstrating self esteem.
- v Knowledge of the functions and procedures for operating telephones and other communication equipment.
- v Literacy skills in regard to the comprehension of workplace documents
- v Numeracy skills in regard to workplace functions:
 - addition, subtraction
 - multiplication, division
 - percentages
 - use of a calculator.

Key Competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover the three levels of performance in the following areas:

Collecting, analysing & organising information	Communicating ideas & information	Planning & organising activities	Working with others and in teams	Using mathematical ideas & techniques	Solving problems	Using technology
1	1	1	1	1	1	1

Method and Context of Assessment

This section should be read in conjunction with the Qualifications, and the Assessment Guidelines of the National Floristry Training Package.

What assessment is appropriate, what evidence should be gathered, how competence is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit are set out below:

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element and unit of competency.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves floristry industry competencies.

In order to ensure consistency of performance, evidence should be collected over a set period of time, which is sufficient to include dealings with an appropriate range and variety of floristry situations.

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed either in a work or simulated work environment.

Assessment activities may also include written or verbal short answer testing, multiple-choice testing, practical exercises, role-plays, research/project work or observation of practical demonstration.

Unit Assessment

Evidence is most relevant when provided through an holistic assessment activity, which integrates the elements of competency for each unit.

The unit assessment activity will require the candidate to gather evidence of ability to:

- ∨ apply knowledge and skills which underpin the process required to demonstrate competence, including the appropriate key competencies
- ∨ integrate knowledge and skills critical to demonstrating competence in this unit.

In the activity for WRRCS.1A: Communicate in the Workplace, the candidate will demonstrate the ability to apply workplace procedures, including written and numerical procedures, make effective contact with customers and work collaboratively in team situations.

Interdependent Assessment of Units (Integrated Competency Assessment)

The pattern and selection of units of competency for the Qualifications are set out in the National Floristry Training Package.

To facilitate the assessment process, units of competency have been grouped into inter-related assessment phases. Each phase is assessed through an Integrated Competency Assessment activity to assure that appropriate holistic assessment occurs.

Unit WRRCS.1A: Communicate in the Workplace is a Phase A unit. The other units in the phase are:

WRRER.1A:	Work Effectively in a Retail Environment
WRRLP.1A:	Apply Safe Working Practices
WRRM.2A:	Perform Routine Housekeeping Duties
WRRCA.1A:	Operate Retail Equipment.
WRRCS.2A:	Apply Point of Sale Handling Procedures

Each Integrated Competency Assessment activity is based on a theme. The assessment focuses on those aspects of the phase considered to be most critical for competent workplace performance.

When each unit of competency in a phase has been completed the candidate will undertake an Integrated Competency Assessment.

The Integrated Competency Assessment activity will require the candidate to:

- ∨ apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace, including the appropriate key competencies
- ∨ demonstrate workplace competency, in an holistic manner through the integration of the units, within the phase

The evidence should be gathered during learning and assessment activities for each unit of competency within each phase.

Resource Implications

This refers to the resources that are necessary for undertaking the assessment.

All resources must be provided for the assessment. If workplace based, the resources should relate specifically to shop/studio policies, procedures and range of stock and equipment. If an off the job or simulated work environment is used then resources should be generic and be applicable to a wide variety of shop/studios/work environments. Resources may include:

- v a real or simulated floristry environment
- v relevant documentation, such as:
 - stock/inventory/price lists
 - lay by/credit/product return slips
 - shop/studio policy and procedure manuals
- v access to a range of customers with different requirements (real or simulated)
- v a range of communication equipment
- v qualified workplace assessor.

WRRM.2A

Perform Routine Housekeeping Duties

This unit involves the application of personal hygiene practices by staff members and the organisation, tidiness and cleanliness of the workplace.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
WRRM2.1 Organise Work Area	<p>Counter, preparation areas, point of sales area, and walkways maintained in a safe, uncluttered and organised manner according to shop/studio policy.</p> <p>All routines carried out safely, effectively and efficiently with minimum inconvenience to customers and staff, according to shop/studio policy.</p> <p>Shop/studio policies and procedures for tidying of fixtures, point of sale terminals, displays, preparation areas and aisles, and placing items in designated areas applied.</p>
WRRM2.2 Clean Work Area	<p>Shop/studio policies and procedures for personal hygiene applied.</p> <p>Shop/studio policies and procedures applied for cleaning of work area.</p> <p>Waste promptly removed and disposed of according to shop/studio policy.</p> <p>Spills, food, waste, or other potential hazards removed from floors according to shop/studio policy.</p> <p>Signage promptly displayed in regard to unsafe areas eg. spills</p> <p>Equipment and consumable materials maintained and shop/studio correctly after use.</p> <p>Tools and equipment (including guards) cleaned and used in accordance with manufacturer's instructions and government requirements.</p>

RANGE OF VARIABLES

The Range of Variables statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.

The following variables may be present:

Shop/studio policy and procedures in regard to routine housekeeping practices.

Size and type of shop/studio.

Shop/studio merchandise and service range.

Types of equipment used in shop/studio.

Routine housekeeping may include tidying and cleaning of counters, benches, sinks, preparation areas, walkways, fixtures and other working surfaces.

Maintenance and storage of cleaning equipment.

Use and storage of cleaning chemicals.

Handling and cleaning techniques may vary according to stock characteristics and industry codes of practice.

Routine or busy trading conditions.

EVIDENCE GUIDE

The following components of the Evidence Guide relate directly to the Performance Criteria and the Range of Variables for the unit of competency and will inform and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit:

consistently applying housekeeping duties to work area, point of sales terminals, walkways and fixtures/display areas

consistently applying safe work practices in the operation and maintenance of a range of cleaning/housekeeping equipment according to:

- shop/studio policy and procedures
- occupational health and safety legislation/regulations/codes of practice
- industry codes of practice
- manufacturers' instructions and design specifications.

applying shop/studio housekeeping programs to work areas and reporting of faults/problems to relevant person/department

reading, accurately interpreting and consistently applying manufacturers' instructions for cleaning products, tools and equipment

completing tasks in set time frame.

Underpinning Knowledge and Skills

The following knowledge, understanding and skills are essential to perform work to the required standard in this unit.

Operational knowledge of shop/studio policies and procedures, in regard to:

- housekeeping
- use and maintenance of shop/studio cleaning equipment
- personal hygiene
- waste disposal and environment protection
- reporting problems and faults.

Basic operational knowledge of relevant:

- occupational health and safety regulations including manual handling and hygiene and sanitation
- labels used to identify chemicals and hazardous substances/HAZCHEM labels
- manufacturers' instructions for use of cleaning materials or hazardous substances
- manufacturers' instructions for use of cleaning equipment
- legislation and statutory requirements, including consumer law

EVIDENCE GUIDE (CONTINUED)

Operational skills and techniques in:

- use and maintenance of cleaning equipment
- use and storage of chemicals, hazardous substances and flammable materials
- safe use of electrical and other equipment
- planning and organising activities.

Literacy and numeracy skills in reading and understanding manufacturer's instructions.

Key Competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover the three levels of performance in the following areas:

Collecting, analysing & organising information	Communicating ideas & information	Planning & organising activities	Working with others and in teams	Using mathematical ideas & techniques	Solving problems	Using technology
1	1	1	1	1	1	1

Method and Context of Assessment

This section should be read in conjunction with the Qualifications, and the Assessment Guidelines of the National Floristry Training Package.

What assessment is appropriate, what evidence should be gathered, how competence is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit are set out below:

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

Evidence should be gathered attesting to the achievement of competence by the candidate, to the standard required for each element and unit of competency.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves Floristry industry competencies.

In order to ensure consistency of performance, evidence should be collected over a set period of time, which is sufficient to include dealings with an appropriate range and variety of floristry situations.

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed either in a work or simulated work environment.

Assessment activities may also include written or verbal short answer testing, multiple-choice testing, practical exercises, role-plays, research/project work or observation of practical demonstration.

Unit Assessment

Evidence is most relevant when provided through an holistic assessment activity which integrates the elements of competency for each unit.

The unit assessment activity will require the candidate to gather evidence of ability to:

apply knowledge and skills which underpin the process required to demonstrate competence, including the appropriate key competencies

integrate knowledge and skills critical to demonstrating competence in this unit.

In the activity for WRRM.2A: Perform Routine Housekeeping Duties, the candidate will demonstrate the ability to organise the work area and perform effective routine housekeeping procedures in a range of Floristry situations.

Interdependent Assessment of Units (Integrated Competency Assessment)

The pattern and selection of units of competency for the Qualifications are set out in the National Floristry Training Package.

To facilitate the assessment process, units of competency have been grouped into inter-related assessment phases. Each phase is assessed through an Integrated Competency Assessment activity to assure that appropriate holistic assessment occurs.

Unit WRRM.2A: Perform Routine Housekeeping Duties, is a Phase A unit. The other units in the phase are:

WRRCS.1A	Communicate in the Workplace
WRRER.1A:	Work Effectively in a Retail Environment
WRRLP.1A:	Apply Safe Working Practices
WRRCA.1A:	Operate Retail Equipment.
WRRCS.2A:	Apply Point of Sale Handling Procedures

Each Integrated Competency Assessment activity is based on a theme. The assessment focuses on those aspects of the phase considered to be most critical for competent workplace performance.

When each unit of competency in a phase has been completed the candidate will undertake an Integrated Competency Assessment.

The Integrated Competency Assessment activity will require the candidate to:

apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace, including the appropriate key competencies

demonstrate workplace competency, in an holistic manner through the integration of the units, within the phase

The evidence should be gathered during learning and assessment activities for each unit of competency within each phase.

Resource Implications

This refers to the resources that are necessary for undertaking the assessment.

All resources must be provided for the assessment. If workplace based, the resources should relate specifically to shop/studio policies, procedures and range of stock and equipment. If an off the job or simulated work environment is used then resources should be generic and be applicable to a wide variety of shop/studios/work environments. Resources may include:

a real or simulated Floristry environment

cleaning housekeeping equipment and materials

relevant documentation, such as:

- shop/studio policy and procedure manuals on housekeeping, cleaning and occupational health and safety
- manufacturers' instructions/operation manuals on cleaning equipment and materials
- manual handling regulations and industry codes of practice
- plant and equipment regulations.

qualified workplace assessor.

WRRLP.1A

Apply Safe Working Practices

This unit incorporates the Worksafe Australia Guidelines and encompasses competencies necessary to maintain a safe workplace for staff, customers and others.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
WRRLP1.1 Observe Basic Safety Procedures	<p>Procedures to achieve a safe working environment followed and maintained in line with occupational health and safety regulations and requirements and according to shop/studio policy.</p> <p>All unsafe situations recognised and reported according to shop/studio policy.</p> <p>All breakdowns in relation to machinery and equipment reported to supervisor.</p> <p>Fire and safety hazards identified and necessary precautions taken or reported according to shop/studio policy and procedures.</p> <p>Dangerous goods and substances identified, handled and stored according to shop/studio policy and procedures and occupational health and safety regulations and requirements.</p> <p>Shop/studio policy regarding manual handling practice followed.</p> <p>Participation in consultative arrangements established by company for occupational health and safety demonstrated.</p>
WRRLP1.2 Observe Emergency Procedures	<p>Shop/studio policies and procedures in regard to illness or accident identified and observed.</p> <p>Safety alarms identified accurately.</p> <p>Qualified person contacted in the event of accident or sickness of customers or staff and accident details correctly recorded according to shop/studio accident/injury procedures.</p> <p>Evacuation procedures identified and observed according to shop/studio policy.</p>

RANGE OF VARIABLES

The Range of Variables statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.

The following variables may be present:

Relevant occupational health and safety legislation and codes of practice.

Shop/studio policies and procedures in regard to occupational health and safety, general duty of care and emergency procedures.

Relevant shop/studio policies and procedures should include:

- hazard policies and procedures
- emergency, fire and accident procedures
- personal safety procedures
- procedures for the use of personal protective clothing and equipment
- use of motor vehicles
- hazard identification
- issue resolution procedures
- job procedures
- work instructions.

Size, type and location of shop/studio.

Shop/studio, merchandise and service range.

Type of tools and equipment used.

Occupational health and safety procedures may deal with:

- safe manual handling and lifting
- customers
- staff
- equipment/tools
- premises
- stock.

Unsafe situations may deal with but are not restricted to:

- sharp cutting tools and instruments
- electricity and water
- toxic substances
- damaged packing material or containers
- broken or damaged equipment
- inflammable materials and fire hazards
- lifting practices
- spillages
- waste and debris, especially on floors
- ladders
- trolleys
- glue guns.

Emergency procedures may include: sickness, accidents, fire or shop/studio evacuation involving staff or customers.

The following components of the Evidence Guide relate directly to the Performance Criteria and the Range of Variables for the unit of competency and will inform and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit:

consistently applying safe work practices, in all areas of the shop/studio, according to occupational health and safety legislation/regulations/codes of practice.

consistently applying shop/studio policies and procedures in regard to following basic safety procedures and for reporting faults/problems to relevant person/department/committee.

identifying hazardous situations and rectifying where appropriate, or reporting to the relevant personnel according to shop/studio policy and procedures.

reading, accurately interpreting and consistently applying manufacturers' instructions for storage and use of hazardous goods.

knowing shop/studio policies and procedures with regard to emergency situations, evacuation or accident/illness in the shop/studio.

Underpinning Knowledge and Skills

The following knowledge, understanding and skills are essential to perform work to the required standard in this unit.

Operational knowledge of shop/studio policies and procedures, in regard to:

- occupational health and safety and emergency procedures, which will take into account where applicable, local and state government regulations/requirements
- emergency evacuation of shop/studio
- events likely to endanger staff or customers
- consultative committees
- reporting procedures.

Basic operational knowledge of relevant:

- occupational health and safety regulations
- legislation and statutory requirements
- industry codes of practice.

Operational knowledge of identification and reporting procedures in regard to:

- unsafe situations
- broken or damaged equipment or fittings
- fire/chemical/electrical hazards
- spills/leakage of materials
- accidents/sickness.

EVIDENCE GUIDE (CONTINUED)

Operational skills and techniques in:

- locating and using safety alarms/fire extinguishers/emergency exits
- identifying hazardous goods and substances
- interpreting symbols used for occupational health and safety signage
- shop/studio and using chemicals and hazardous substances
- handling broken or damaged equipment
- manual handling procedures
- using personal protective gear/equipment
- appropriate waste disposal.

Literacy skills in reading and interpreting instructions

Numeracy skills in estimating weights, size, quantities and mixtures

Key Competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover the three levels of performance in the following areas:

Collecting, analysing & organising information	Communicating ideas & information	Planning & organising activities	Working with others and in teams	Using mathematical ideas & techniques	Solving problems	Using technology
1	1	1	1	1	1	1

Method and Context of Assessment

This section should be read in conjunction with the Qualifications, and the Assessment Guidelines of the National Floristry Training Package.

What assessment is appropriate, what evidence should be gathered, how competence is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit are set out below:

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

Evidence should be gathered attesting to the achievement of competence by the candidate, to the standard required for each element and unit of competency.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves floristry industry competencies.

In order to ensure consistency of performance, evidence should be collected over a set period of time, which is sufficient to include dealings with an appropriate range and variety of floristry situations.

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed either in a work or simulated work environment.

Assessment activities may also include written or verbal short answer testing, multiple-choice testing, practical exercises, role-plays, research/project work or observation of practical demonstration.

Unit Assessment

Evidence is most relevant when provided through an holistic assessment activity which integrates the elements of competency for each unit.

The unit assessment activity will require the candidate to gather evidence of ability to:

apply knowledge and skills which underpin the process required to demonstrate competence, including the appropriate key competencies

integrate knowledge and skills critical to demonstrating competence in this unit.

In the activity for WRRLP.1A: Apply Safe Working Practices, the candidate will demonstrate the ability to identify typical workplace hazards and make suggestions for dealing with such hazards in order to maintain a safe workplace.

Interdependent Assessment of Units (Integrated Competency Assessment)

The pattern and selection of units of competency for the Qualifications are set out in the National Floristry Training Package.

To facilitate the assessment process, units of competency have been grouped into phases of inter-related assessment phases. Each phase is assessed through an Integrated Competency Assessment activity to assure that appropriate holistic assessment occurs.

Unit WRRLP.1A: Apply Safe Working Practices is a Phase A unit. The other units in the phase are:

WRRCS.1A:	Communicate in the Workplace
WRRER.1A:	Work Effectively in a Floristry Environment
WRRM.2A:	Perform Routine Housekeeping Duties
WRRCA.1A:	Operate Retail Equipment
WRRCS.2A:	Apply Point of Sale Handling Procedures

Each Integrated Competency Assessment activity is based on a theme. The assessment focuses on those aspects of the phase considered to be most critical for competent workplace performance.

When each unit of competency in a phase has been completed the candidate will undertake an Integrated Competency Assessment.

The Integrated Competency Assessment activity will require the candidate to:

apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace, including the appropriate key competencies

demonstrate workplace competency, in an holistic manner through integration of the units, within the phase.

The evidence should be gathered during learning and assessment activities for each unit of competency within each phase.

Resource Implications

This refers to the resources that are necessary for undertaking the assessment.

All resources must be provided for the assessment. If workplace based, the resources should relate specifically to shop/studio policies, procedures and range of stock and equipment. If an off the job or simulated work environment is used then resources should be generic and be applicable to a wide variety of shop/studio/work environments. Resources may include:

a real or simulated floristry environment

suitable equipment and materials for lifting

relevant documentation, such as:

- shop/studio policy and procedure manuals
- manufacturers' instructions/operation manuals
- occupational health and safety regulations
- legislation and statutory requirements
- industry codes of practice.

qualified workplace assessor.

WRRER.1A **Work Effectively in a Floristry Environment**

This unit is concerned with staff members behaving responsibly in the workplace.

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA
WRRER1.1	Act Responsibly	Notification of shift availability, non-attendance for shift, given without undue delay and according to shop/studio policies and procedures. Staff rosters interpreted accurately.
WRRER1.2	Act in a Non-Discriminatory Manner	Non-discriminatory attitudes displayed when interacting with customers, staff or management. Non-discriminatory language used consistently.
WRRER1.3	Identify the Award/Agreement	Relevant awards/enterprise agreements identified and interpreted accurately.

RANGE OF VARIABLES

The Range of Variables statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.

The following variables may be present:

Shop/studio policies and procedures in regard to workplace ethics.

Shop/studio hours of operation.

Policies regarding completing work out of hours.

Relevant industry awards/enterprise agreements.

Size, type and location of shop/studio.

Peers and supervisors may come from a range of social, cultural and ethnic backgrounds.

Peers and supervisors may have varying degrees of language and literacy levels.

Range of responsibilities/job descriptions.

Discrimination may occur between staff, customers or management.

EVIDENCE GUIDE

The following components of the Evidence Guide relate directly to the Performance Criteria and the Range of Variables for the unit of competency and will inform and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit:

consistently and responsibly applying shop/studio policies and procedures, in regard to workplace ethics, including interpretation of staff rosters, notification of the availability for work, allocated duties/job description

consistently applying shop/studio policies and procedures and legislative requirements, in regard to external/internal client contact, especially the use of non discriminatory language and attitudes

knowing employee's own rights and responsibilities in regards to awards/enterprise agreements.

Underpinning Knowledge and Skills

The following knowledge, understanding and skills are essential to perform work to the required standard in this unit.

Operational knowledge of shop/studio policies and procedures and legislative requirements in regard to:

- workplace ethics.
- shift availability or non attendance
- staff rosters
- inter personal conflict
- grievance procedures
- personal animosity
- discriminatory behaviour
- harassment
- staff counselling and disciplinary procedures
- equal opportunity issues
- non compliance with shop/studio policies and procedures
- part-time, casual, full-time work, contract employment

Knowledge of:

- shop/studio organisational structure
- rights and responsibilities of employers and employees in Floristry workplace
- forms of work in Floristry industry
- major changes affecting Floristry workplaces

Basic operational knowledge of relevant:

- legislation and statutory requirements, such as:
 - equal opportunity legislation
 - equal employment opportunity legislation
 - anti-discrimination legislation.
- industry awards / enterprise agreements.

Literacy skills in reading workplace documents

Key Competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover the three levels of performance in the following areas:

Collecting, analysing & organising information	Communicating ideas & information	Planning & organising activities	Working with others and in teams	Using mathematical ideas & techniques	Solving problems	Using technology
1	1	1	1	1	1	1

Method and Context of Assessment

This section should be read in conjunction with the Qualifications, and the Assessment Guidelines of the National Floristry Training Package.

What assessment is appropriate, what evidence should be gathered, how competence is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit are set out below:

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element and unit of competency.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves Floristry industry competencies.

In order to ensure consistency of performance, evidence should be collected over a set period of time, which is sufficient to include dealings with an appropriate range and variety of Floristry situations.

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed either in a work or simulated work environment.

Assessment activities may also include written or verbal short answer testing, multiple-choice testing, practical exercises, role-plays, research/project work or observation of practical demonstration.

Unit Assessment

Evidence is most relevant when provided through an holistic assessment activity which integrates the elements of competency for each unit.

The unit assessment activity will require the candidate to gather evidence of ability to:

apply knowledge and skills which underpin the process required to demonstrate competence, including the appropriate key competencies

integrate knowledge and skills critical to demonstrating competence in this unit.

In the activity for WRRER.1A: Work Effectively in a Floristry Environment, the candidate will demonstrate understanding of their workplace award/agreement and the ability to act responsibly and interact in a non discriminatory way with staff and customers in a range of workplace situations.

Interdependent Assessment of Units (Integrated Competency Assessment)

The pattern and selection of units of competency for the Qualifications are set out in the National Floristry Training Package.

To facilitate the assessment process, units of competency have been grouped into inter-related assessment phases. Each phase is assessed through an Integrated Competency Assessment activity to assure that appropriate holistic assessment occurs.

Unit WRRER.1A: Work Effectively in a Retail Environment is a Phase A unit. The other units in the phase are:

- WRRCS.1A: Communicate in the Workplace
- WRRLP.1A: Apply Safe Working Practices
- WRRM.2A: Perform Routine Housekeeping Duties
- WRRCA.1A: Operate Retail Equipment
- WRRCS.2A: Apply Point of Sale Handling Procedures

Each Integrated Competency Assessment activity is based on a theme. The assessment focuses on those aspects of the phase considered to be most critical for competent workplace performance.

When each unit of competency in a phase has been completed the candidate will undertake an Integrated Competency Assessment.

The Integrated Competency Assessment activity will require the candidate to:

apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace, including the appropriate key competencies

demonstrate workplace competency, in an holistic manner through the integration of the units, within the phase

Resource Implications

This refers to the resources that are necessary for undertaking the assessment.

All resources must be provided for the assessment. If workplace based, the resources should relate specifically to shop/studio policies, procedures and range of stock and equipment. If an off the job or simulated work environment is used then resources should be generic and be applicable to a wide variety of shop/studio/work environments. Resources may include:

a real or simulated Floristry environment

relevant documentation, such as:

- shop/studio/sample policies and procedures in regard to workplace ethics
- shop/studio/sample job descriptions and organisational charts
- shop/studio/sample policies and procedures in regard to the rights and responsibilities of employers and employees in the workplace
- awards/enterprise agreements
- government legislation on EO, EEO and Anti discrimination
- shop/studio policy and procedure manuals.

qualified workplace assessor.

WRRCA.1A

Operate Retail Equipment

This unit involves the operation of a variety of equipment. It encompasses the identification of the correct equipment required for a given task, maintenance required and operating competencies.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
WRRCA1.1 Maintain Retail Equipment	Purpose of equipment used in shop/studio identified accurately. Equipment operated according to design specifications. Equipment faults identified and reported. Maintenance program for retail equipment identified and applied according to shop/studio policy.
WRRCA1.2 Apply Keyboard Skills	Keyboard operated using typing techniques within designated speed and accuracy requirements. Information entered and edited accurately.
WRRCA1.3 Operate Data Entry Equipment	Data entered using portable data entry equipment according to shop/studio policy and procedures. Price marking equipment operated according to shop/studio policy. Data entered accurately and within designated time limits.

RANGE OF VARIABLES

The Range of Variables statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.

The following variables may be present:

Policies and procedures in regard to shop/studio administrative and clerical systems.

Shop/studio merchandise and service range.

Size, type and location of shop/studio.

Range of responsibility.

Types of equipment used.

Retail/floristry equipment is not limited to, but may include:

- point of sale terminals
- electronic bar coding equipment for price labelling and stocktaking
- printers
- electronic ordering equipment
- wrapping and packing equipment, eg. shrink wrapping
- equipment for carrying or moving merchandise
- equipment for storage of merchandise including refrigerators
- weighing machines
- thermometers
- dye tag removers
- trolley return equipment.

The following components of the Evidence Guide relate directly to the Performance Criteria and the Range of Variables for the unit of competency and will inform and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit:

- operating a range of retail equipment according to shop/studio policy and procedures and industry codes of practice
- operating and maintaining a range of retail/floristry equipment according to manufacturers' instructions and design specifications
- applying shop/studio maintenance program and reporting of faults/problems
- consistently applying safe work practices, in the operation and maintenance of shop/studio retail equipment, according to occupational health and safety legislation/regulations/codes of practice
- reading and interpreting operation manuals to solve routine faults/errors and to maintain and use the equipment effectively
- using keyboard skills to enter and edit data accurately
- completing tasks in set time frame.

Underpinning Knowledge and Skills

The following knowledge, understanding and skills are essential to perform work to the required standard in this unit.

Operational knowledge of shop/studio policies and procedures, in regard to:

- the operation of retail/floristry equipment
- maintenance of retail/floristry equipment
- reporting problems and faults.

Basic operational knowledge of relevant:

- legislation and statutory requirements, including:
 - occupational health and safety regulations
 - industry codes of practice.

Knowledge of purpose and impact of using electronic technology.

Operational skills and techniques in:

- completing tasks in set time frame
- dealing with different types of transactions
- following common fault finding procedures.

EVIDENCE GUIDE (CONTINUED)

Knowledge of the operation and maintenance of shop/studio, retail/floristry equipment which may include:

- point of sale terminals such as registers, EFTPOS, credit cards
- numerical display boards
- printers
- electronic scales/weighing machines
- calculators
- scanners/electronic bar coding equipment calculators
- thermometers
- refrigeration or food storage equipment
- pricing and security equipment
- equipment for carrying or moving merchandise (eg. trolleys, pallet jacks, pedestrian forklifts)
- wrapping and packing equipment (eg. shrink wrapping).

Skills for the operation and use of shop/studio, retail equipment which may include:

- keyboard skills
 - numeric keypad skills
 - electronic data entry skills.
- √ Literacy skills in regard to reading procedures for operating equipment
- √ Numeracy skills for using equipment

Key Competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover the three levels of performance in the following areas:

Collecting, analysing & organising information	Communicating ideas & information	Planning & organising activities	Working with others and in teams	Using mathematical ideas & techniques	Solving problems	Using technology
1	1	1	1	1	1	1

Method and Context of Assessment

This section should be read in conjunction with the Qualifications, and the Assessment Guidelines of the National Floristry Training Package.

What assessment is appropriate, what evidence should be gathered, how competence is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit are set out below:

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element and unit of competency.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves retail industry competencies.

In order to ensure consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of retail situations.

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed either in a work or simulated work environment.

Assessment activities may also include written or verbal short answer testing, multiple choice testing, practical exercises, role plays, research/project work or observation of practical demonstration.

Unit Assessment

Evidence is most relevant when provided through an holistic assessment activity which integrates the elements of competency for each unit.

The unit assessment activity will require the candidate to gather evidence of ability to:

apply knowledge and skills which underpin the process required to demonstrate competence, including the appropriate key competencies

integrate knowledge and skills critical to demonstrating competence in this unit.

In the activity for WRRCA.1A: Operate Retail Equipment, the candidate will demonstrate the ability to effectively operate retail/floristry equipment specific to the work area, including fault identification and reporting procedures.

Interdependent Assessment of Units (Integrated Competency Assessment)

The pattern and selection of units of competency for the Qualifications are set out in the National Floristry Training Package.

To facilitate the assessment process, units of competency have been grouped into inter-related assessment phases. Each phase is assessed through an Integrated Competency Assessment activity to assure that appropriate holistic assessment occurs.

Unit WRRCA.1A: Operate Retail Equipment is a Phase A unit. All Phase A units are essential. The other units in the phase are:

WRRCS.1A:	Communicate in the Workplace
WRRER.1A:	Work Effectively in a Retail Environment
WRRLP.1A:	Apply Safe Working Practices
WRRM.2A:	Perform Routine Housekeeping Duties
WRRCS.2A:	Apply Point of Sale Handling Procedures

Each Integrated Competency Assessment activity is based on a theme which focuses the assessment on those aspects of the phase considered to be most critical for competent workplace performance.

When each unit of competency in a phase has been completed the candidate will undertake an Integrated Competency Assessment.

The Integrated Competency Assessment activity will require the candidate to:

- apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace, including the appropriate key competencies
- demonstrate workplace competency, in an holistic manner through the integration of the units, within the phase

The evidence should be gathered during learning and assessment activities for each unit of competency within each phase

Resource Implications

This refers to the resources that are necessary for undertaking the assessment.

All resources must be provided for the assessment. If workplace based, the resources should relate specifically to shop/studio policies, procedures and range of stock and equipment. If an off the job or simulated work environment is used then resources should be generic and be applicable to a wide variety of shop/studio/work environments. Resources may include:

a real or simulated retail/floristry environment

relevant documentation, such as:

- shop/studio policy and procedure manuals
- manufacturers' instructions/operation manuals.

a range of retail/floristry equipment which may include but is not limited to the following:

- point of sale terminals
- electronic barricading equipment for price labelling
- electronic ordering equipment
- wrapping and packing equipment, such as shrink wrapping
- equipment for carrying/moving/storing merchandise
- weighing machines
- thermometers
- numerical keyboard equipment including calculators

qualified workplace assessor.

WRRCS.2A Apply Point of Sale Handling Procedures

This unit involves operations at the point of sale area. It encompasses procedures for use of point of sale equipment and for completing a sales transaction.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
WRRCS2.1 Operate Point of Sale Equipment	<p>Point of sale equipment operated according to design specifications.</p> <p>Point of sale terminal opened and closed according to shop/studio procedure.</p> <p>Point of sale terminal cleared and tender transferred according to shop/studio procedure.</p> <p>Cash handled according to shop/studio security procedures.</p> <p>Supplies of change in point of sale terminal maintained according to shop/studio policy.</p> <p>Active point of sale terminals attended according to shop/studio policy.</p> <p>Records completed for transaction errors according to shop/studio policy.</p> <p>Adequate supplies of dockets, vouchers and point of sale documents maintained.</p> <p>Customers informed of delays in the point of sales operation.</p>
WRRCS2.2 Perform Point of Sale Transactions	<p>Point of sale transactions completed according to shop/studio policy.</p> <p>Shop/studio procedures identified and applied in respect of cash and non-cash transactions, eg. EFTPOS, credit card, cheque and lay-by, gift vouchers.</p> <p>Shop/studio procedures identified and applied in regard to exchanges and returns.</p> <p>Goods moved through point of sale area efficiently and with attention to fragility and packaging.</p> <p>Information entered into point of sale equipment accurately.</p> <p>Price/total/amount of cash received stated verbally to customer.</p> <p>Correct change tendered.</p>

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
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WRRCS2.3 Complete Sales

Customer order forms, invoices, receipts completed accurately.
Customer delivery requirements identified and processed accurately, without undue delay.
Sales transactions processed without undue delay or customers directed to point of sale terminals according to shop/studio policy.

WRRCS2.4 Wrap and Pack Goods

Adequate supplies of wrapping material or bags maintained/requested.
Appropriate packaging material selected.
Merchandise wrapped neatly and effectively where required.
Items packed safely to avoid damage in transit, and labels attached where required.
Transfer of merchandise for parcel pick-up or other delivery methods arranged if required.

RANGE OF VARIABLES

The Range of Variables statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.

The following variables may be present:

Shop/studio policies and procedures in regard to operation of point of sale equipment, security and sales transactions.

Shop/studio facilities in regard to customer service.

Size, type and location of shop/studio.

Shop/studio merchandise range including size and weight.

Shop/studio services range.

Regular and new customers.

Customers may include people from a range of social, cultural or ethnic backgrounds and physical and mental abilities.

Point of sale equipment may be manual or electronic.

Point of sale transactions may include cash or non-cash transactions including EFTPOS, cheques, credit cards, smart cards, lay-by, credits and returns and gift vouchers.

Wrapping techniques may vary according to merchandise range.

Levels of staffing, eg. staff shortages.

Varying levels of staff training.

Routine or busy trading conditions.

Full-time, part-time or casual staff.

Customers with routine or special requests.

Handling techniques may vary according to stock characteristics and industry codes of practice.

Bag checking procedures.

The following components of the Evidence Guide relate directly to the Performance Criteria and the Range of Variables for the unit of competency and will inform and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit:

consistently operating Point of Sale equipment according to manufacturers' instructions and shop/studio policies and procedures

consistently applying shop/studio policies and procedures in regard to cash handling and point of sale transactions, according to the range of variables

processing sales transaction information responsibly and accurately according to shop/studio policies and procedures

consistently applying shop/studio policies and procedures in regard to the handling, packing and wrapping of goods/merchandise.

Underpinning Knowledge and Skills

The following knowledge, understanding and skills are essential to perform work to the required standard in this unit.

Operational knowledge of shop/studio policies and procedures, in regard to:

- customer service
- point of sale procedures/transactions
- allocated duties and responsibilities
- processing information.

Knowledge of:

- range of services provided by the shop/studio
- stock availability.

Basic operational knowledge of relevant:

- legislation and statutory requirements, including consumer law
- industry codes of practice, including:

Operational skills and techniques in:

- questioning/listening
- verbal and non verbal communication
- following set routines and procedures
- dealing with different types of transactions
- wrapping and packing techniques
- shop/studio bag checking procedures
- merchandise handling techniques.

Knowledge of cash and non cash handling procedures, including:

- opening and closing point of sale terminal
- clearance of terminal and transference of tender
- maintenance of cash float
- tendering of change
- counting cash
- calculating non-cash documents
- balancing point of sale terminal
- recording takings
- security of cash and non-cash transactions
- change required and denominations of change
- EFTPOS
- credit cards
- gift vouchers
- lay by
- credits, credit notes and returns
- cheques / travellers cheques
- customer accounts
- COD.

Knowledge of the functions and procedures for operating Point of Sale equipment, including:

- registers
- numerical display boards
- calculators
- electronic scales
- scanners
- EFTPOS
- credit cards
- lay by
- credits and returns
- cheques / travellers cheques
- customer accounts
- COD.

Literacy skills in regard to written sales and delivery documentation.

Numeracy skills in regard to handling cash.

EVIDENCE GUIDE (CONTINUED)

Key Competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover the three levels of performance in the following areas:

Collecting, analysing & organising information	Communicating ideas & information	Planning & organising activities	Working with others and in teams	Using mathematical ideas & techniques	Solving problems	Using technology
1	1	1	1	1	1	1

Method and Context of Assessment

This section should be read in conjunction with the Qualifications, and the Assessment Guidelines of the National Floristry Training Package.

What assessment is appropriate, what evidence should be gathered, how competence is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit are set out below:

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element and unit of competency.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves retail industry competencies.

In order to ensure consistency of performance, evidence should be collected over a set period of time, which is sufficient to include dealings with an appropriate range and variety of retail situations.

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed either in a work or simulated work environment.

Assessment activities may also include written or verbal short answer testing, multiple-choice testing, practical exercises, role-plays, research/project work or observation of practical demonstration.

Unit Assessment

Evidence is most relevant when provided through a holistic assessment activity which integrates the elements of competency for each unit.

The unit assessment activity will require the candidate to gather evidence of ability to:
apply knowledge and skills which underpin the process required to demonstrate competence, including the appropriate key competencies
integrate knowledge and skills critical to demonstrating competence in this unit.

In the activity for WRRCS.2A: Apply Point of Sale Handling Procedures, the candidate will demonstrate the ability to solve common problems which may occur during the performance of a range of point of sale transactions according to shop/studio policies and procedures.

Interdependent Assessment of Units (Integrated Competency Assessment)

The pattern and selection of units of competency for the Qualifications are set out in the National Floristry Training Package.

To facilitate the assessment process, units of competency have been grouped into inter-related assessment phases. Each phase is assessed through an Integrated Competency Assessment activity to assure that appropriate holistic assessment occurs.

Unit WRRCS.2A: Apply Point of Sale Handling Procedures is a Phase A unit. All Phase A units are essential. The other units in the phase are:

WRRCS.1A:	Communicate in the Workplace
WRRER.1A:	Work Effectively in a Retail Environment
WRRLP.1A:	Apply Safe Working Practices
WRRM.2A:	Perform Routine Housekeeping Duties
WRRCA.1A:	Operate Retail Equipment

Each Integrated Competency Assessment activity is based on a theme. The assessment focuses on those aspects of the phase considered to be most critical for competent workplace performance.

When each unit of competency in a phase has been completed the candidate will undertake an Integrated Competency Assessment.

The Integrated Competency Assessment activity will require the candidate to:

- apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace, including the appropriate key competencies
- demonstrate workplace competency, in an holistic manner through the integration of the units, within the phase

The evidence should be gathered during learning and assessment activities for each unit of competency within each phase.

Resource Implications

This refers to the resources that are necessary for undertaking the assessment.

All resources must be provided for the assessment. If workplace based, the resources should relate specifically to shop/studio policies, procedures and range of stock and equipment. If an off the job or simulated work environment is used then resources should be generic and be applicable to a wide variety of shop/studios/work environments. Resources may include:

a real or simulated retail environment

relevant documentation, such as:

- financial transaction dockets/slips
- stock/inventory/price lists
- shop/studio policy and procedure manuals

a range of Point of Sale equipment and materials

qualified workplace assessor.

WRI.1A

Perform Stock Control Procedures

This unit involves the handling of stock. It includes receiving, unpacking and dispatching of goods and participating in stocktaking under supervision.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
WRI.1.1 Receive and Process Incoming Goods	<p>Cleanliness and orderliness in receiving bay maintained according to shop/studio policy.</p> <p>Goods unpacked using correct techniques and equipment in line with shop/studio policy.</p> <p>Packing materials removed and disposed of promptly according to shop/studio policy.</p> <p>Incoming stock accurately checked and validated against purchase orders and delivery documentation according to shop/studio policy.</p> <p>Items received inspected for damage, quality, use-by dates, breakage or discrepancies and recorded according to shop/studio policy.</p> <p>Stock levels accurately recorded on stock systems, according to shop/studio policy.</p> <p>Secure storage of goods arranged according to shop/studio policy and government legislation.</p> <p>Stock dispatched to appropriate area/department.</p> <p>Stock price and code labels applied when required according to shop/studio policy.</p>
WRI.1.2 Rotate Stock	<p>Stock rotation procedures for merchandise and wrapping and packing materials carried out routinely and accurately according to shop/studio policy.</p> <p>Excess stock placed in storage or disposed of in accordance with shop/studio policy.</p> <p>Safe lifting and carrying techniques maintained in line with shop/studio occupational health and safety policy and government legislation.</p>

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
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WRII.3 Participate in Stocktake

Stocktaking and cyclical counts assisted with, according to shop/studio policy/procedures.
 Stock record documentation completed according to shop/studio stock control system.
 Discrepancies in stock recorded and reported.
 Electronic recording equipment operated and maintained according to manufacturer's specifications.

WRII.4 Reorder Stock

Minimum stock levels identified according to shop/studio policy.
 Stock requisition forms or electronic orders completed accurately.
 Undelivered stock orders identified on stock system and followed up without undue delay.

WRII.5 Dispatch Goods

Goods to be returned to supplier identified and labeled with date, supplier and reason for return or referred to management if required.
 Credit request documentation completed according to shop/studio procedure.
 Goods shop/studio securely while awaiting dispatch.
 Delivery documentation completed according to shop/studio procedures.
 Special delivery instructions noted.
 Items packed safely and securely to avoid damage in transit.

RANGE OF VARIABLES

The Range of Variables statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.

The following variables may be present:

Shop/studio policies and procedures in regard to stock control and dispatch.

Size type and location of shop/studio.

Manual or electronic stock recording.

Stocktakes may be cyclical or compliance driven.

Type of equipment.

Shop/studio merchandise range.

Seasonal and supplier availability.

Merchandise may need to conform to established quality guidelines.

Shop/studio stock control may include checking incoming or existing stock and special orders.

Stock may be moved manually or mechanically.

Delivery procedures.

Levels of staffing, eg. staff shortages.

Varying levels of staff training.

Routine or busy trading conditions.

Full-time, part-time or casual staff.

Handling techniques may vary according to stock characteristics and industry codes of practice.

The following components of the Evidence Guide relate directly to the Performance Criteria and the Range of Variables for the unit of competency and will inform and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit:

- consistently applying shop/studio policies and procedures, industry codes of practice, relevant legislation and statutory requirements in regard to stock control
- consistently applying safe work practices in the manual handling and moving of stock, according to occupational health and safety legislation/regulations/codes of practice
- interpreting and applying manufacturers' instructions with regard to handling stock and using relevant equipment
- receiving and processing incoming goods and dispatching outgoing goods according to shop/studio policies and procedures
- rotating stock and reordering stock/maintaining stock levels according to shop/studio policies and procedures
- assisting with stocktaking and cyclical counts according to shop/studio policies and procedures
- interpreting and processing information accurately and responsibly.

Underpinning Knowledge and Skills

The following knowledge, understanding and skills are essential to perform work to the required standard in this unit.

Operational knowledge of shop/studio policies and procedures, in regard to:

- stock control
- shop/studio labelling policy
- product quality standards
- correct unpacking of goods
- out of date, missing or damaged stock
- equipment used
- stock location
- waste disposal
- methods of storage
- delivery documentation
- stock record documentation
- dispatch documentation.

Knowledge of manual handling and safe lifting techniques.

EVIDENCE GUIDE (CONTINUED)

Basic operational knowledge of relevant:

- legislation and statutory requirements, including consumer law
- industry codes of practice, including:
- occupational health and safety regulations.

Operational skills and techniques in:

- following set routines and procedures
- use of electronic labelling/ticketing equipment.

Literacy and numeracy skills in regard to stock records and delivery documentation.

Key Competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover the three levels of performance in the following areas:

Collecting, analysing & organising information	Communicating ideas & information	Planning & organising activities	Working with others and in teams	Using mathematical ideas & techniques	Solving problems	Using technology
1	1	1	1	1	1	1

Method and Context of Assessment

This section should be read in conjunction with the Qualifications, and the Assessment Guidelines of the National Floristry Training Package.

What assessment is appropriate, what evidence should be gathered, how competence is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit are set out below:

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element and unit of competency.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves retail industry competencies.

In order to ensure consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of retail situations.

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed either in a work or simulated work environment.

Assessment activities may also include written or verbal short answer testing, multiple-choice testing, practical exercises, role-plays, research/project work or observation of practical demonstration.

Unit Assessment

Evidence is most relevant when provided through an holistic assessment activity which integrates the elements of competency for each unit.

The unit assessment activity will require the candidate to gather evidence of ability to:
apply knowledge and skills which underpin the process required to demonstrate competence, including the appropriate key competencies
integrate knowledge and skills critical to demonstrating competence in this unit.

In the activity for WRRI.1A: Perform Stock Control Procedures, the candidate will demonstrate the ability to process a specified range of stock and undertake stocktaking procedures in accordance with shop/studio policy.

Interdependent Assessment of Units (Integrated Competency Assessment)

The pattern and selection of units of competency for the Qualifications are set out in the National Floristry Training Package.

To facilitate the assessment process, units of competency have been grouped into inter-related assessment phases. Each phase is assessed through an Integrated Competency Assessment activity to assure that appropriate holistic assessment occurs.

Unit WRRI.1A: Perform Stock Control Procedures is a Phase B unit. All Phase B units are essential. The other Phase B Units are:

WRRF.1A	Balance Register/Terminal
WRFL.2A	Care for Floristry Stock and Merchandise
WRFL.3A	Prepare and Display Floristry Stock
WRFL.4A	Provide Service to Floristry Customers
WRFL.5A	Assemble and Prepare Floristry Products

Each Integrated Competency Assessment activity is based on a theme. The assessment focuses on those aspects of the phase considered to be most critical for competent workplace performance.

When each unit of competency in a phase has been completed the candidate will undertake an Integrated Competency Assessment.

The Integrated Competency Assessment activity will require the candidate to:
apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace, including the appropriate key competencies
demonstrate workplace competency, in an holistic manner through the integration of the units, within the phase

The evidence should be gathered during learning and assessment activities for each unit of competency within each phase.

Resource Implications

This refers to the resources that are necessary for undertaking the assessment.

All resources must be provided for the assessment. If workplace based, the resources should relate specifically to shop/studio policies, procedures and range of stock and equipment. If an off the job or simulated work environment is used then resources should be generic and be applicable to a wide variety of shop/studios/work environments. Resources may include:

a real or simulated retail environment

access to relevant equipment:

- stock moving equipment
- manual and electronic labelling/ticketing equipment
- computers/stock recording equipment.

relevant documentation, such as:

- invoices/packing slips/dispatch documents/order forms
- recording/tally sheets
- shop/studio policy and procedure manuals.
- occupational health and safety regulations
- legislation and statutory requirements including consumer law
- industry codes of practice
- qualified workplace assessor

WRRLP.2A

Minimise Theft

This unit encompasses the competencies necessary to maintain a secure workplace.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
WRRLP2.1 Apply Routine Security	Security systems and procedures applied according to shop/studio policy. Cash handled and secured according to shop/studio policy. Suspect behaviour by customers observed and dealt with according to shop/studio policy. Internal and external theft dealt with according to shop/studio policy. Products and equipment stored in a secure manner.
WRRLP2.2 Minimise Theft	Appropriate action taken to minimise theft by applying shop/studio procedures. Merchandise matched to correct price tags. Surveillance of merchandise which can be easily stolen maintained according to shop/studio policy and industry codes of practice. Customers' bags checked as required at point of sale according to shop/studio policy and industry codes of practice. Security of cash, cash register and keys maintained according to shop/studio policy. Security of stock, cash and equipment in regard to customers, staff and outside contractors maintained according to shop/studio policy. Suspected or potential thieves dealt with according to shop/studio policy and procedures.

RANGE OF VARIABLES

The Range of Variables statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.

The following variables may be present:

Shop/studio policies and procedures in regard to security.

Shop/studio policies will take into account local and state security legislation and industry codes of practice.

Size and type and location of shop/studio.

Shop/studio merchandise and service range.

Merchandise may be covered by special security requirements.

Types of security equipment.

Security procedures may deal with:

- customers
- staff
- keys
- visitors, sales representatives, contractors, vendors
- stock
- records
- cash, credit
- equipment
- premises
- armed hold-up.

Security equipment used eg. alarm systems, video surveillance, mirrors, locked and secure areas.

Levels of staffing, eg. staff shortages.

Varying levels of staff training.

Routine or busy trading conditions.

Full-time, part-time or casual staff.

The following components of the Evidence Guide relate directly to the Performance Criteria and the Range of Variables for the unit of competency and will inform and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit:

consistently applying shop/studio policies and procedures and industry codes of practice, in regard to shop/studio security and theft prevention

consistently applying shop/studio policies and procedures in regard to following security procedures and for reporting theft/suspicious behaviour to relevant personnel

monitoring stock, work area, customers and staff to minimise opportunities for theft.

Underpinning Knowledge and Skills

The following knowledge, understanding and skills are essential to perform work to the required standard in this unit.

Operational knowledge of shop/studio policies and procedures, in regard to:

- security
- checking customers' bags and purchases
- reporting problems and faults.

Basic operational knowledge of relevant:

- legislation and statutory requirements, particularly in regard to checking customers' bags and purchases, including criminal law, property offences, consumer law
- Trade Practices Act and Fair Trading Act

Operational knowledge of:

- shop/studio merchandising system including price tags, label, bar codes, and price lists/catalogues
- security procedures relating to cash handling, credit cards, EFTPOS and cheque transactions
- location and operation of shop/studio security equipment, including video surveillance, alarms, dye tags, etc.
- reporting procedures for external/internal theft or suspicious circumstances.

Literacy and numeracy skills in:

- recording of stolen items
- reporting of theft

Key Competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover the three levels of performance in the following areas:

Collecting, analysing & organising information	Communicating ideas & information	Planning & organising activities	Working with others and in teams	Using mathematical ideas & techniques	Solving problems	Using technology
1	1	1	1	1	1	1

Method and Context of Assessment

This section should be read in conjunction with the Qualifications, and the Assessment Guidelines of the National Floristry Training Package.

What assessment is appropriate, what evidence should be gathered, how competence is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit are set out below:

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element and unit of competency.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves retail industry competencies.

In order to ensure consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of retail situations.

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed either in a work or simulated work environment.

Assessment activities may also include written or verbal short answer testing, multiple-choice testing, practical exercises, role-plays, research/project work or observation of practical demonstration.

Unit Assessment

Evidence is most relevant when provided through an holistic assessment activity which integrates the elements of competency for each unit.

The unit assessment activity will require the candidate to gather evidence of ability to:
apply knowledge and skills which underpin the process required to demonstrate competence, including the appropriate key competencies
integrate knowledge and skills critical to demonstrating competence in this unit.

In the activity for WRRLP.2A: Minimise Theft, the candidate will demonstrate the ability to follow shop/studio security procedures and shop/studio procedures to minimise theft in a range of retail situations.

Interdependent Assessment of Units (Integrated Competency Assessment)

The pattern and selection of units of competency for the Qualifications are set out in the National Floristry Training Package.

To facilitate the assessment process, units of competency have been grouped into inter-related assessment phases. Each phase is assessed through an Integrated Competency Assessment activity to assure that appropriate holistic assessment occurs.

Unit WRRLP.2A: Minimise Theft is a Phase C unit. The other units in the phase are:

WRRS.1A:	Sell Products and Services
WRRER.2A:	Co-ordinate Work Teams
WRFL.1A:	Provide Assistance to Customers
WRFL.4A:	Provide Service to Floristry Customers
WRFL.6A:	Recommend on Floristry Products and Services

Each Integrated Competency Assessment activity is based on a theme. The assessment focuses on those aspects of the phase considered to be most critical for competent workplace performance.

When each unit of competency in a phase has been completed the candidate will undertake an Integrated Competency Assessment.

The Integrated Competency Assessment activity will require the candidate to:
apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace, including the appropriate key competencies
demonstrate workplace competency, in an holistic manner through the integration of the units, within the phase

The evidence should be gathered during learning and assessment activities for each unit of competency within each phase.

Resource Implications

This refers to the resources that are necessary for undertaking the assessment.

All resources must be provided for the assessment. If workplace based, the resources should relate specifically to shop/studio policies, procedures and range of stock and equipment. If an off the job or simulated work environment is used then resources should be generic and be applicable to a wide variety of shop/studios/work environments. Resources may include:

a real or simulated retail environment

relevant documentation, such as:

- shop/studio policy and procedure manuals
- legislation and statutory regulations
- industry codes of practice
- Trade Practices Act and Fair Trading Act

relevant security equipment

point of sale equipment

qualified workplace assessor.

WRRF.1A

Balance Register/Terminal

This unit involves operations at the register/terminal. It encompasses competencies involving clearing the register, counting money, calculating non-cash transactions and reconciling takings.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
WRRF1.1 Remove Takings from Register/Terminal	<ul style="list-style-type: none">▪ Register/terminal balance performed at designated times according to shop/studio policy and procedures.▪ Cash float separated from takings prior to balancing procedure and secured according to shop/studio policy.▪ Change supplied to register/terminal according to shop/studio policy.▪ Register/terminal reading or print out accurately determined.▪ Cash and non-cash documents removed and transported according to shop/studio security policies and procedures.
WRRF1.2 Reconcile Takings	<ul style="list-style-type: none">▪ Cash counted accurately.▪ Non-cash documents calculated accurately.▪ Balance between register/terminal reading and sum of cash and non-cash transactions determined accurately.▪ Records for shop/studio and individual department takings recorded accurately and according to shop/studio policy.

RANGE OF VARIABLES

The Range of Variables statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.

The following variables may be present.

- Shop/studio policies and procedures in regard to register/terminal balance.
- Shop/studio policies and procedures in regard to security.
- Size, type and location of shop/studio.
- Level of responsibility.
- Resources required to complete task.
- Types of equipment/systems used.
- Register/terminals may be manual or electronic.
- Non-cash transactions may include but are not limited to:
 - credit cards
 - cheques
 - hire purchase
 - lay-by
 - cash on delivery (C.O.D.)
 - customer refunds
 - customer credit ratings.
- Register/terminals may be cleared by operator or by specialist staff at intervals during or at close of trading.

The following components of the Evidence Guide relate directly to the Performance Criteria and the Range of Variables for the Unit of Competency and will inform and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit

- operating register/terminal equipment according to manufacturers' instructions and shop/studio policy
- consistently applying shop/studio policies and procedures in regard to handling cash and removing takings from register/terminal
- consistently applying shop/studio policies and procedures in regard to reading registers and recording information
- processing documentation/records responsibly and according to shop/studio policies and procedures
- reconciling takings according to shop/studio policies and procedures.

Underpinning Knowledge and Skills

The following knowledge, understanding and skills are essential to perform work to the required standard in this unit.

- Operational knowledge of shop/studio policies and procedures, in regard to:
 - register/terminal balance
 - cash and non-cash transactions security
 - cash float
 - change required and denomination of change
 - operation of equipment used at register/terminal.
- Knowledge of cash and non cash handling procedures, including:
 - opening and closing point of sale terminal
 - clearance of terminal and transference of tender
 - maintenance of cash float
 - counting cash
 - calculating non-cash documents
 - balancing point of sale terminal
 - recording takings
 - security of cash and non-cash transactions
 - change required and denominations of change
 - EFTPOS/credit cards
 - gift vouchers/lay by
 - credits and returns.

EVIDENCE GUIDE (CONTINUED)

- Operational skills and techniques in completing tasks to a set time frame.
- Literacy skills in regard to interpreting documentation.
- Numeracy skills in regard to counting cash, calculating non-cash transactions and reporting on takings.

Key competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover the three levels of performance in the following areas:

Collecting, analysing & organising information	Communicating ideas & information	Planning & organising activities	Working with others and in teams	Using mathematical ideas & techniques	Solving problems	Using technology
1	1	1	1	1	1	1

Method and Context of Assessment

This section should be read in conjunction with the Qualifications, and the Assessment Guidelines of the National Floristry Training Package.

What assessment is appropriate, what evidence should be gathered, how competence is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit are set out below:

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element and unit of competency.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves retail industry competencies.

In order to ensure consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of retail situations.

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed either in a work or simulated work environment.

Assessment activities may also include written or verbal short answer testing, multiple choice testing, practical exercises, role plays, research/project work or observation of practical demonstration.

Unit Assessment

Evidence is most relevant when provided through an holistic assessment activity which integrates the elements of competency for each unit.

The unit assessment activity will require the candidate to gather evidence of ability to:

- apply knowledge and skills which underpin the process required to demonstrate competence, including the appropriate key competencies
- integrate knowledge and skills critical to demonstrating competence in this unit.

In the activity for WRRF.1A: Balance the Register/Terminal, the candidate will demonstrate the ability to use and balance a register or terminal according to shop/studio policy and procedures.

Interdependent Assessment of Units (Integrated Competency Assessment)

The pattern and selection of units of competency for the Qualifications are set out in the National Floristry Training Package.

To facilitate the assessment process, units of competency have been grouped into inter-related assessment phases. Each phase is assessed through an Integrated Competency Assessment activity to assure that appropriate holistic assessment occurs.

Unit WRRF.1A: Balance Register/Terminal is a Phase B unit. The other units in the phase are:

WRRF.1A	Perform Stock Control Procedures
WRFL.2A	Care for Floristry Stock & Merchandise
WRFL.3A	Prepare & Display Floristry Stock
WRFL.4A	Provide Service to Floristry Customers
WRFL.5A	Assemble & Prepare Floristry Products

Each Integrated Competency Assessment activity is based on a theme. The assessment focuses on those aspects of the phase considered to be most critical for competent workplace performance.

When each unit of competency in a phase has been completed the candidate will undertake an Integrated Competency Assessment.

The Integrated Competency Assessment activity will require the candidate to:

- apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace, including the appropriate key competencies
- demonstrate workplace competency, in an holistic manner through the integration of the units, within the phase

The evidence should be gathered during learning and assessment activities for each unit of competency within each phase.

Resource Implications

This refers to the resources that are necessary for undertaking the assessment.

All resources must be provided for the assessment. If workplace based, the resources should relate specifically to shop/studio policies, procedures and range of stock and equipment. If an off the job or simulated work environment is used then resources should be generic and be applicable to a wide variety of shop/studios/work environments. Resources may include:

- a real or simulated retail environment
- relevant documentation, such as:
 - financial transaction dockets/slips/invoices
 - sample debit, credit and cash vouchers
 - recording/tally sheets
 - shop/studio policy and procedure manuals in regard to register/terminal balance.
- register/terminal and related equipment
- qualified workplace assessor.

WRRS.1A

Sell Products and Services

This unit involves the use of sales techniques and encompasses the key selling skills from approaching the customer to closing the sale. It requires a basic level of product knowledge.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
WRRS1.1 Apply Product Knowledge	<p>Knowledge of the use and application of relevant products and services demonstrated.</p> <ul style="list-style-type: none">▪ Experienced sales staff or product information guide consulted to increase product knowledge.
WRRS1.2 Approach Customer	<ul style="list-style-type: none">▪ Timing of customer approach determined and applied.▪ Effective sales approach identified and applied.▪ Positive impression conveyed to arouse customer interest.▪ Knowledge of customer buying behaviour demonstrated.▪ Customer focused on specific merchandise.
WRRS1.3 Gather Information	<ul style="list-style-type: none">▪ Questioning techniques applied to determine customer buying motives.▪ Listening skills used to determine customer requirements.▪ Non-verbal communication cues interpreted and clarified.▪ Customers identified by name where possible.
WRRS1.4 Sell Benefits	<ul style="list-style-type: none">▪ Customer needs matched to appropriate products and services.▪ Knowledge of products' features and benefits communicated clearly to customers.▪ Product use and safety requirements described to customers.▪ Customers referred to appropriate product specialist as required.▪ Routine customer questions about merchandise, eg. price, price reductions, quality, usage, are answered accurately and honestly or referred to more experienced senior sales staff.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
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WRRS1.5 Overcome Objections

- Customer objections identified and accepted.
- Objections categorised into price, time and merchandise characteristics.
- Solutions offered according to shop/studio policy.
- Problem solving applied to overcome customer objections.

WRRS1.6 Close Sale

- Customer buying signals monitored, identified and responded to appropriately.
- Customer encouraged to make purchase decisions.
- Appropriate method of closing sale selected and applied.

WRRS1.7 Maximise Sales Opportunities

- Opportunities for making additional sales recognised and applied.
- Customer advised of complementary products or services according to customer's identified need.
- Personal sales outcomes reviewed to maximise future sales.

RANGE OF VARIABLES

The Range of Variables statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.

The following variables may be present:

Shop/studio policy and procedures in regard to selling products and services.

Size, type and location of shop/studio.

Shop/studio merchandise range.

Shop/studio service range.

Shop/studio sales approach.

Product knowledge may include warranties, corresponding benefits of various products, use-by dates, storage requirements and stock availability.

Customers with routine or special requests.

Regular and new customers.

Selling may be face to face or by telephone.

Customers may include people from a range of social, cultural or ethnic backgrounds and physical and mental abilities.

Levels of staffing, eg. staff shortages.

Varying levels of staff training.

Routine or busy trading conditions.

Full-time, part-time or casual staff.

Customer lists.

Handling techniques may vary according to stock characteristics and industry codes of practice.

The following components of the Evidence Guide relate directly to the Performance Criteria and the Range of Variables for the unit of competency and will inform and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit:

- applying product knowledge and using an appropriate sales approach to sell the benefits of products, overcome objections and close sales
- using questioning, listening and observation skills to accurately determine customer requirements
- consistently applying shop/studio policies and procedures, in regard to selling products and services
- maximising sales opportunities according to shop/studio policies and procedures
- consistently applying industry codes of practice, relevant legislation and statutory requirements in regard to selling products and services
- evaluating personal sales performance to maximise future sales.

Underpinning Knowledge and Skills

The following knowledge, understanding and skills are essential to perform work to the required standard in this unit.

- Operational knowledge of shop/studio policies and procedures, in regard to:
 - selling products and services
 - allocated duties and responsibilities.
- Knowledge of shop/studio merchandise and service range.
- Specific product knowledge for area/section.
- Basic operational knowledge of relevant:
 - legislation and statutory requirements, including consumer law
 - industry codes of practice
- Operational skills and techniques in:
 - verbal and non verbal communications
 - questioning/listening/observation
 - handling difficult customers
 - negotiating
 - problem solving
 - sales performance appreciation

EVIDENCE GUIDE (CONTINUED)

- Basic knowledge and understanding of customer types and needs, including:
 - customer buying motives
 - customer behaviour and cues
 - individual and cultural differences
 - demographics/lifestyle/income
 - types of customer needs, eg. functional, psychological.
- Selling skills, including:
 - opening techniques
 - buying signals
 - strategies to focus customer on specific merchandise
 - add ons and complimentary sales
 - overcoming customer objections
 - closing techniques.
- Literacy skills in regard to:
 - reading and understanding product information
 - reading and understanding shop/studio policies and procedures
 - recording information
- Numeracy skills in regard to handling of tender, weighing and measuring goods.

Key Competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover the three levels of performance in the following areas:

Collecting, analysing & organising information	Communicating ideas & information	Planning & organising activities	Working with others and in teams	Using mathematical ideas & techniques	Solving problems	Using technology
1	1	1	1	1	1	1

Method and Context of Assessment

This section should be read in conjunction with the Qualifications, and the Assessment Guidelines of the National Floristry Training Package.

What assessment is appropriate, what evidence should be gathered, how competence is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit are set out below:

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element and unit of competency.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves retail industry competencies.

In order to ensure consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of retail situations.

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed either in a work or simulated work environment.

Assessment activities may also include written or verbal short answer testing, multiple-choice testing, practical exercises, role-plays, research/project work or observation of practical demonstration.

Unit Assessment

Evidence is most relevant when provided through an holistic assessment activity which integrates the elements of competency for each unit.

The unit assessment activity will require the candidate to gather evidence of ability to:

- apply knowledge and skills which underpin the process required to demonstrate competence, including the appropriate key competencies
- integrate knowledge and skills critical to demonstrating competence in this unit.

In the activity for WRRS.1A: Sell Products and Services, the candidate will demonstrate the ability to develop and communicate specified product knowledge to a range of customers and encourage sales opportunities by matching customer needs to features and benefits of the product.

Interdependent Assessment of Units (Integrated Competency Assessment)

The pattern and selection of units of competency for the Qualifications are set out in the National Floristry Training Package.

To facilitate the assessment process, units of competency have been grouped into inter-related assessment phases. Each phase is assessed through an Integrated Competency Assessment activity to assure that appropriate holistic assessment occurs.

Unit WRRS.1A: Sell Products and Services is a Phase C unit. The other units in the phase are:

WRRLP.2A	Minimise Theft
WRRER.2A	Co-ordinate Work Teams
WRFL.1A	Provide Assistance to Customers
WRFL.6A	Recommend on Floristry Products and Services

Each Integrated Competency Assessment activity is based on a theme. The assessment focuses on those aspects of the phase considered to be most critical for competent workplace performance.

When each unit of competency in a phase has been completed the candidate will undertake an Integrated Competency Assessment.

The Integrated Competency Assessment activity will require the candidate to:

- v apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace, including the appropriate key competencies
- v demonstrate workplace competency, in an holistic manner through the integration of the units, within the phase

The evidence should be gathered during learning and assessment activities for each unit of competency within each phase.

Resource Implications

This refers to the resources that are necessary for undertaking the assessment.

All resources must be provided for the assessment. If workplace based, the resources should relate specifically to shop/studio policies, procedures and range of stock and equipment. If an off the job or simulated work environment is used then resources should be generic and be applicable to a wide variety of shop/studios/work environments. Resources may include:

- a real or simulated retail environment
- access to a range of customers with different requirements (real or simulated)
- relevant documentation, such as
 - stock/inventory/price lists
 - sales order forms
 - shop/studio policy and procedures manuals
- a range of merchandise and products appropriate to the retail workplace
- product labels and sources of product information.
- qualified workplace assessor.

WRRER.2A

Co-ordinate Work Teams

This unit requires a level of competency involving monitoring, coaching and motivation of other staff and creating an environment in which team members are motivated to achieve common objectives.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
WRRER2.1 Monitor and Organise Staffing Levels	<ul style="list-style-type: none">▪ Staffing levels and rosters in designated areas.▪ Maintained within budget and according to shop/studio policy and procedures.▪ Team rostered according to anticipated sales and service peaks and statutory requirements.▪ Team members informed of individual rosters according to shop/studio policies and procedures.▪ Corrective action taken as needed according to staff availability.
WRRER2.2 Inform Team Members	<ul style="list-style-type: none">▪ Team informed of expected standards of work and behaviour required by shop/studio policy in a manner and at a level and pace appropriate to the individual.▪ Staff communication and motivation programs implemented according to shop/studio policy.▪ Shop/studio targets compared to individual/team results.▪ Staff meetings conducted to address issues within area of authority according to shop/studio policy.▪ New staff members inducted into teams according to shop/studio policy.

ELEMENT OF COMPETENCY

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|---------------------------------------|--------------------------|--|
| WRRER2.3 | Coach on the Job | <ul style="list-style-type: none"> ▪ Opportunities taken to coach team members who are unfamiliar with specific procedures. ▪ Team member made aware of the work application of the skill or job being taught. ▪ A systematic approach is enlisted including explanation and demonstration where appropriate. ▪ Team members encouraged by positive comments and feedback from the staff member. ▪ Feedback during instruction designed to help team members learn /adjust their work skills. ▪ Team members encouraged and guided to evaluate their own performance and diagnose it for improvement. ▪ Team members' performance evaluated according to shop/studio policies and procedures. |
| WRRER2.4 | Motivate the Team | <ul style="list-style-type: none"> ▪ Strengths and weaknesses of team identified against current and anticipated work requirements. ▪ Individuals within the team encouraged to contribute to discussion and planning of team objectives/goals. ▪ Team objectives/goals reviewed, updated and reviewed on a regular basis in consultation with relevant staff members. ▪ Positive and constructive relationships developed with and between team members. ▪ All team members treated fairly, equally and with respect. ▪ Responsibility for developing own competencies accepted and realistic objectives identified. |
| WRRER.2.5
Staffing Records | Maintain | <ul style="list-style-type: none"> ▪ Staff records maintained in regard to: <ul style="list-style-type: none"> – attendance – leave entitlements – training – discipline <p>as required according to shop/studio policy and relevant awards and agreements.</p> |

RANGE OF VARIABLES

The Range of Variables statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.

The following variables may be present:

- Shop/studio policies and procedures in regard to Human Resources issues and staffing requirements.
- Size, type and location of shop/studio.
- Staff may come from a range of social cultural and ethnic backgrounds.
- Staff may have varying degrees of language and literacy levels.
- Routine or busy trading conditions.
- Cost considerations in relation to staffing.
- Shop/studio rostering system.
- Range of responsibilities/job descriptions.
- Staff records systems may be manual or electronic.
- Staff numbers.
- Staff may be full-time or part-time.
- Communication with team may be face to face, individually, in groups, or written.
- Staff induction may include:
 - formal training program
 - one-to-one coaching
- Coaching may be done frequently or infrequently, formally or informally.
- Staff numbers may vary according to:
 - peak trading times
 - special events/seasons
 - promotions.

EVIDENCE GUIDE

The following components of the Evidence Guide relate directly to the Performance Criteria and the Range of Variables for the unit of competency and will inform and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit:

- consistently and responsibly applying shop/studio policies and procedures and ethical behaviour, in regard to the co-ordination of staff
- consistently applying shop/studio policies and procedures, in regard to monitoring, organising, maintaining staffing levels, communicating with staff, mentoring, coaching and motivating staff
- consistently and responsibly applying shop/studio policies and procedures, in regard to the induction of new staff
- consistently and responsibly applying shop/studio policies and procedures, in regard to maintaining staffing levels within budgetary constraints and in accordance with the range of variables
- consistently and responsibly applying shop/studio policies and procedures, in regard to the induction of new staff
- consistently applying state and local statutory requirements/regulations including relevant industry awards/agreements
- consistently applying appropriate communication and interpersonal skills and in accordance with the range of variables.

Underpinning Knowledge and Skills

The following knowledge, understanding and skills are essential to perform work to the required standard in this unit.

- Knowledge and application of shop/studio policies and procedures and legislative requirements, in regard to:
 - workplace ethics
 - work teams
 - staffing rosters
 - personnel records
 - trainee assessment
 - staff counselling and disciplinary procedures
 - work/overtime periods
 - meetings.

EVIDENCE GUIDE (CONTINUED)

- Knowledge and understanding of:
 - Shop/studio organisational structure
 - rights and responsibilities of employers and employees in retail workplace
 - employment classifications full/part-time, casual
 - forms of work in retail
 - major changes affecting retail workplaces.
- Knowledge, understanding and application of relevant:
 - legislation and statutory requirements, such as:
 - equal opportunity legislation
 - equal employment opportunity legislation
 - anti-discrimination legislation
 - industry awards/enterprise agreements.
- Knowledge of principles and techniques in interpersonal relation skills, including:
 - giving feedback
 - coaching
 - performance analysis
 - questioning/listening/observation
 - group presentation
 - team motivation
 - negotiation
 - verbal and non verbal communication
 - team leadership.
- Knowledge of principles and techniques in:
 - planning and organising activities
 - solving problems.
- Literacy skills in reading and interpreting workplace documents.

Key Competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover three levels of performance in the following areas:

Communicating ideas & information	Collecting analysing & organising information	Planning & Organising Activities	Working with teams & others	Using mathematical ideas & techniques	Solving problems	Using technology
2	2	2	2	1	2	1

EVIDENCE GUIDE CONTINUED

Method and Context of Assessment

This section should be read in conjunction with the Qualifications, and the Assessment Guidelines of the National Floristry Training Package.

What assessment is appropriate, what evidence should be gathered, how competence is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit are set out below:

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

The range of variables in the environment in undertaking the tasks involved in this unit would be difficult to simulate. Therefore the assessment for this unit is most effectively undertaken on the job.

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element and unit of competency.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves retail industry competencies.

In order to ensure consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of retail situations.

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed in a work environment.

Assessment activities may also include written or verbal short answer testing, multiple choice testing, practical exercises, role plays, research/project work or observation of practical demonstration.

Unit Assessment

Evidence is most relevant when provided through an holistic assessment activity which integrates the elements of competency for each unit.

The unit assessment activity will require the candidate to gather evidence of ability to:

- apply knowledge and skills which underpin the process required to demonstrate competence, including the appropriate key competencies
- integrate knowledge and skills critical to demonstrating competence in this unit.

In the activity for WRRER.2A: Co-ordinate Work Teams, the candidate will demonstrate the ability to monitor and organise staffing levels and performance, including maintaining records, and the ability to motivate and coach team members to increase performance.

EVIDENCE GUIDE CONTINUED

Interdependent Assessment of Units (Integrated Competency Assessment)

The pattern and selection of units of competence for the Qualifications are set out in the National Floristry Training Package

To facilitate the assessment process within each qualification, units of competence have been grouped into phases of interrelated units. Each phase is assessed through an Integrated Competency Assessment activity to assure that appropriate holistic assessment occurs.

Unit WRRER.2A: Coordinate Work Teams is a Phase C. The other Phase units are:

- WRRLP.2A: Minimise Theft
- WRRS.1A: Sell Products & Services
- WRFL.1A: Provide Assistance to Customers
- WRFL.6A: Recommend on Floristry Products & Services

Each Integrated Competency Assessment activity is based on a theme which focuses the assessment on those aspects of the phase considered to be most critical for competent workplace performance

When each unit of competence in Phase B has been completed, the candidate will undertake an Integrated Competency Assessment.

The Integrated Competency Assessment activity will require the candidate to:

- apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace, including the appropriate key competencies
- demonstrate workplace competency, in an holistic manner through the integration of the units, within the phase

The evidence should be gathered during learning and assessment activities for each unit of competency within each phase.

Resource Implications

This refers to the resources that are necessary for undertaking the assessment.

All resources must be provided for the assessment. The resources should relate specifically to store policies, procedures and range of stock and equipment. Resources may include:

- a retail environment
- relevant documentation, such as:
 - legislation and statutory requirements such as EO, EEO and Anti Discrimination
 - award/enterprise agreement
 - job descriptions/responsibilities
 - training programs
 - store policy and procedure manuals
- rostering and recording systems
- access to a work team
- qualified workplace assessor.

WRRER.4A

Implement Staff Training

This unit is equivalent to the Category I Workplace Trainer Competency Standards. Category I applies to people who provide training in the workplace but for whom the training function is not a major part of their job. They may provide training infrequently or regularly within a structured training context. Training may be provided on a one-to-one or on a small group basis.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
WRRER4.1 Confirm the Need for Training	Specific training needs identified or advised by team members or management. Specific training needs confirmed with appropriate personnel. Training objectives reflect specific training needs.
WRRER4.2 Plan and Document Training	Training outcomes clearly stated. Steps in training session follows a logical sequence. The training method(s) selected are appropriate for: <ul style="list-style-type: none">– the training outcomes– team member characteristics– availability of equipment and resources. Provision for practice of skills by team members made. Provision for monitoring team members' progress made. Evidence required for assessment and how it will be collected, stated.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
<p>WRRER4.3 Arrange Location and Resources</p>	<p>Resources required for training identified and approved by appropriate personnel.</p> <p>Suitable locations and times for training arranged.</p> <p>Equipment, tools and other resources available when needed.</p> <p>Arrangements made with people who are required to assist/participate with training session(s).</p>
<p>WRRER4.4 Notify Team members</p>	<p>Team members notified of time and place of training session.</p> <p>Team members' supervisor(s) are notified of the time and place of the training and of any other requirements for the training session.</p> <p>The purpose of the training is notified to all involved.</p>
<p>WRRER4.5 Prepare Team members</p>	<p>Objectives of the training session are explained and discussed with the team members in the context of shop/studio policy and procedures.</p> <p>Sequence of activities to be followed during training session is explained to team members.</p> <p>Team members are made aware of the work application of the skill or job being taught.</p> <p>Barriers to the performance of the job being taught are identified and discussed with team members.</p> <p>Assessment process explained to team members.</p>

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
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WRRER4.6 Instruct Team members

A systematic approach is taken to instruction, taking into account:

- explanation
- demonstration
- review
- team member explanation
- team member demonstration
- feedback.

Instruction process revised and modified as necessary to meet the team members' learning needs.

Team members encouraged by positive comments and feedback from the trainer.

Feedback during instruction designed to help team members learn from their mistakes.

Team members encouraged and guided to evaluate their own performance and diagnose it for improvement.

WRRER4.7 Provide Opportunities for Practice

Practice opportunities provided according to the specific learning situation and training objectives.

Constructive feedback and reinforcement provided during practice.

Team members' readiness for assessment monitored.

WRRER4.8 Confirm Team Member has Reached Required Standard of Performance

Evidence of satisfactory performance by the team member collected in accordance with the training session plan.

The team member advised that he/she has/has not reached the required standard of performance.

Appropriate personnel are advised that the team member has/has not reached the required standard of performance.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
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WRRER4.9 Evaluate Training Session

Team members are encouraged to raise problems or difficulties with any aspect of the training session.

Team members asked to discuss their ability to apply the learning outcomes.

Team members response to the overall training session requested.

Own performance reviewed against session objectives and in response to team members' comments.

Review comments summarised.

Results of the evaluation used to guide further training.

WRRER4.10 Record Training

Team members' results accurately recorded according to shop/studio policies and procedures.

Other records as required by legislation or agreement kept.

Records released to authorised personnel only.

Records securely stored according to shop/studio policy.

RANGE OF VARIABLES

The Range of Variables statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.

The following variables may be present:

Shop/studio policies and procedures in regard to training.

Size, type and location of shop/studio.

Shop/studio product and service range.

Training may be done regularly or infrequently.

Training may be provided on a one-to-one basis or in group situations.

Team members may come from a range of social, cultural or ethnic backgrounds and age groups.

Team members may have varying degrees of literacy and numeracy skills.

Availability of appropriate training staff.

Team member interest areas.

Extent and type of documentation required.

Financial responsibility to be exercised.

Extent of autonomy and decision making responsibilities.

Level occupied within organisation and reporting responsibilities.

Training environment, facilities and equipment.

Training/learning methodologies to be employed.

Subject matter.

Trainee group size.

Scope of trainee population.

Team members may be full-time or part-time.

The following components of the Evidence Guide relate directly to the Performance Criteria and the Range of Variables for the unit of competency and will inform and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit:

- identifying and confirming training needs with appropriate personnel
- consistently applying shop/studio policies and procedures in regard to organising training sessions, informing appropriate personnel, reporting and recording outcomes
- developing training sessions with clearly stated outcomes appropriate to the trainees
- accurately interpreting and consistently applying current Competency Standards to workplace training
- delivering training sessions using appropriate and systematic methods to prepare and instruct small groups of trainees
- consistently applying shop/studio policies and procedures and legislative requirements, in regard to the use of non discriminatory language and attitudes
- consistently applying safe work practices, according to occupational health and safety regulations/requirements, in all aspects of training
- evaluating own training and making improvements for future training sessions.

Underpinning Knowledge and Skills

The following knowledge, understanding and skills are essential to perform work to the required standard in this unit.

Knowledge and application of shop/studio policies and procedures in regard to:

- staff training and assessment
- documenting training sessions
- reporting and recording training outcomes
- security and access to records.

Knowledge of trainee characteristics and special needs, such as:

- language skills
- literacy skills
- numeracy skills
- social, cultural or ethnic background
- previous experience
- age group.

EVIDENCE GUIDE (CONTINUED)

Knowledge of:

- resources available
- possible training times and venues.

Specific knowledge and understanding of:

- training subject/topic
- relevant competency standards
- occupational health and safety legislation/regulations/code of practice.

Knowledge of principles and techniques in:

- identifying specific training needs
- training methodology, such as:
 - planning and documenting training sessions
 - developing training sessions
 - liaising with trainees
 - providing opportunities for practice
 - evaluating training
 - reporting and recording training outcomes
 - providing information on training
 - providing instructions to participants
 - implementing training
- training strategies, such as:
 - role plays
 - demonstration
 - group activities

Knowledge of principles and techniques in interpersonal relation skills, including:

- giving feedback
- coaching
- performance analysis
- questioning/listening/observation
- group presentation
- team motivation
- negotiation
- verbal and non verbal communication
- team leadership

Knowledge of principles and techniques in:

- planning and organising activities
- solving problems

Literacy skills in:

- collecting, analysing and organising information
- comprehending and interpreting relevant workplace documents

EVIDENCE GUIDE (CONTINUED)

Key Competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover three levels of performance in the following areas:

Communicating ideas & information	Collecting analysing & organising information	Planning & Organising Activities	Working with teams & others	Using mathematical ideas & techniques	Solving problems	Using technology
2	2	2	2	1	2	1

Method and Context of Assessment

This section should be read in conjunction with the Qualifications, and the Assessment Guidelines of the National Floristry Training Package.

What assessment is appropriate, what evidence should be gathered, how competence is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit are set out below:

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element and unit of competency.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves retail industry competencies.

In order to ensure consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of retail situations.

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed either in a work or simulated work environment.

Assessment activities may also included written or verbal short answer testing, multiple choice testing, practical exercises, role plays, research/project work or observation of practical demonstration.

Unit Assessment

Evidence is most relevant when provided through an holistic assessment activity which integrates the elements of competency for each unit.

The unit assessment activity will require the candidate to gather evidence of ability to:

apply knowledge and skills which underpin the process required to demonstrate competence, including the appropriate key competencies

integrate knowledge and skills critical to demonstrating competence in this unit.

In the activity for WRRER.4A: Implement Staff Training, the candidate will demonstrate the ability to plan, organise, conduct, deliver, evaluate and report on training in the workplace for small groups or on a one-to-one basis.

Interdependent Assessment of Units (Integrated Competency Assessment)

The pattern and selection of units of competency for the Qualifications are set out in the National Floristry Training Package.

To facilitate the assessment process within each qualification, units of competence have been grouped into phases of interrelated units. Each unit is assessed through an Integrated Competency Assessment activity to assure that appropriate holistic assessment occurs.

Each Integrated Competency Assessment activity focuses the assessment on those aspects of the phase considered to be most critical for competent workplace performance.

When each unit of competency has been completed, the candidate will undertake an Integrated Competency Assessment.

The Integrated Competency Assessment activity will require the candidate to:

apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace, including the appropriate key competencies

integrate the most critical aspects of the phase for which workplace competency must be demonstrated

The assessment will integrate those aspects of Unit WRRER.4A: Implement Staff Training, which are critical to demonstrate the ability to develop, deliver and assess the effectiveness of a training program.

Evidence relevant to the Integrated Competency Assessment should be gathered during learning and assessment activities for each unit of competence.

Resource Implications

This refers to the resources that are necessary for undertaking the assessment.

All resources must be provided for the assessment. If workplace based, the resources should relate specifically to shop/studio policies, procedures and range of stock and equipment. If an off the job or simulated work environment is used then resources should be generic and be applicable to a wide variety of stores/work environments. Resources may include:

a real or simulated retail environment

relevant resources and equipment in regard to staff training

access to trainees/participants for the purpose of training

qualified workplace assessor.

WRRER.5A Assess Workplace Competencies

This unit is equivalent to the Assessment Standard contained in the National Competency Standards for Assessment current form September 1995 to August 2000 and may involve persons working in any position involving assessment functions. The standards refer to the assessment role rather than an assessment occupation. The role is often integrated with a range of other functions.

It is essential that wherever possible, the assessment process should be encompassed in the normal work environment, and that the person being assessed is involved in and clearly understands the assessment procedure.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
WRRER5.1 Identify and Explain Assessment Context	<p>Purpose of assessment discussed and confirmed with staff being assessed.</p> <p>Current endorsed competency standards, learning outcomes, or performance measures relevant to the assessment identified according to shop/studio policy and communicated to staff being assessed.</p>
WRRER5.2 Shop/Studio Policy Discussed With Staff	<p>Assessment procedure explained and agreement obtained.</p> <p>Legal and ethical responsibilities associated with assessment identified, and explained to the person(s) being assessed.</p> <p>Assessee's needs checked to ascertain whether the allowable adjustments in the assessment procedure applying to those with special needs, are required.</p>

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
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WRRER5.3 Plan Evidence Gathering Opportunities

Opportunities identified to gather evidence of competency occurring as part of workplace or training activities.

Additional evidence which may not occur as part of workplace or training activities identified and gathered.

All evidence gathering activity planned and scheduled in accordance with the assessment procedure.

Planned approach to gathering evidence provides sufficient, reliable, valid and fair evidence of competency.

Planned approach to gathering evidence covers the four key dimensions of competence:

- task skills
- task management skills
- contingency management skills
- job/role environment skills

WRRER5.4 Organise Assessment

Resources consistent with assessment requirements organised.

Relevant staff informed of assessment according to shop/studio policy.

Cost of assessment procedures estimated and submitted if required, according to Shop/studio policy.

Assessment environment prepared to facilitate a fair, valid and reliable assessment.

Safe, accessible assessment environment ensured.

Assessor's competence to perform assessment in terms of content, knowledge and experience discussed and confirmed with relevant people.

Assessment arrangements discussed and confirmed with staff being assessed.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
<p>WRRER5.5 Gather Evidence</p>	<p>Person being assessed put at ease.</p> <p>Evidence gathered consistent with agreed competency standards, performance measures or learning outcomes being assessed.</p> <p>Evidence gathered is valid, reliable and consistent with agreed requirements and assessment techniques used.</p> <p>Evidence gathered for those with special needs according to specified allowable adjustments to the assessment method(s).</p> <p>Evidence gathered is documented according to shop/studio policy.</p>
<p>WRRER5.6 Make the Assessment Decision</p>	<p>Evidence evaluated and gathered in terms of its:</p> <ul style="list-style-type: none"> – validity – authenticity – sufficiency – currency – consistent achievement of the specified standards <p>Assessment decision made in accordance with the criteria specified in the assessment procedure.</p> <p>Guidance sought if in doubt, from a more experienced assessor(s) nominated in the assessment procedure.</p>
<p>WRRER5.7 Record Assessment Results</p>	<p>Assessment results recorded promptly and according to the specified assessment procedure.</p> <p>Assessment results recorded accurately according to the specified record keeping requirements.</p> <p>Access to the assessment records provided only to authorised personnel.</p> <p>Confidentiality of assessment outcome maintained.</p>

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
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WRRER5.8 Provide Feedback to Person(s) Being Assessed

- Performance of the person(s) being assessed, discussed and confirmed.
- Clear and constructive feedback given to the person(s) being assessed.
- Ways of overcoming any gaps in their competency revealed by assessment, explored with the person being assessed.
- Guidance given on further goals/training opportunities, if appropriate.
- Reassessment opportunities and/or review/ appeal mechanisms available where the assessment decision is challenged, advised and confirmed with person(s) being assessed.

WRRER5.9 Report on the Conduct of the Assessment

- Positive and negative features experienced in conducting assessment reported to those responsible for the assessment procedure.
- Any assessment decision disputed by the person(s) being assessed recorded and reported promptly to those nominated in the assessment procedure.
- Suggestions for improving any aspect of the assessment process made to those responsible for the assessment procedure.

RANGE OF VARIABLES

The Range of Variables statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.

The following variables may be present:

Shop/studio policies and procedures in regard to training and assessment.

Size, type and location of Shop/studio.

Shop/studio merchandise and service range.

Assessment methods.

Extent and type of documentation required.

Extent of autonomy and assessment decision making responsibilities.

Characteristics of person being assessed.

Assessment location, environment, facilities and equipment.

Assessment group size.

Assessment may be done regularly or infrequently.

Assessment may be provided on a one-to-one basis or in group situations.

Staff may come from a range of social, cultural and ethnic backgrounds.

Staff may have varying degrees of literacy and numeracy skills.

Assessment will cover one or more purposes such as:

- diagnosis of performance
- classification of eligibility
- awarding credentials
- statement of attainment
- assurance of progress in learning
- recognition of prior learning.

Assessment may include such techniques as:

- direct observation
- third party reports
- practical tasks
- projects
- written/oral questioning
- simulation
- combination of techniques.

Assessment methods may include:

- direct observation of performance
- practical tasks
- projects
- written/oral/computer-based questioning
- simulation exercises
- consideration of third party reports
- self assessment
- consideration of authenticated prior achievements
- combination of methods.

RANGE OF VARIABLES (CONTINUED)

Evidence gathering/assessment tools may include:

- specific instructions to be given relating to the performance of practical tasks, processes or simulation exercises
- specific instructions to be given in relation to the production of projects and exercises
- sets of oral/written/computer-based questions to be asked
- performance checklists
- log books
- marking guides

A number of these tools may be used in combination in order to provide enough evidence to make a judgement.

Person(s) being assessed may have special needs. Reasonable adjustments may need to be made in the assessment process. Operators with special needs may include those with disabilities or with literacy, numeracy or language difficulties, those who come from non-English speaking backgrounds, or anxious or inexperienced operators.

Examples of reasonable adjustments include provision of personal support services (eg. Auslan interpreter, reader, interpreter, attendant carer, scribe), use of special equipment (eg. word processor or lifting gear) or adaptive technology, shorter assessment sessions to allow for fatigue or medication, use of large print version of any papers.

Assessment may take place in the context of one-to-one or group assessment.

Assessment may take place in the workplace and/or a training establishment dependent upon industry, enterprise or training establishment policy and the assessment techniques used.

Assessment may take place on-the-job and/or off-the-job dependent upon industry, enterprise or training establishment policy and the assessment techniques used.

Review may take into account:

- number of persons being assessed
- duration of assessment procedure
- organisational constraints within which assessors must operate
- occupational health and safety factors
- relationship of the assessor to other people in the assessment area
- frequency of assessment procedure
- budgetary restraints
- information needs of relevant organisations such as affirmative action agencies.

The following components of the Evidence Guide relate directly to the Performance Criteria and the Range of Variables for the unit of competency and will inform and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit:

consistently and responsibly applying shop/studio policies and industry codes of practice in regard to training and assessment procedures

consistently applying legislative requirements/regulations, including the use of non discriminatory language and attitudes

consistently applying safe work practices, according to occupational health and safety regulations/requirements, in all aspects of assessment

applying the following procedures in organising, preparing and conducting the assessment:

- identifying and explaining assessment purpose and context
- planning evidence gathering opportunities
- arranging assessment
- gathering evidence and making assessment decision
- recording results and providing feedback
- reporting on conduct of assessment.

accurately interpreting and consistently applying current Competency Standards to workplace assessment

effectively conveying information to the person/s being assessed on purpose, context and procedures for assessment

evaluating and reviewing assessment procedures and reporting these to the appropriate personnel.

Underpinning Knowledge and Skills

The following knowledge, understanding and skills are essential to perform work to the required standard in this unit.

- Knowledge of store policies and procedures in regard to:
 - staff training and assessment
 - documenting assessment methods
 - reporting and recording assessment outcomes
 - security and access to records.
- Knowledge of current industry practices for the job against which performance is being assessed.

Knowledge and understanding of assessment techniques, such as:

- appropriate application of assessment methods
- scoring and recording requirements and administrative guidelines
- modifications to the assessment procedure for people with special needs.

Knowledge and understanding of assessment principles, including:

- National Retail Training Package Assessment Guidelines
- concepts of validity, authenticity, sufficiency currency, cost effectiveness and consistency as they apply to evidence gathering.

Knowledge and understanding of the assessment context as it relates to government policy or enterprise requirements and the implication of this policy on the person being assessed.

Knowledge of all aspects of the assessment procedure established by the industry, enterprise or training establishment/authority.

Knowledge and application of any legal and ethical responsibilities associated with the assessment procedure, such as:

- licensing requirements
- equal employment opportunity
- disability discrimination
- occupational health and safety.

Knowledge of staff characteristics and special needs, such as:

- language and literacy
- numeracy
- social, cultural or ethnic background
- previous experience
- age group

Knowledge of principles and techniques in interpersonal relation skills, including:

- giving feedback
- coaching
- performance analysis
- questioning/listening/observation
- group presentation
- team motivation
- negotiation
- verbal and non verbal communication
- team leadership

Knowledge of principles and techniques in:

- planning and organising activities
- solving problems

Literacy skills in:

- collecting, analysing and organising information
- comprehending and interpreting relevant workplace documents

Key Competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover three levels of performance in the following areas:

Communicating ideas & information	Collecting analysing & organising information	Planning & Organising Activities	Working with teams & others	Using mathematical ideas & techniques	Solving problems	Using technology
2	2	2	2	2	2	2

Method and Context of Assessment

This section should be read in conjunction with the Qualifications, and the Assessment Guidelines of the National Floristry Training Package.

What assessment is appropriate, what evidence should be gathered, how competence is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit are set out below:

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element and unit of competency.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves retail industry competencies

In order to ensure consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of retail situations.

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed either in a work or simulated work environment.

Assessment activities may also include written or verbal short answer testing, multiple choice testing, practical exercises, role plays, research/project work or observation of practical demonstration.

Unit Assessment

Evidence is most relevant when provided through an holistic assessment activity which integrates the elements of competency for each unit.

The unit assessment activity will require the candidate to gather evidence of ability to:

- apply knowledge and skills which underpin the process required to demonstrate competence, including the appropriate key competencies
- integrate knowledge and skills critical to demonstrating competence in this unit.

In the activity for WRRER.5A: Assess Workplace Competencies, the candidate will demonstrate the ability to plan, prepare for, conduct and report on assessment in the workplace.

Interdependent Assessment of Units (Integrated Competency Assessment)

The pattern and selection of units of competency for the Qualifications are set out in the National Floristry Training Package.

To facilitate the assessment process, units of competency have been grouped into inter-related units. Each unit is assessed through an Integrated Competency Assessment activity to assure that appropriate holistic assessment occurs.

Each Integrated Competency Assessment activity focuses the assessment on those aspects of the phase considered to be most critical for competent workplace performance

When each unit of competency has been completed, the candidate will undertake an Integrated Competency Assessment.

The Integrated Competency Assessment activity will require the candidate to:

- apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace, including the appropriate key competencies
- integrate the most critical aspects of the phase for which workplace competency must be demonstrated.

The assessment will integrate those aspects of Unit WRRER.5A: Assess Workplace Competencies, which are critical to demonstrate the ability to develop, deliver and assess the effectiveness of a training program which is integrated with the candidate's role in the workplace. The details of the Integrated Competency Assessment should be negotiated with the qualified assessor.

Evidence relevant to the Integrated Competency Assessment should be gathered during learning and assessment activities for each unit of competency.

Resource Implications

This refers to the resources that are necessary for undertaking the assessment.

All resources must be provided for the assessment. If workplace based, the resources should relate specifically to shop/studio policies, procedures and range of stock and equipment. If an off the job or simulated work environment is used then resources should be generic and be applicable to a wide variety of shop/studio environments. Resources may include:

- a real or simulated retail environment
- relevant resources and equipment
- shop/studio policies and procedures in regard to staff training and assessment
- access to staff/participants for the purpose of assessment
- qualified workplace assessor.

WRRO.3A

Provide a Safe Working Environment

This unit is based on Worksafe Australia Guidelines, generic competencies B and C and requires a range of competencies involving the development and implementation of policies and procedures relating to Occupational Health and Safety and Health and Hygiene issues

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
WRRO3.1 Develop Policies to Establish and Maintain a Safe Working Environment	<p>Shop/studio policies and procedures developed based upon a commitment to Occupational Health and Safety Guidelines and with regard to relevant government Health and Hygiene Regulations/ Legislation.</p> <p>Occupational Health and Safety, Health regulations and responsibilities and duties clearly defined, allocated and included in job descriptions and duty statements for all relevant positions.</p> <p>Financial and human resources for the operation of Occupational Health and Safety Guidelines and relevant government Health and Hygiene Regulations/Legislation identified, sought and/or provided promptly and consistently.</p> <p>Information on the Occupational Health and Safety system, Health Regulations, readily accessible and clearly explained to staff.</p> <p>Procedures established to identify existing and potential hazards.</p> <p>Procedures established and maintained to facilitate the reporting of all safety/health/hygiene related incidents.</p> <p>Control measures developed according to the hierarchy of control.</p> <p>Systems established to encourage staff members to report/identify all matters likely to affect workplace health/hygiene/safety.</p>

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
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WRRO3.2 Consult with Staff

Appropriate consultation processes established and maintained in consultation with staff according to Occupational Health and Safety legislation and Shop/studio policy.

Issues raised through consultation dealt with and resolved promptly according to Shop/studio policy.

Information on outcomes of consultation provided to staff clearly and promptly.

WRRO3.3 Establish and Maintain a Safe Working Environment

Policies and procedures established and maintained to facilitate identification and prevention of hazards.

Identification of potential and existing hazards, addressed at planning, design and evaluation stages of workplace changes to prevent creation of new hazards according to relevant legislation and codes of practice.

Procedures established and maintained to ensure safe handling and storage of hazardous chemical goods and wastes.

Procedures established and maintained to ensure equipment is maintained and stored safely according to government Health and Hygiene Regulations/Legislation and Shop/studio policy.

Procedures established and maintained to ensure safe lifting and manual handling techniques are employed by staff.

Shop/studio emergency procedures established and maintained for location and use of alarms, Shop/studio evacuation, illness or accident, and for events likely to endanger staff or customer

First aid procedures established and maintained including:

- emergency treatment of customers or of the staff.
- location and usage of first aid equipment.
- procurement of first aid equipment.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
<p>WRRO3.4 Assess Risks</p>	<p>Risks presented by identified hazards correctly assessed in accordance with Occupational Health and Safety legislation, government Health and Hygiene Regulations/Legislation, and Industry Codes of Practice.</p> <p>Procedure for ongoing risk assessment developed and integrated with systems of work and procedures.</p> <p>Staff activities monitored to ensure this procedure is adopted effectively.</p> <p>Risk identification and assessment addressed at planning, design and evaluation stages of workplace changes to prevent creation of new hazards.</p>
<p>WRRO3.5 Control Risks</p>	<p>Measures to control assessed risks developed according to the hierarchy of control and implemented according to Occupational Health and Safety legislation, government Health and Hygiene Regulations, industry Codes of Practice.</p> <p>Interim or contingency measures established and implemented when control measures not immediately practicable, until permanent control measures are implemented.</p>
<p>WRRO3.6 Establish and Maintain Policies to Deal with Hazardous Events</p>	<p>Potentially hazardous events correctly identified.</p> <p>Procedures to control risks associated with hazardous events and meet legislative requirements, developed in consultation with appropriate emergency services.</p> <p>Appropriate information and training provided to all employees to enable implementation of the correct procedures in all relevant circumstances.</p>
<p>WRRO3.7 Organise Staff Training</p>	<p>Occupational Health and Safety training program developed and implemented to ensure all staff are trained in Occupational Health and Safety issues, government Health and Hygiene Regulations/Legislation. First Aid and industry Codes of Practice.</p>

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
<p>WRRO3.8 Establish and Maintain Record System</p>	<p>System for maintaining Occupational Health and Safety records established and monitored to facilitate identification of patterns of occupational injury and disease according to Shop/studio policy.</p>
<p>WRRO3.9 Evaluate Policies and Procedures</p>	<p>Effectiveness of the Occupational Health and Safety system and related policies, procedures and programs assessed according to Shop/studio policy.</p> <p>Improvements to the Occupational Health and Safety system developed and implemented to ensure more effective achievement of Shop/studio policy.</p> <p>Compliance with Occupational Health and Safety legislation and codes of practice assessed to ensure that legal Occupational Health and Safety standards are maintained.</p>

RANGE OF VARIABLES

The Range of Variables statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.

The following variables may be present:

Relevant legislation and codes of practice.

Shop/studio policies and procedures in regard to Occupational Health and Safety and emergency procedures.

Shop/studio policies and procedures in regard Health and Hygiene Regulations.

Shop/studio size, type and location.

Shop/studio product and service range.

Type of equipment used.

Risk factors.

Range of responsibilities/job description.

Consultation processes.

Training budget.

Occupational Health and Safety issues may include:

- customers and staff, equipment, products, premises or stock
- sickness and accident reporting procedures
- storage and use of flammable materials
- safe lifting and manual handling procedures
- shop/studio evacuation
- chemical containment.
- First Aid procedures may include:
 - Customers, staff or others
 - cardio pulmonary resuscitation
 - blood spills, cuts, abrasions
 - burns, chemical burns or irritants.

Emergency procedures may involve staff or customers and may include: sickness, accidents, fire, shop/studio evacuation, chemical spills, bomb scares, armed robbery, or events likely to endanger staff or customers

Processes for consultation with committees, representatives and other relevant bodies.

Training may be provided on- or off-the-job and may include internal or external team members.

The following components of the Evidence Guide relate directly to the Performance Criteria and the Range of Variables for the unit of competency and will inform and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit:

maintaining, managing and applying safe work practices including necessary resources, control measures and risk assessments, in all areas of the store, according to occupational health and safety, and health and hygiene legislation/regulations/industry codes of practice and equal opportunity principles

maintaining, managing and applying emergency procedures according to shop/studio policies and procedures

developing and/or managing shop/studio policies and procedures in regard to the consistent application by staff members of safe working practices, for the provision of services and safe use of products

establishing and maintaining consultative processes in regard to occupation health and safety legislation/regulations/industry codes of practice

allocating and managing staff responsibilities for occupational health and safety guidelines and health and hygiene legislation/regulations and industry codes of practice

developing and implementing staff training programs that relate to occupational health and safety, and health and hygiene legislation/regulations and industry codes of practice

establishing and maintaining a recording system for accident, illness and emergency situations details

evaluating, reviewing and making recommendations for improvements with regard to shop/studio policies and procedures in occupational health and safety and shop/studio emergency procedures

Underpinning Knowledge and Skills

The following knowledge, understanding and skills are essential to perform work to the required standard in this unit.

Broad knowledge of and compliance with shop/studio policies and procedures, in regard to:

- occupational health and safety and emergency procedures, taking into account local and state government legislation/regulations/code of practice
- emergency evacuation of store
- events likely to endanger staff or customers
- hierarchy of control in emergency situations
- place of consultative committees
- recording system for accidents, incidents, illness.

Broad knowledge and understanding of and compliance with relevant:

- occupational health and safety legislation/regulations/codes of practice in relevant areas such as:
 - manual handling
 - hygiene and sanitation
- legislation and statutory requirements, including equal opportunity principles
- industry codes of practice.

Broad knowledge of procedures in:

- identifying and preventing fire and safety hazards, including fire/chemical/electrical hazards
- first aid
- use of safety alarms/fire extinguishers/emergency exits
- handling and storage of hazardous and non hazardous goods and equipment
- spills/leakage of materials/accidents/sickness
- safe lifting and manual handling procedures
- waste disposal methods, including hazardous substances

Broad knowledge of principles and techniques in:

- communicating ideas and information, including consultation processes and negotiating
- developing processes and procedures
- solving problems
- collecting, analysing and organising activities

Literacy skills in regard to:

- researching, analysing and interpreting a broad range of written material
- preparing reports
- documenting results.

Numeracy skills in relation to finance and risk assessment.

Key Competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover three levels of performance in the following areas:

Communicating ideas & information	Collecting analysing & organising information	Planning & Organising Activities	Working with teams & others	Using mathematical ideas & techniques	Solving problems	Using technology
3	3	3	3	2	3	3

Method and Context of Assessment

This section should be read in conjunction with the Qualifications, and the Assessment Guidelines of the National Floristry Training Package.

What assessment is appropriate, what evidence should be gathered, how competence is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit are set out below:

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

The range of variables in the environment in undertaking the tasks involved in this unit would be difficult to simulate. Therefore the assessment for this unit is most effectively undertaken on the job.

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element and unit of competency.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves floristry industry competencies.

In order to ensure consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of retail situations.

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed in a work environment.

Assessment activities may also include written or verbal short answer testing, multiple choice testing, practical exercises, role plays, research/project work or observation of practical demonstration.

Unit Assessment

Evidence is most relevant when provided through an holistic assessment activity which integrates the elements of competency for each unit.

The unit assessment activity will require the candidate to gather evidence of ability to:

- apply knowledge and skills which underpin the process required to demonstrate competence, including the appropriate key competencies
- integrate knowledge and skills critical to demonstrating competence in this unit.

In the activity for WRRO.3A: Provide a Safe Working Environment, the candidate should provide evidence of the ability to develop and manage the store OH&S system, including policy and procedure development, risk assessment, planning for hazardous events and staff OH&S communication/training, based on Workplace Australia guidelines, codes of practice and relevant legislation.

Interdependent Assessment of Units (Integrated Competency Assessment)

The pattern and selection of units of competence for the Qualifications are set out in the National Floristry Training Package.

To facilitate the assessment process within each qualification, units of competency have been grouped into phases of interrelated units. Each unit is assessed through an Integrated Competency Assessment activity to assure that appropriate holistic assessment occurs for each group of interrelated units of competency.

Each Integrated Competency Assessment activity is based on a theme which focuses the assessment on those aspects of the phase considered to be most critical for competent workplace performance.

When each unit of competency has been completed, the candidate will undertake an Integrated Competency Assessment.

The Integrated Competency Assessment activity will require the candidate to:

- apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace, including the appropriate key competencies
- integrate the most critical aspects of the phase for which workplace competency must be demonstrated.

The assessment will integrate those aspects of Unit WRRO.3A: Provide a Safe Working Environment, which are critical to demonstrate an ability to analyse the key policies and procedures and their implementation for recruitment practices, staffing levels, training and induction programs, Occupational Health and Safety, industrial relations and performance appraisal. The details of the Integrated Competency Assessment should be negotiated with the qualified assessor according to the candidate's role in the workplace.

Evidence relevant to the Integrated Competency Assessment should be gathered during learning and assessment activities for each unit of competency.

Resource Implications

This refers to the resources that are necessary for undertaking the assessment.

All resources must be provided for the assessment. The resources should relate specifically to store policies, procedures and range of stock and equipment. Resources may include:

- a retail environment
- relevant documentation, such as:
 - occupational health and safety legislation/regulations/codes of practice in relevant areas such as:
 - Manual Handling
 - Health and Hygiene
 - industry codes of practice
 - store policy and procedure manuals
 - enterprise agreements in regard to consultative committees.
- access to other staff members
- access to emergency equipment
- qualified workplace assessor.

WRFL.1A

Provide Assistance To Customers

This unit relates to the provision of assistance to customers. It requires a degree of product knowledge for a specified range of products and services.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
WRFL1.1 Develop knowledge for a specific range of products and services	<p>Features and characteristics of a specified range of products and services, identified and described accurately.</p> <p>Knowledge of a specified range of products and services including comparisons between specified products and services developed and maintained.</p> <p>Shop/studio manuals and product labels/instructions read and interpreted according to shop/studio policy.</p> <p>Availability of products and services determined according to shop/studio and supplier information.</p>
WRFL1.2 Assist Customer	<p>Knowledge of specified products and services applied to provide assistance to customers.</p> <p>Customer requirements determined by active questioning and advice provided on products and services</p> <p>Alternative products suggested if necessary.</p> <p>Features and benefits of products and services demonstrated to customers</p> <p>Special promotions for products and services suggested to customer according to shop/studio policy.</p>

RANGE OF VARIABLES

The Range of Variables statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.

The following range of variables may include:

Products:

flowers:

- fresh
- dry
- silks
- simulated

plant material:

- fresh
- dry
- silks
- simulated
- plants
- vegetables

other treated or related stock and merchandise

novelties (balloons, toys etc.)

consumable (fruit, chocolates, nuts, alcohol, etc.)

gift items

garden lines

wrapping and presentation materials

floristry sundries (floral foam, ribbons, cards, parafilm etc.)

containers (bowl, baskets, pots vases etc.).

Product knowledge may include:

specified range of products and services

common / botanical nomenclature for a specified range of products

features and characteristics of products and services

use of products

conditioning of products

preparation of products

appropriateness for the occasion

handling and care

country of origin

supplier and seasonal availability

toxicity / allergy characteristics

price / cost of products.

RANGE OF VARIABLES (CONTINUED)

Shop/studio differences may include:

policy and procedures
size, type and location of shop/studio
merchandise/range
service range
busy or routine trading conditions
numbers of staff employed
levels of staff training.
full-time, part-time and casual staff.

Customers may be:

regular
new
people from a range of social, cultural or ethnic backgrounds and physical and mental abilities.

Customer requirements may include:

routine requests
special needs or requests.

Services provided may include:

delivery:

- local
- interstate
- international
- relay organisation services
- internet

advice on protocol / tradition

- wording of cards / messages
- choosing appropriate designs and flowers

payment options:

- cash
- cheques
- accounts
- establishing accounts
- credit cards
- lay-by / time payments
- electronic facilities

The following components of the Evidence Guide relate directly to the Performance Criteria and the Range of Variables for the unit of competency and will inform and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit:

- ability to visually recognise and use correct nomenclature for a specified range of flowers/plants to industry standards.
- ability to recognise and compare a specified range of products and services available in the floristry industry
- ability to access information about products and services from a range of sources.
- ability to apply knowledge of products and services available within the workplace and/or floristry industry when assistance is given to customers.
- ability to demonstrate features and benefits of a specified range of products and services to customers, and to promote special products and services according to shop/studio policy.
- ability to read and interpret labels or instructions for specified products and services
- ability to determine customer requirements availability of products, suggest alternatives or to seek assistance from more experienced staff as required.

Underpinning Knowledge and Skills

The following knowledge, understanding and skills are essential to perform work to the required standard in this unit.

Specialist product knowledge including:

- recognition of a specified range of common flower and other plant species
- correct use of botanical and common nomenclature for a specified range of common flower and other plant species.
- uses and comparisons of a specified range of products and services/appropriateness for the occasion.
- features and characteristics of a specified range of products and services
- seasonal / stock availability
- vase life / use-by date / life span
- maintenance requirements
- corresponding or complementary products and services.

Knowledge of and ability to interpret shop/studio/industry manuals and documentation (paper based or computerised)

Knowledge of shop/studio

- product and service range
- other relevant policies and procedures.

EVIDENCE GUIDE (CONTINUED)

Understanding of relevant legislation and statutory requirements including:

- consumer law
- laws relating to the re-sale of alcohol.
- industry codes of practice

Ability to use a range of communication/electronic equipment.

Knowledge of traditions, ‘rites of passage’ and protocols that could impact on dealings with customers.

Key Competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover the three levels of performance in the following areas:

Communicating ideas & information	Collecting, analysing & organising information	Planning & organising activities	Working with teams & others	Using mathematical ideas & techniques	Solving problems	Using technology
1	1	1	1	1	1	1

Method and Context of Assessment

This section should be read in conjunction with the Qualifications, and the Assessment Guidelines of the National Floristry Training Package.

What assessment is appropriate, what evidence should be gathered, how competence is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit are set out below:

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element and unit of competency.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves retail industry competencies.

In order to ensure consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of retail situations.

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed either in a work or simulated work environment.

Assessment activities may also include written or verbal short answer testing, multiple-choice testing, practical exercises, role-plays, research/project work or observation of practical demonstration.

EVIDENCE GUIDE (CONTINUED)

Unit Assessment

Evidence is most relevant when provided through an holistic assessment activity which integrates the elements of competency for each unit.

The unit assessment activity will require the candidate to gather evidence of ability to:

- ∨ apply knowledge and skills which underpin the process required to demonstrate competence, including the appropriate key competencies
- ∨ integrate knowledge and skills critical to demonstrating competence in this unit.

In the activity for WRFL.1A Provide Assistance to Customers, the candidate will demonstrate the ability to apply product knowledge for a specified range of products and services.

Interdependent Assessment of Units (Integrated Competency Assessment)

The pattern and selection of units of competency for the Qualifications are set out in the National Floristry Training Package.

To facilitate the assessment process, units of competency have been grouped into inter-related assessment phases. Each phase is assessed through an Integrated Competency Assessment activity to assure that appropriate holistic assessment occurs.

Unit WRFL.1A Provide Assistance to Customers is a Phase C unit. The other units in the phase are:

WRRLP.2A:	Minimise Theft
WRRER.2A	Co-ordinate Work Teams
WRRS.1A	Sell Products and Services
WRFL.6A	Recommend on Floristry Products and Services

Each Integrated Competency Assessment activity is based on a theme. The assessment focuses on those aspects of the phase considered to be most critical for competent workplace performance.

When each unit of competency in a phase has been completed the candidate will undertake an Integrated Competency Assessment.

The Integrated Competency Assessment activity will require the candidate to:

- ∨ apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace, including the appropriate key competencies
- ∨ demonstrate workplace competency, in an holistic manner through the integration of the units, within the phase

The evidence should be gathered during learning and assessment activities for each unit of competency within each phase.

Resource Implications

This refers to the resources that are necessary for undertaking the assessment.

All resources must be provided for the assessment. If workplace based, the resources should relate specifically to shop/studio policies, procedures and range of stock and equipment. If an off the job or simulated work environment is used then resources should be generic and be applicable to a wide variety of floristry shops/studios/work environments. Resources may include:

- a real or simulated shop/studio situation containing:
 - range of stock and merchandise (real and simulated, common and unusual)
- relevant documentation:
 - stock/inventory lists
 - price lists / shop/studio policy
 - delivery costs and details of services available
- access to a range of customers with different requirements (real or simulated)
- a range of communication equipment
- qualified workplace assessor.

Care for Floristry Stock and Merchandise

This unit involves the selecting, monitoring, conditioning and caring of both fresh flowers and other plant materials. It also covers the maintenance of floristry merchandise, including sundries and ancillary items.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
WRFL2.1 Identify and select quality cut flowers and other plant materials	Features of quality cut flowers and other plant materials recognised. Criteria for selecting quality cut flowers and other plant materials applied.
WRFL2.2 Monitor the quality of incoming, fresh flowers and other plant materials	Storage requirements for fresh flower and other plant materials identified and implemented according to product requirements and shop/studio policy. Flowers and other plant material unpacked and quality checked in accordance with shop/shop/studio procedures. Unsuitable and inappropriate stock dealt with according to shop/studio policy.
WRFL2.3 Prepare and condition fresh flower and other plant materials	Fresh materials prepared and conditioned according product requirements and shop/studio policy. Conditioning techniques selected are appropriate to the task and used safely in accordance with shop/studio policy and occupational health and safety guidelines. Conditioning solutions prepared and used according to product requirements and shop/studio/industry guidelines. Environmental conditions for fresh flower and other plant materials identified and maintained according to product requirements and shop/studio policy. Containers and storage units used for fresh flower and other plant materials prepared and cleaned according to shop/studio policy and product requirements. Manual handling techniques and safe work practices demonstrated in line with occupational health and safety guidelines.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
<p>WRFL2.4 Monitor and maintain the condition and appearance of fresh flowers and other plant materials.</p>	<p>Care of fresh flower and other plant materials identified and implemented according to plant requirements, industry/shop/studio policy or grower specifications.</p> <p>Food and water supplies maintained according to industry/shop/studio policy or plant requirements.</p> <p>Temperature and humidity requirements of fresh flowers and other plant materials assessed and implemented.</p> <p>Maturation of fresh flower and other plant materials controlled, where applicable, according to planned date of use and shop/studio policy.</p> <p>Fresh flower and other plant materials monitored and shop/studio policy regarding stock rotation or replenishment implemented when necessary.</p> <p>Quality of fresh flower and other plant materials monitored and inappropriate stock dealt with according to shop/studio policy.</p> <p>Pests and diseases reported or dealt with promptly according to shop/studio policy, hygiene and occupational health and safety guidelines.</p>
<p>WRFL2.5 Monitor and maintain the condition and appearance of floristry stock and merchandise.</p>	<p>Handling and storage requirements of stock and merchandise identified and implemented in line with manufacturers' specifications, occupational health and safety guidelines and shop/studio policy.</p> <p>Cleaning, caring and maintenance of stock and merchandise identified and implemented in line with manufacturers' specifications, occupational health and safety guidelines and shop/studio policy.</p> <p>Quality of stock and merchandise monitored and inappropriate stock is dealt with according to shop/studio policy.</p>

RANGE OF VARIABLES

The Range of Variables statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.

The following range of variables may be present.

Cut flowers and plant material may include:

common and unusual varieties

potted plants

vegetables or fruit for specific arrangements as required

Stock/merchandise may include:

flowers and plant materials:

- dry
- silks
- simulated

other treated or related stock and merchandise

novelties (balloons, toys etc)

consumables (fruit, chocolates, nuts, alcohol, etc)

gift items

garden lines

wrapping and presentation materials

floristry sundries (floral foam, ribbons, cards, parafilm etc)

containers (bowl, baskets, pots vases etc).

Selection of cut flowers and plant materials may include:

buying at markets / from growers / at auctions/wholesalers

Criteria for selecting quality cut flowers / plant materials may include:

water quality

cleanliness of container

condition of cut stems:

- split stems
- clean / fresh cuts

absence of damaged leaves

condition of leaves:

- colour / yellowing
- veins

degree to which flowers / buds have opened.

Condition of blooms

age – stage of maturity

absence of disease and damage

Quality of flowers and foliage

RANGE OF VARIABLES (CONTINUED)

Monitoring and maintenance of floristry stock and merchandise may include:

monitoring:

- visual
- checking dates
- following manufacturers instructions

watering, replacing preservative

replacing water

water, fertilise and or re-planting

stock rotation and re-conditioning

dusting / wiping / cleaning.

Environmental factors may include:

temperature

humidity

light

water

food supply

physical and accidental damage / pedestrian traffic.

Common pests and diseases may include:

pests and their damage eg. aphids, mites, leafminers, loopers, mealy bugs.

diseases eg. rust, white rust, botrytis, powdery mildew

nutrients deficiencies in the growing stage

malformations.

Pest control and remedial action may include:

use of chemicals / non chemical methods

environmentally appropriate alternatives / methods.

Display areas and storage units may include:

floor space

front of shop / outdoors

fixed / moveable shelving

display fixtures, cabinets

bins, baskets and non permanent fixtures

storage units:

- coolrooms
- refrigerators
- other.

RANGE OF VARIABLES (CONTINUED)

Shop/studio policy and procedures regarding:

speeding up / slowing down the development of fresh materials
disposal of diseased and damaged stock
care and identification of plant types
safe handling techniques to minimise plant material contamination
cleaning of containers
housekeeping duties and waste disposal.

Shop/studio differences may include:

size, type and location of shop/studio
shop/studio merchandise range
busy or routine trading conditions
size, type and location of display areas and storage units
numbers of staff employed
levels of staff training.
full-time, part-time and casual staff.

The following components of the Evidence Guide relate directly to the Performance Criteria and the Range of Variables for the unit of competency and will inform and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit:

- ability to visually recognise and use correct nomenclature of flower and other plant materials and stock and merchandise to industry standards.
- ability to access information about flower and other plant materials and conditioning requirements from a range of sources.
- ability to monitor, maintain, condition and protect fresh flowers and other plant materials, appropriate to product requirements and shop/studio policy.
- ability to monitor and maintain the condition of all stock and merchandise.
- ability to identify and assess environmental conditions and adjust, if appropriate, or condition fresh flowers and other plant materials, as necessary.
- ability to identify signs of pest and plant disease and report and/or take corrective action where required.
- ability to identify and assess and adjust the rate of growth and the quality of development of fresh products where appropriate.
- consistent application of safe work practices, especially in regards to manual handling, waste disposal and the use of hand tools and related floristry equipment.
- consistent application of shop/studio housekeeping policy.

Underpinning Knowledge and Skills

The following knowledge, understanding and skills are essential to perform work to the required standard in this unit.

- Specialist product knowledge on:
 - visual recognition and use of correct nomenclature on a range of products
 - features and characteristics of fresh flowers and other plant materials
 - preparation and monitoring of products
 - specific maintenance / conditioning requirements and techniques for a range of fresh flowers and other plant materials.
- Knowledge of common pests and diseases:
 - recognition of indicators / symptoms / signs
 - correct disposal methods
 - appropriate treatments.
- Knowledge of equipment and chemicals:
 - temperature / humidity levels
 - maintenance of storage/display/refrigeration units
 - chemicals for disease and maturation control.

EVIDENCE GUIDE (CONTINUED)

Knowledge of shop/studio policies and procedures in regards to :

- monitoring, maintaining and conditioning products
- stock rotation and replenishment
- altering the maturation process of fresh flowers and other plant materials
- housekeeping and waste disposal methods.

Understanding and provision of:

- relevant legislation and statutory requirements such as, consumer law / Trade Practices Acts
- occupational health and safety guidelines and relevant hygiene regulations
- industry codes of practice.

Key Competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover the three levels of performance in the following areas.

Communicating ideas & information	Collecting, analysing & organising information	Planning & organising activities	Working with teams & others	Using mathematical ideas & techniques	Solving problems
1	1	1	1	1	1

Method and Context of Assessment

This section should be read in conjunction with the Qualifications, and the Assessment Guidelines of the National Floristry Training Package.

What assessment is appropriate, what evidence should be gathered, how competence is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit are set out below:

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element and unit of competency.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves retail industry competencies.

In order to ensure consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of retail situations.

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed either in a work or simulated work environment.

Assessment activities may also include written or verbal short answer testing, multiple-choice testing, practical exercises, role-plays, research/project work or observation of practical demonstration.

Unit Assessment

Evidence is most relevant when provided through an holistic assessment activity which integrates the elements of competency for each unit.

The unit assessment activity will require the candidate to gather evidence of ability to:

- √ apply knowledge and skills which underpin the process required to demonstrate competence, including the appropriate key competencies
- √ integrate knowledge and skills critical to demonstrating competence in this unit.

In the activity for WRFL.2A Care for Floristry Stock and Merchandise, the candidate will demonstrate the ability to care for and maintain a specified range of stock in accordance with shop/studio policy.

Interdependent Assessment of Units (Integrated Competency Assessment)

The pattern and selection of units of competency for the Qualifications are set out in section 3.4 of the National Floristry Industry Training Package.

To facilitate the assessment process, units of competency have been grouped into inter-related assessment phases. Each phase is assessed through an Integrated Competency Assessment activity to assure that appropriate holistic assessment occurs.

Unit WRFL.2 Care for Floristry Stock and Merchandise is a Phase B unit. All Phase units are essential. The other Phase B Units are:

WRRI.1A:	Perform Stock Control Procedures
WRRF.1A:	Balance Register/Terminal
WRFL.3A:	Prepare and Display Floristry Stock
WRFL.4A:	Provide Service to Floristry Customers
WRFL.5A:	Assemble and Prepare Floristry Products

Each Integrated Competency Assessment activity is based on a theme. The assessment focuses on those aspects of the phase considered to be most critical for competent workplace performance.

When each unit of competency in a phase has been completed the candidate will undertake an Integrated Competency Assessment.

The Integrated Competency Assessment activity will require the candidate to:

- apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace, including the appropriate key competencies
- demonstrate workplace competency, in an holistic manner through the integration of the units, within the phase

The evidence should be gathered during learning and assessment activities for each unit of competency within each phase.

Resource Implications

This refers to the resources that are necessary for undertaking the assessment.

All resources must be provided for the assessment. If workplace based, the resources should relate specifically to shop/studio policies, procedures and range of stock and equipment. If an off the job or simulated work environment is used then resources should be generic and be applicable to a wide variety of floristry shop/studios/work environments. Resources may include:

- a real or simulated shop/studio situation containing:
 - range of flower and other plant materials (real and simulated)
 - other stock and merchandise
 - preparation areas
 - storage units
 - display areas (temporary and permanent)
 - a range of floristry equipment
- relevant documentation / shop/studio policies:
 - stock rotation
 - replenishment
 - waste disposal
- qualified workplace assessor.

Prepare and Display Floristry Stock

This unit is equivalent to and may replace Unit M.1 “Merchandise Products” from the Retail Core Competency Standards. It involves preparation, arrangement and presentation of floristry stock and merchandise within the shop/studio, including the setting up and maintenance of displays and preparing, labelling or pricing stock. It also includes the maintenance and storage of stock and merchandise.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
<p>WRFL3.1 Prepare and clean stock and merchandise, storage and display areas</p>	<p>Preparation and storage requirements of individual stock and merchandise identified according to product requirements and shop/studio policy.</p> <ul style="list-style-type: none"> ▪ Storage areas, cool rooms/refrigerators and display areas prepared and cleaned according to shop/studio procedure. ▪ Relevant containers cleaned and prepared for display purposes. ▪ Preparation areas cleaned and maintained according to occupational health and safety requirements and shop/studio procedures. ▪ Equipment for preparing flowers and plant material is used safely and maintained, according to shop/studio policy and occupational health and safety requirements /regulations. ▪ Flowers and other plant material prepared and conditioned according to product requirements and shop/studio procedures. <p>Stock and merchandise protected or packaged according to product requirements, shop/studio procedures and regulatory requirements.</p> <ul style="list-style-type: none"> ▪ Stock and merchandise date coded according to shop/studio procedures. ▪ Promotions or special displays are prepared and implemented according to shop/studio policy.

ELEMENT OF COMPETENCY**PERFORMANCE CRITERIA****WRFL3.2 Place and arrange stock and merchandise**

- Apply the elements and principles of design when planning, arranging and constructing designs for display.
- Stock and merchandise placed in determined locations to achieve the design aims of the shop/studio and to promote sales.
- Correct manual handling techniques used when moving or placing stock and merchandise.
- Placement of display conforms with special handling or product requirements and safety regulations.
- Damaged, deteriorated, spoiled or out of date stock identified and corrective action taken as required according to shop/studio policy
- Displays completed according to required time schedule, with minimum disruption to customer service and traffic flow.

WRFL3.3 Prepare and arrange display labels/tickets

- Labels / tickets for display prepared according to shop/studio policy.
- Ticketing equipment used, maintained and stored according to design specifications, occupational health and safety requirements and shop/studio procedures.
- Tickets / labels are visible and placed to conform with government and shop/studio requirements.
- Correct pricing and information maintained/ replaced on products according to shop/studio procedure, industry codes and government requirements.
- Information regarding changes to labels/pricing is disseminated to other staff members.

WRFL3.4 Maintain floral displays

- Stock and merchandise arranged as directed and/or according to layout specifications and load bearing capacity of fixtures.
 - Flowers and plant material rotated according to vase life, use by dates and shop/studio procedures.
- Unsuitable or out of date displays identified, reset, replenished and/or removed.
- Display areas maintained and cleaned according to shop/studio housekeeping procedures.
 - Soiled, damaged illegible or incorrect labels/ tickets identified and corrective action taken.
 - Storage units / refrigerators checked regularly and controlled to ensure stock is kept at recommended temperatures.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
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WRFL3.5 Protect stock and merchandise

- Correct handling, storage and display techniques identified and used according to product requirements, shop/studio procedures and government requirements.
- Fragile, perishable or expensive stock identified and handled with extra care to prevent damage or deterioration.
- Stock and merchandise requiring temperature controlled storage placed in appropriate units according to space limitations and shop/studio procedures.
 - Temperature irregularities in equipment/units is rectified or reported to appropriate personnel without delay.

RANGE OF VARIABLES

The Range of Variables statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.

The following range of variables may be present.

Stock/merchandise may include:

- flowers:
 - fresh
 - dry
 - silks
 - simulated
- plant material:
 - fresh
 - dry
 - silks
 - simulated
 - plants
 - vegetables
- other treated or related stock and merchandise
- novelties (balloons, toys etc)
- consumables (fruit, chocolates, nuts, alcohol, etc)
- gift items
- garden lines
- wrapping and presentation materials
- floristry sundries (floral foam, ribbons, cards, parafilm etc)
- containers (bowl, baskets, pots vases etc).

Elements of design and principles of design may include:

- elements of design
 - texture
 - form
 - colour
 - space
- design principles:
 - harmony
 - rhythm / line
 - balance / symmetry
 - dominance
 - scale
 - proportion

- contrast.

RANGE OF VARIABLES (CONTINUED)

Preparation areas located in back rooms or in front of shop may include:

- sinks
- benches
- shelves
- floors.

Display areas and storage units may include:

- floor space
- window/s
- front of shop / outdoors
- fixed / moveable shelving
- display fixtures, cabinets
- bins, baskets and non permanent fixtures
- storage units
- coolrooms
- refrigerators
- other.

Display containers may include:

- buckets
- vases
- baskets
- pots
- others.

Display labels and ticketing may include:

- electronic and manual labels/tickets
 - bar codes
 - shelf tickets
 - written labels
 - price boards
 - header boards
- range of equipment
 - pricing gun
 - scanning wands
 - chalk, pens, markers.

Preparation and maintenance of floristry displays may include:

- cleaning and preparation of display areas / storage units / coolrooms / refrigerators / containers and troughs
- preparation and maintenance of fresh and other floristry stock misting / watering / dusting / wiping / cleaning of products and displays.

RANGE OF VARIABLES (CONTINUED)

Shop/studio differences may include:

- shop/studio policy and procedures
- size, type and location of shop/studio
- shop/studio merchandise range
- busy or routine trading conditions
- size, type and location of display areas and storage units
- numbers of staff employed
- levels of staff training.
- full-time, part-time staff and casual staff.

The following components of the Evidence Guide relate directly to the Performance Criteria and the Range of Variables for the unit of competency and will inform and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit:

- ability to visually recognise and use correct nomenclature of flowers and plant materials to industry standards.
- ability to handle, maintain, condition and protect stock and merchandise appropriate to product and display requirements and shop/studio policy.
- ability to place and arrange stock and merchandise according to instructions and/or display specifications.
- application of the elements of design and principles of design in displaying stock.
- ability to complete labelling and ticketing tasks according to instructions and the requirements of the shop/studio and industry codes of practice.
- ability to calculate the correct cost of products to provide information for labels/tickets.
- consistent application of safe work practices, especially in regards to manual handling, waste disposal and the use of hand tools and related floristry equipment.
- ability to complete tasks within the time allocated by the supervisor.

Underpinning Knowledge and Skills

The following knowledge, understanding and skills are essential to perform work to the required standard in this unit.

- Specialist product knowledge including:
 - visual recognition and use of correct nomenclature
 - appropriate uses of stock and merchandise
 - features and characteristics of stock and merchandise
 - preparation and conditioning techniques for a range of flowers and plant materials.
 - stock rotation principles and stock replenishment procedures
 - corresponding or complementary products and services.
- Knowledge of shop/studio policies and procedures in regards to display and pricing
- Understanding of the elements and principles of floristry design and their application to visual merchandising, display and promotion.
- Numerical skills used for calculating item costs relevant to labelling/ticketing.
- Understanding of relevant legislation and statutory requirements including:
 - consumer law / Trade Practices Acts
 - industry codes of practice
 - occupational health and safety guidelines
 - relevant hygiene regulations.

EVIDENCE GUIDE

Key Competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover the three levels of performance in the following areas.

Communicating ideas & information	Collecting, analysing & organising information	Planning & organising activities	Working with teams & others	Using mathematical ideas & techniques	Solving problems	Using technology
1	1	1	1	1	1	1

Method and Context of Assessment

This section should be read in conjunction with the Qualifications and the Assessment Guidelines of the National Floristry Training Package.

What assessment is appropriate, what evidence should be gathered, how competence is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit are set out below:

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element and unit of competency.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves retail industry competencies.

In order to ensure consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of retail situations.

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed either in a work or simulated work environment.

Assessment activities may also include written or verbal short answer testing, multiple-choice testing, practical exercises, role-plays, research/project work or observation of practical demonstration.

Unit Assessment

Evidence is most relevant when provided through an holistic assessment activity which integrates the elements of competency for each unit.

The unit assessment activity will require the candidate to gather evidence of ability to:

- apply knowledge and skills which underpin the process required to demonstrate competence, including the appropriate key competencies
- integrate knowledge and skills critical to demonstrating competence in this unit.

In the activity for WRFL.3A: Prepare and Display Floristry Stock the candidate will demonstrate the ability to prepare, arrange and present floristry stock and merchandise within the shop/studio, including the setting up and maintenance of displays and preparing, labelling or pricing stock. It also includes the maintenance and storage of stock and merchandise.

EVIDENCE GUIDE (CONTINUED)

Interdependent Assessment of Units (Integrated Competency Assessment)

The pattern and selection of units of competency for the Qualifications are set out in the National Floristry Training Package.

To facilitate the assessment process, units of competency have been grouped into inter-related assessment phases. Each phase is assessed through an Integrated Competency Assessment activity to assure that appropriate holistic assessment occurs.

Unit WRFL.3A Prepare and Display Floristry Stock is a Phase B unit. All Phase B units are essential. The other Phase B Units are:

WRRI.1A	Perform Stock Control Procedures
WRRF.1A:	Balance Register/Terminal
WRFL.4A:	Provide Service to Floristry Customers
WRFL.5A	Assemble and Prepare Floristry Products

Each Integrated Competency Assessment activity is based on a theme. The assessment focuses on those aspects of the phase considered to be most critical for competent workplace performance.

When each unit of competency in a phase has been completed the candidate will undertake an Integrated Competency Assessment.

The Integrated Competency Assessment activity will require the candidate to:

- apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace, including the appropriate key competencies
- demonstrate workplace competency, in an holistic manner through the integration of the units, within the phase

The evidence should be gathered during learning and assessment activities for each unit of competency within each phase.

Resource Implications

This refers to the resources that are necessary for undertaking the assessment.

All resources must be provided for the assessment. If workplace based, the resources should relate specifically to shop/studio policies, procedures and range of stock and equipment. If an off the job or simulated work environment is used then resources should be generic and be applicable to a wide variety of floristry shops/studios/work environments. Resources may include:

- a real or simulated shop/studio situation containing:
 - range of floral products (real and simulated, common and exotic)
 - a range of floristry equipment, eg:
 - cutting tools
 - containers
 - sprays / watering containers
 - wire / frames / supporting material
 - preparation areas / display areas / storage units (permanent and temporary)
 - labelling/ticketing information and equipment

EVIDENCE GUIDE (CONTINUED)

- relevant documentation:
 - design / display layout sketches
 - stock/inventory lists
 - price lists / shop/studio policy
- qualified workplace assessor.

Provide Service to Floristry Customers

This unit is equivalent to and may replace Unit CS.3 “Interact With Customers” from the Retail Core Competency Standards. This unit encompasses the competencies required to deliver service to customers.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
WRFL4.1 Deliver Service to Customers	<ul style="list-style-type: none"> ▪ Communication with customers conducted in a professional, courteous manner, according to shop/studio policy. ▪ Communicate with customer appropriate to the occasion. ▪ Customers’ needs and reasonable requests met or referred to supervisor according to shop/studio policy. ▪ Customers’ details and information recorded where necessary. ▪ Possible problems identified, anticipated and action taken to minimise the effect on customer satisfaction. ▪ Opportunities to deliver additional levels of service beyond the customer’s immediate request recognised and acted upon. ▪ Contact with customer maintained until sale is completed according to shop/studio policy. ▪ Customer farewelled appropriately and courteously according to shop/studio policy. ▪ Verbal and non-verbal communication used to develop rapport with customers during service delivery. ▪ Repeat custom encouraged by promotion of appropriate services or products according to shop/studio policy. ▪ Customer returns or refunds processed according to shop/studio policy and procedures.

ELEMENT OF COMPETENCY**PERFORMANCE CRITERIA**

WRFL4.2 Respond to Customer Complaints	<ul style="list-style-type: none">▪ Positive helpful attitude conveyed to customers when handling complaints.▪ Complaints handled sensitively, courteously and with discretion.▪ Nature of complaint established by active listening and questioning and confirmed with the customer.▪ Action taken to resolve complaint to customers' satisfaction wherever possible.▪ Unresolved customer dissatisfaction or complaints promptly referred to supervisor.▪ Opportunities taken to turn incidents of customer dissatisfaction into a demonstration of high quality service to customers in line with shop/studio policy.▪ Documentation regarding customer dissatisfaction or complaints completed accurately and legibly.▪ Follow up action taken as necessary to ensure customer satisfaction.
WRFL4.3 Take orders for stock and merchandise and services.	<ul style="list-style-type: none">▪ Orders taken face to face, over the telephone or by using other electronic/communications equipment.▪ Details of customer order recorded according to shop/studio procedures.▪ Order clarified and confirmed with customer and/or supervisor.▪ Service details explained to customer when order is confirmed.
WRFL4.4 Identify Customers' Special Requirements	<ul style="list-style-type: none">▪ Customers with special needs or requirements identified promptly by observation and questioning.▪ A willingness to assist conveyed verbally and non-verbally.▪ Customers' needs promptly serviced, referred or redirected as required.

RANGE OF VARIABLES

The Range of Variables statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.

The following variables may be present:

- Shop/studio policies and procedures in regard to customer service.
- Size, type and location of shop/studio.
- Shop/studio merchandise range.
- Shop/studio services range.
- Product knowledge.
- Regular and new customers.
- Customers may include people from a range of social, cultural or ethnic backgrounds and physical and mental abilities.
- Taking orders may include:
 - face to face communication
 - use of telephone and/or other electronic/communication equipment
 - manual recording of order
 - using computerised system
 - shop/studio procedures eg. checking with supervisors
 - calculating cost of the item/s.
- Shop/studio delivery policies may include.
 - use of street directory
 - understanding locations according to relay organisation's or shop/studio policy
- Customer service may include:
 - all shop/studio activities
 - internal and external customers
 - follow up in event of delays in service provision.
- Customer needs may include:
 - information regarding shop/studio facilities and services
 - location of specific items within the shop/studio.
- Levels of staffing, eg. staff shortages.
- Varying levels of staff training.
- Routine or busy trading conditions.
- Full-time, part-time or casual staff.
- Customers with routine or special requests.

The following may be required:

- Literacy skills in regard to sales, stock and delivery documentation.
- Numeracy skills in regard to handling of tender, weighing and measuring goods.

The following components of the Evidence Guide relate directly to the Performance Criteria and the Range of Variables for the unit of competency and will inform and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit:

- consistent application of shop/studio policies and procedures and industry codes of practice in regard to customer service.
- ability to provide a quality service environment by treating customers in a courteous and professional manner through all stages of the service / sales procedure.
- ability to accurately interpret the nature of customer complaints, resolve complaints and provide service to customers according to shop/studio policies and the range of variables.
- ability to communicate with and take orders from customers, face to face, using the telephone or via other communication/electronic equipment.
- ability to record a customers order accurately and clearly and then clarify and confirm with the supervisor.
- use of effective questioning / active listening and observation skills to identify customers' special requirements.
- ability to access, record and process sales orders accurately and responsibly and according to shop/studio policies and procedures.
- ability to work within a team particularly with regards to problem solving and conflict resolution.

Underpinning Knowledge and Skills

The following knowledge, understanding and skills are essential to perform work to the required standard in this unit.

- Knowledge of shop/studio policies and procedures, in regard to:
 - customer service
 - dealing with difficult customers
 - taking and processing of orders
 - handling and recording complaints
 - telephone techniques and use of shop/studio telephone system
 - allocated duties/responsibilities
 - customer returns / refunds
 - lay by / gift voucher procedures.
- Knowledge of:
 - merchandise and service range of the shop/studio
 - location of shop/studio departments
 - telephone extension numbers of shop/studio departments.
 - Industry promotions

EVIDENCE GUIDE (CONTINUED)

- Knowledge and provision of relevant legislation and statutory requirements, including Consumer Law.
- Knowledge of and techniques in:
 - questioning / listening
 - conflict resolution skills
 - time management
 - handling difficult or abusive customers
 - greeting / farewelling techniques
 - ‘value adding’ concepts.
- Knowledge of the functions and procedures for operating the shop/studio telephone system and other communication equipment.
- Literacy skills in the following areas:
 - written procedures for orders, in person, by telephone or electronic format
 - message taking in person or by telephone
 - written record of complaints.

Key Competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover the three levels of performance in the following areas:

Communicating ideas & information	Collecting, analysing & organising information	Planning & organising activities	Working with others and in teams	Using mathematical ideas & techniques	Solving problems	Using technology
1	1	1	1	1	1	1

Method and Context of Assessment

This section should be read in conjunction with the Qualifications, and the Assessment Guidelines of the National Floristry Training Package.

What assessment is appropriate, what evidence should be gathered, how competence is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit are set out below:

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element and unit of competency.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves retail industry competencies.

In order to ensure consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of floristry situations. Elements of competency contain both theoretical and practical components. The theoretical components may be

assessed off the job. The practical components should be assessed either in a work or simulated work environment.

Assessment activities may also include written or verbal short answer testing, multiple-choice testing, practical exercises, role-plays, research/project work or observation of practical demonstration.

EVIDENCE GUIDE (CONTINUED)

Unit Assessment

Evidence is most relevant when provided through an holistic assessment activity which integrates the elements of competency for each unit.

The unit assessment activity will require the candidate to gather evidence of ability to:

- √ apply knowledge and skills which underpin the process required to demonstrate competence, including the appropriate key competencies
- √ integrate knowledge and skills critical to demonstrating competence in this unit.

In the activity for WRFL.4A: Provide Service to Floristry Customers the candidate will demonstrate the ability to deliver service to customers.

Interdependent Assessment of Units (Integrated Competency Assessment)

The pattern and selection of units of competency for the Qualifications are set out in the National Floristry Training Package.

To facilitate the assessment process, units of competency have been grouped into inter-related assessment phases. Each phase is assessed through an Integrated Competency Assessment activity to assure that appropriate holistic assessment occurs.

Unit WRFL.4A: Provide Service to Floristry Customers is a Phase B unit. The other units in the phase are:

WRR1.1A:	Perform Stock Control Procedures
WRRF.1A:	Balance Register/Terminal
WRFL.2A:	Care for Floristry Stock & Merchandise
WRFL.3A	Prepare & Display Floristry Stock
WRFL.5A	Assemble & Prepare Floristry Products

Each Integrated Competency Assessment activity is based on a theme. The assessment focuses on those aspects of the phase considered to be most critical for competent workplace performance.

When each unit of competency in a phase has been completed the candidate will undertake an Integrated Competency Assessment.

The Integrated Competency Assessment activity will require the candidate to:

- apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace, including the appropriate key competencies
- demonstrate workplace competency, in an holistic manner through the integration of the units, within the phase

The evidence should be gathered during learning and assessment activities for each unit of competency within each phase.

Resource Implications

This refers to the resources that are necessary for undertaking the assessment.

All resources must be provided for the assessment. If workplace based, the resources should relate specifically to shop/studio policies, procedures and range of stock and equipment. If an off the job or simulated work environment is used then resources should be generic and be applicable to a wide variety of shop/studios/work environments. Resources may include:

- a real or simulated retail environment
- relevant documentation, such as:
 - sales order forms
 - complaint /return forms
 - stock/inventory lists
 - price lists
 - shop/studio policy and procedure manuals
- access to a range of customers with different requirements (real or simulated)
- a communication system or a range of communication equipment
- qualified workplace assessor.

Assemble and Prepare Floristry Products

This unit involves the preparation, wiring, assembly and wrapping/packaging of floristry products to a specified design.

ELEMENT OF COMPETENCY

PERFORMANCE CRITERIA

WRFL5.1 Select flower and other plant materials

Job requirement clarified and confirmed.

Floristry products selected as directed and according to quality, shop/studio policy and/or customer requirements.

Elements and principles of design applied in the selection of cut flower and other plant materials to be used in the design.

Potential problems identified and communicated to relevant person/s according to shop/studio policy.

WRFL5.2 Prepare floristry products

All necessary equipment identified and selected accurately, according to job requirement.

Unsafe equipment recognised and reported, according to shop/studio policy.

Flower and other plant materials conditioned and prepared, according to shop/studio policy and product requirements.

Unsuitable flower and other plant materials recognised and dealt with according to shop/studio policy.

Materials and equipment handled safely and efficiently, to minimise damage and waste, according to shop/studio policy.

WRFL5.3 Assemble and Hand Tie Floristry Products

Flowers and/or other plant materials selected and assembled as directed.

Floral design hand tied/secured according to product/design requirements.

Support wiring is completed within set time frame.

Finished product wrapped/packaged according to product requirements and shop/studio policy.

Fresh materials wastage minimised according to shop/studio policy.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
WRFL5.4 Wire floristry products	<p>Selected materials sorted and assembled in preparation area.</p> <p>Suitable support methods recognised according to job specifications.</p> <p>Correct techniques used, according to product requirements and job specifications.</p> <p>Support wiring produced using safe working practices.</p> <p>Support wiring completed within set time frame.</p> <p>Fresh materials wastage minimised according to shop/studio policy.</p>
WRFL5.5 Present floristry products in base medium	<p>Selected materials sorted and assembled in preparation area.</p> <p>Suitable support methods recognised according to job specifications.</p> <p>Correct techniques used, according to product requirements and job specifications.</p> <p>Appropriate base medium selected fixed and formed as directed.</p> <p>Floral design completed within set time frame.</p> <p>Fresh materials wastage minimised according to shop/studio policy.</p>
WRFL5.6 Present floristry product	<p>Select and assemble appropriate wrapping, packaging and presentation materials in an appropriate area.</p> <p>Select and use equipment following safe working practices.</p> <p>Wrap, package and decorate flower and other plant materials according to the elements and principles of design, to enhance the overall presentation of the design.</p> <p>Wrap, package and decorate flower and other plant materials according to shop/studio policy and product requirements.</p> <p>Attach ancillary items according to shop/studio policy and product requirement.</p> <p>Wrapping and presentation of finished design completed efficiently and within set time frame.</p>

RANGE OF VARIABLES

The Range of Variables statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.

The following range of variables may be present:

Design specifications may include:

customer requirements:

- price limit
- time frame

construction techniques

purpose / occasion

florist / shop/studio / company policies and procedures:

- stock rotation / use by dates
- predetermined price structures
- pricing / profit margins
- seasonal availability

Elements and principles of design may include:

elements of design

- texture
- form
- colour
- space

principles of design:

- harmony
- rhythm/line
- balance / symmetry
- dominance / focal area
- scale
- proportion
- contrast.

RANGE OF VARIABLES (CONTINUED)

Basic floral designs and techniques may include:

designs:

- bouquets
- spiral bouquets
- posy (Victorian, Nosegay)
- sheaf (funeral, presentation)
- single flowers / items
- button hole

techniques

- bunching
- hand tied / spiral
- simple wiring (light and heavy gauge wire)
- use of base medium

Floristry stock/merchandise may include:

flowers:

- fresh
- dry
- silks
- simulated

plant material:

- fresh
- dry
- silks
- simulated
- plants
- vegetables

other treated or related stock and merchandise

novelties (balloons, toys etc)

consumables (fruit, chocolates, nuts, alcohol, etc)

gift items

garden lines

wrapping and presentation materials

floristry sundries (floral foam, ribbons, cards, parafilm etc)

containers (bowl, baskets, pots vases etc).

RANGE OF VARIABLES (CONTINUED)

Materials and equipment may include:

cutting tools:

- knives
- scissors
- secateurs
- others

wire:

- heavy to fine gauge

tapes

taping techniques

containers

Wrapping and packaging may include:

packaging materials:

- boxes
- cylinders
- paper / cellophane
- bows
- ribbons / raffia
- baskets / decorative pots / buckets

floristry sundries:

- flower food / preservative / sachets
- cards / messages
- novelties
- gift items (balloons, toys, etc)
- consumables (fruit, chocolates, nuts, alcohol, gourmet items, etc).

Shop/studio policy and procedures may include:

assembly, production and construction of floral designs

stock rotation / use by dates

housekeeping duties and waste disposal.

Shop/studio differences may include:

size, type and location of shop/studio

shop/studio merchandise range

busy or routine trading conditions

type of floral designs catered for or promoted

size, type and location of display areas and storage units

numbers of staff employed

levels of staff training

full-time, part-time and casual staff.

EVIDENCE GUIDE

The following components of the Evidence Guide relate directly to the Performance Criteria and the Range of Variables for the unit of competency and will inform and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit:

- ability to select cut flower and other plant materials, appropriate to job requirement / design specification, as directed.
- ability to condition cut flower and plant materials, appropriate to product requirement and grower specifications, as directed.
- ability to select appropriate materials and equipment for the task.
- consistent application of the elements and principles of design to the selection and assembly of cut flowers and to the presentation of the finished design
- consistent application of safe work practices, especially in regards to manual handling, waste disposal and the use of hand tools and related floristry equipment.
- ability to use the correct construction techniques to produce the required design.
- ability to wrap, package and present the finished product to meet customer / shop/studio requirements.
- ability to complete tasks within the time allocated by the supervisor.

Underpinning Knowledge and Skills

The following knowledge, understanding and skills are essential to perform work to the required standard in this unit.

Knowledge of floristry construction techniques:

- bunching
- hand tying
- use of base medium
- fine and heavy wiring for simple designs

Knowledge of floristry packaging techniques

- wrapping and use of ribbons and ties
- constructing boxes / cylinders.

Specialist product knowledge including:

- visual recognition and use of correct nomenclature
- features and characteristics of floral products
- vase life / use-by date / life span
- specific maintenance / conditioning requirements and techniques.

Knowledge of the elements and principles of design and its application to floristry work.

EVIDENCE GUIDE (CONTINUED)

Knowledge of shop/studio policies and procedures in regards to :

- preparing and conditioning products
- stock rotation and use by dates
- housekeeping and waste disposal methods.

Understanding of relevant occupational health and safety requirements / regulations.

Key Competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover the three levels of performance in the following areas.

Communicating ideas & information	Collecting, analysing & organising information	Planning & organising activities	Working with teams & others	Using mathematical ideas & techniques	Solving problems	Using technology
1	1	1	1	1	1	1

Method and Context of Assessment

This section should be read in conjunction with the Qualifications, and the Assessment Guidelines of the National Floristry Training Package.

What assessment is appropriate, what evidence should be gathered, how competence is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit are set out below:

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element and unit of competency.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves retail industry competencies.

In order to ensure consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of floristry situations.

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed either in a work or simulated work environment.

Assessment activities may also include written or verbal short answer testing, multiple-choice testing, practical exercises, role-plays, research/project work or observation of practical demonstration.

Unit Assessment

Evidence is most relevant when provided through an holistic assessment activity which integrates the elements of competency for each unit.

The unit assessment activity will require the candidate to gather evidence of ability to:

apply knowledge and skills which underpin the process required to demonstrate competence, including the appropriate key competencies

integrate knowledge and skills critical to demonstrating competence in this unit.

In the activity for WRFL.5A: Assemble and Prepare Floristry Products the candidate will demonstrate the ability to prepare, wire, assemble and wrap/package floristry products to a specified design.

Interdependent Assessment of Units (Integrated Competency Assessment)

The pattern and selection of units of competency for the Qualifications are set out in the National Floristry Training Package.

To facilitate the assessment process, units of competency have been grouped into inter-related assessment phases. Each phase is assessed through an Integrated Competency Assessment activity to assure that appropriate holistic assessment occurs.

WRFL.5A: Assemble and Prepare Floristry Products is a Phase B unit. All Phase B units are essential. The other Phase B Units are:

WRRI.1A:	Perform Stock Control Procedures
WRRF.1A:	Balance Register/Terminal
WRFL.2A:	Care for Floristry Stock and Merchandise
WRFL.3A:	Prepare and Display Floristry Stock
WRFL.4A:	Provide Service to Floristry Customers

Each Integrated Competency Assessment activity is based on a theme. The assessment focuses on those aspects of the phase considered to be most critical for competent workplace performance.

When each unit of competency in a phase has been completed the candidate will undertake an Integrated Competency Assessment.

The Integrated Competency Assessment activity will require the candidate to:

apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace, including the appropriate key competencies

demonstrate workplace competency, in an holistic manner through the integration of the units, within the phase

The evidence should be gathered during learning and assessment activities for each unit of competency within each phase.

Resource Implications

This refers to the resources that are necessary for undertaking the assessment.

All resources must be provided for the assessment. If workplace based, the resources should relate specifically to shop/studio policies, procedures and range of stock and equipment. If an off the job or simulated work environment is used then resources should be generic and be applicable to a wide variety of floristry shops/studios/work environments. Resources may include:

a real or simulated shop/studio situation containing:

- range of flower and plant materials (real and simulated)
- preparation areas and storage units
- a range of floristry equipment including cutting tools, wire, tape and related equipment
- packaging and wrapping material
- relevant shop/studio policies

qualified workplace assessor.

Recommend on Floristry Products and Services

This unit builds on Unit S.1 “Selling Products and Services” from the Retail Core Competency Standards. It builds on to the use of sales techniques and requires a greater depth of specialist product knowledge in Floristry and a greater need for experience and skill in offering advice to and taking orders from customers. This unit is equivalent to and may replace Unit S.2 “Advise on Products and Services” from the Retail Core Competency Standards.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
<p>WRFL6.1 Identify and demonstrate knowledge of stock and merchandise and range of services</p>	<p>Stock and merchandise identified and named accurately.</p> <p>Features and characteristics of a range of stock and merchandise, identified and described accurately.</p> <p>Knowledge of a range of floristry stock and merchandise developed, maintained and conveyed to other staff members as required.</p> <p>Labels read and interpreted according to Shop/studio policy.</p> <p>Availability of stock and merchandise determined according to Shop/studio and supplier information.</p> <p>Comparisons between stock and merchandise investigated and applied including knowledge of competitors’ stock and merchandise and service range.</p>
<p>WRFL6.2 Recommend stock and merchandise and services</p>	<p>Detailed knowledge of stock and merchandise and services applied to provide advice to customers.</p> <p>Customer requirements evaluated to provide advice on stock and merchandise and services.</p> <p>Alternative products suggested if necessary.</p> <p>Features and benefits of stock and merchandise and services demonstrated to customers to create buying environment.</p> <p>Special and new stock and merchandise promoted according to Shop/studio policy.</p> <p>Customer requirements itemised and estimate/quote provided.</p>

RANGE OF VARIABLES

The Range of Variables statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.

The following range of variables may include:

Stock/merchandise may include:

- flowers:
 - fresh
 - dry
 - silks
 - simulated
- plant material:
 - fresh
 - dry
 - silks
 - simulated
 - plants
 - vegetables
- other treated or related stock and merchandise
- novelties (balloons, toys etc)
- consumables (fruit, chocolates, nuts, alcohol, etc)
- gift items
- garden lines
- wrapping and presentation materials
- floristry sundries (floral foam, ribbons, cards, parafilm etc)
- containers (bowl, baskets, pots vases etc).

Product knowledge may include:

- range of stock
- common / botanical nomenclature
- features and characteristics of stock and merchandise
- use of products
- preparation of products
- appropriateness for the occasion
- handling and care
- country of origin
- supplier and seasonal availability
- toxicity / allergy characteristics
- price / cost of products.

RANGE OF VARIABLES (CONTINUED)

Shop/studio differences may include:

shop/studio policy and procedures
size, type and location of shop/studio
shop/studio merchandise/range
shop/studio service range
busy or routine trading conditions
numbers of staff employed
levels of staff training.
full-time, part-time and casual staff.

Customers may be:

regular
new to shop/studio
people from a range of social, cultural or ethnic backgrounds and physical and mental abilities.

Customer requirements may include:

routine requests
special needs or requests.

Services provided may include:

delivery:

- local
- interstate
- international
- relay organisation services
- internet

advice on protocol / tradition

- wording of cards / messages
- choosing appropriate designs and flowers

payment options:

- cash
- cheques
- accounts
- credit cards
- C.O.D.
- layby / time payments
- electronic facilities

customised work:

- weddings
- funerals
- corporate
- other.

EVIDENCE GUIDE

The following components of the Evidence Guide relate directly to the Performance Criteria and the Range of Variables for the unit of competency and will inform and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit:

- ability to visually recognise and use correct nomenclature of flowers/plants to industry standards.
- knowledge of the services available and the range of stock and merchandise available in the shop/studio/industry.
- ability to access information about stock and merchandise and services from a range of sources.
- application of product knowledge and services available within the workplace and/or floristry industry demonstrated when advice is given to customers.
- ability to determine parameters of customer requirements.
- ability to estimate and calculate the cost of item/s according to shop/studio policies and procedures.

Underpinning Knowledge and Skills

The following knowledge, understanding and skills are essential to perform work to the required standard in this unit.

Specialist product knowledge including:

- recognition of common and exotic flower and plant species
- correct use of botanical and common nomenclature.
- uses of stock and merchandise / appropriateness for the occasion
- features and characteristics of stock and merchandise
- preparation methods
- seasonal / stock availability
- vase life / use-by date / life span
- maintenance requirements
- corresponding or complementary products and services.

Knowledge of and ability to interpret shop/studio/industry manuals and documentation (paper based or computerised)

Knowledge of shop/studio

- stock and merchandise
- service range
- buying, pricing and ordering procedures
- other relevant policies and procedures.

EVIDENCE GUIDE (CONTINUED)

Understanding of relevant legislation and statutory requirements including:

- consumer law
- laws relating to the re-sale of alcohol.
- industry codes of practice

Ability to use a range of communication/electronic equipment.

Knowledge of elements and principles of design and trends in floristry design.

Numerical skills used for estimating and calculating costs relevant to pricing products.

Knowledge of traditions, ‘rites of passage’ and protocols that could impact on dealings with customers.

Key Competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover the three levels of performance in the following areas:

Communicating ideas & information	Collecting, analysing & organising information	Planning & organising activities	Working with teams & others	Using mathematical ideas & techniques	Solving problems	Using technology
2	2	1	1	1	2	1

Method and Context of Assessment

This section should be read in conjunction with the Qualifications, and the Assessment Guidelines of the National Floristry Training Package.

What assessment is appropriate, what evidence should be gathered, how competence is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit are set out below:

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element and unit of competency.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves retail industry competencies.

In order to ensure consistency of performance, evidence should be collected over a set period of time, which is sufficient to include dealings with an appropriate range and variety of floristry situations.

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed either in a work or simulated work environment.

Assessment activities may also include written or verbal short answer testing, multiple-choice testing, practical exercises, role-plays, research/project work or observation of practical demonstration.

EVIDENCE GUIDE (CONTINUED)

Unit Assessment

Evidence is most relevant when provided through an holistic assessment activity which integrates the elements of competency for each unit.

The unit assessment activity will require the candidate to gather evidence of ability to:

- apply knowledge and skills which underpin the process required to demonstrate competence, including the appropriate key competencies
- integrate knowledge and skills critical to demonstrating competence in this unit.

In the activity for WRFL.6A: Recommend on Floristry Products and Services the candidate will demonstrate ability in the use of sales techniques requiring a depth of specialist product knowledge in Floristry and in offering advice to and taking orders from customers

Interdependent Assessment of Units (Integrated Competency Assessment)

The pattern and selection of units of competency for the Qualifications are set out in the National Floristry Training Package.

To facilitate the assessment process, units of competency have been grouped into inter-related assessment phases. Each phase is assessed through an Integrated Competency Assessment activity to assure that appropriate holistic assessment occurs.

Unit WRFL.6A: Recommend on Floristry Products and Services is a Phase C unit. The other units in the phase are:

WRRLP.2A:	Minimise Theft
WRRS.1A:	Sell Products and Services
WRFL.1A:	Provide Assistance to Customers
WRRER.2A:	Co-ordinate Work Teams

Each Integrated Competency Assessment activity is based on a theme. The assessment focuses on those aspects of the phase considered to be most critical for competent workplace performance.

When each unit of competency in a phase has been completed the candidate will undertake an Integrated Competency Assessment.

The Integrated Competency Assessment activity will require the candidate to:

- apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace, including the appropriate key competencies
- demonstrate workplace competency, in an holistic manner through the integration of the units, within the phase

The evidence should be gathered during learning and assessment activities for each unit of competency within each phase.

Resource Implications

This refers to the resources that are necessary for undertaking the assessment.

All resources must be provided for the assessment. If workplace based, the resources should relate specifically to shop/studio policies, procedures and range of stock and equipment. If an off the job or simulated work environment is used then resources should be generic and be applicable to a wide variety of floristry shops/studios/work environments. Resources may include:

- a real or simulated shop/studio situation containing:
 - range of stock and merchandise (real and simulated, common and unusual)
- relevant documentation:
 - stock/inventory lists
 - price lists / shop/studio policy
 - delivery costs and details of services available
- access to a range of customers with different requirements (real or simulated)
- a range of communication equipment
- qualified workplace assessor.

Create Floristry Designs Using Hand Tied Techniques

This unit involves the preparation, production and evaluation of hand tied floral designs. It includes the construction of floral designs for a range of purposes and occasions.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
WRFL7.1 Plan/design specification / job requirement	<p>Consult with customer/supervisor to identify design and job requirements and relevant parameters.</p> <ul style="list-style-type: none"> ▪ Planned design addresses any special requirements in regard to destination, delivery and time frame. ▪ Potential problems identified and communicated to relevant person/s according to shop/studio policy. <p>Confirm design and job specifications with the customer/supervisor and implement modifications, to address customer requirements, if necessary.</p>
WRFL7.2 Apply elements and principles of design to design specifications	<ul style="list-style-type: none"> ▪ Principles of design applied to the planning of the floral design to meet customer requirements and/or job requirement. ▪ Design specification planned and sketched, if required. ▪ Elements of design applied to the selection of flower and plant materials to be used in the floral design. ▪ Elements of design and design principles applied to the arranging and construction of the floral design.
WRFL7.3 Prepare flower and plant materials and equipment for the job requirement	<ul style="list-style-type: none"> ▪ All necessary equipment identified and selected accurately, according to job requirement. ▪ Unsafe equipment recognised and reported, according to shop/studio policy. ▪ Flower and other plant materials selected, correctly conditioned and prepared, according to shop/studio policy, product and design requirements. ▪ Unsuitable materials recognised and dealt with according to shop/studio policy. ▪ Materials and equipment handled safely and efficiently, to minimise damage and waste, according to shop/studio policy.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
WRFL7.4 Construct hand tied floral designs to specifications	<ul style="list-style-type: none"> ▪ Selected materials sorted and assembled in preparation area. ▪ Support methods fully assessed prior to initial production. ▪ Correct techniques used, according to product requirements and design specifications. ▪ Floral design is produced using safe working practices. ▪ During production the design is continuously assessed and modified (if necessary) according to the elements and principles of design, design specification, customer requirements and price factors. ▪ Designs completed within set time frame. ▪ Fresh materials wastage minimised according to shop/studio policy.
WRFL7.5 Plan and prepare wrapping / packaging materials to suit the floral design.	<ul style="list-style-type: none"> ▪ Presentation and protective requirements accurately identified according to design specification, purpose of the design and customer requirements. ▪ Potential problems identified and communicated to relevant person/s according to shop/studio policy ▪ Necessary materials and floral sundry items identified and selected according to design specification. ▪ Equipment identified accurately and selected according to design specification. ▪ Unsafe equipment and inappropriate materials recognised and reported or dealt with according to shop/studio policy. ▪ Materials prepared efficiently and wastage minimised according to shop/studio policy.

ELEMENT OF COMPETENCY**PERFORMANCE CRITERIA**

- | | | |
|----------------|--|--|
| WRFL7.6 | Wrap, pack, protect and enhance the presentation of floristry design | <ul style="list-style-type: none">▪ Select and assemble appropriate wrapping, packaging and presentation materials in an appropriate area.▪ Select and use equipment following safe working practices.▪ Wrap, package and decorate flower and plant materials according to the elements and principles of design, to enhance the overall presentation of the design.▪ Wrap, package and decorate flower and plant materials according to shop/studio policy and product requirements.▪ Attach ancillary items according to shop/studio policy and product requirement.▪ Wrapping and presentation of finished design completed efficiently and within set time frame. |
| WRFL7.7 | Evaluate floral designs against design specification / job requirements | <ul style="list-style-type: none">▪ Quality, technical and aesthetic requirements assessed fully in accordance to the design specification.▪ Completed design meets any special requirements in regard to:<ul style="list-style-type: none">– customer needs– price– time frame– functional requirements.▪ Variations to design specification justified against materials and special requirements.▪ Evaluation outcomes used to improve future practise. |

RANGE OF VARIABLES

The Range of Variables statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.

The following range of variables may be present:

Design specifications may include:

- customer requirements:
 - price limit
 - time frame
 - special instructions
- elements and principles of design (see below)
- construction techniques
- shop/studio policies and procedures:
 - stock rotation / use by dates
 - pricing / profit margins
- purpose / occasion
 - weddings
 - funerals
 - corporate
 - special occasions (Mother's Day, St Valentine's Day etc)
 - other.
- florist / shop/studio / company policies and procedures:
 - stock rotation / use by dates
 - predetermined price structures
 - pricing / profit margins
 - seasonal availability

Elements and principles of design may include:

- texture
- form
- colour
- space

RANGE OF VARIABLES (CONTINUED)

- principles of design:
 - harmony
 - line
 - balance / symmetry / asymmetry
 - dominance / focal area
 - scale
 - proportion
 - contrast.

Hand tied designs and techniques may include:

- designs:
 - bouquets:
 - formal and informal posy
 - formal and informal trail
 - formal and informal shower
 - customised designs
 - button hole
 - corsage
 - shoulder spray
 - circlet
 - head piece
 - handbag spray
 - wreaths
 - linear hand tied
 - formal linear hand tied
- techniques may include:
 - bunching
 - spiral
 - all round hand tied

Floristry stock/merchandise may include:

- flowers:
 - fresh
 - dry
 - silks
 - simulated

RANGE OF VARIABLES (CONTINUED)

- plant material:
 - fresh
 - dry
 - silks
 - simulated
 - plants
 - vegetables
- other treated or related stock and merchandise
- novelties (balloons, toys etc)
- consumables (fruit, chocolates, nuts, alcohol, etc)
- gift items
- garden lines
- wrapping and presentation materials
- floristry sundries (floral foam, ribbons, cards, parafilm etc)
- containers (bowl, baskets, pots vases etc).

Occasion / purpose of the floral design may include:

- wedding
- funeral
- corporate
- function
- general purpose
- other.

Materials and equipment may include:

- cutting tools:
 - knives
 - scissors
 - rose de-thorner
 - secateurs
 - others
- wire:
 - heavy to fine gauge
 - tape
 - containers

RANGE OF VARIABLES (CONTINUED)

Wrapping and packaging may include:

- packaging materials:
 - boxes / cylinders
 - polypropylene
 - paper / cellophane
 - bows
 - ribbons / raffia
 - baskets / decorative pots / buckets
- floristry sundries:
 - flower food / preservative
 - cards / messages
 - novelties
 - gift items (balloons, toys, etc)
 - consumables (fruit, chocolates, nuts, alcohol, gourmet items, etc).

Shop/studio policy and procedures may include:

- assembly, production and construction of floral designs
- stock rotation / use by dates
- pricing / profit margins
- housekeeping duties and waste disposal according to legal requirements.

Shop/studio differences may include:

- size, type and location of shop/studio
- shop/studio merchandise range
- busy or routine trading conditions
- type of floral designs catered for or promoted
- size, type and location of display areas and storage units
- numbers of staff employed
- levels of staff training
- full-time, part-time and casual staff.

The following components of the Evidence Guide relate directly to the Performance Criteria and the Range of Variables for the unit of competency and will inform and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit:

- ability to visually recognise and use correct nomenclature of flower and other plant materials and related floral stock and merchandise to industry standards.
- ability to interpret the factors/parameters which impact on a design to produce an appropriate design specification for a specific floral arrangement.
- application of the elements of design and principles of design in developing the design specifications and in constructing the floral design.
- ability to select and condition fresh flower and plant materials appropriate to product requirements and design specification.
- ability to select and use appropriate materials and equipment for the task.
- application of hand tied techniques to complete floral designs that reflect design specifications and are appropriate for the purpose of the design.
- ability to wrap, pack and protect the floral design in a way that enhances the overall design.
- consistent application of safe work practices, especially in regards to manual handling, waste disposal and the use of hand tools and related floristry equipment.
- ability to complete tasks within given time frames and deadlines imposed by customer and/or shop/studio.
- consistent application of shop/studio housekeeping and waste disposal policy.

Underpinning Knowledge and Skills

These refer to the essential knowledge, understanding and skills a person needs to perform work to the required standard.

- Specialist product knowledge including:
 - visual recognition and use of correct nomenclature
 - appropriate use of flower and other plant materials and related stock and merchandise
 - features and characteristics of flower and plant materials
 - preparation and conditioning techniques for a range of flower and plant materials
 - corresponding or complementary products and services.
- Understanding of the factors which determine a design specification / job requirement.
- Knowledge of the current trends in the industry and in the application of the elements of design and principles of floristry design.

EVIDENCE GUIDE (CONTINUED)

- Knowledge of floristry techniques, including:
 - the use of hand tied techniques for formal and informal, structured and unstructured designs
 - integrating techniques to create floral designs
 - wrapping, packing and protecting flower and plant materials.
- Knowledge and provision of relevant legislation and statutory requirements including:
 - industry codes of practice
 - occupational health and safety guidelines
 - relevant hygiene regulations
- Knowledge of shop/studio policies and procedures, including:
 - preparing and conditioning products
 - construction techniques
 - stock rotation and use by dates
 - housekeeping and waste disposal methods.
- Skills in:
 - problem solving
 - time management
 - negotiation
 - communication, including verbal and non verbal.
- Numeracy skills for calculating the cost of item/s.
- Literacy skills for reading and completing documentation and accuracy in card writing.
- Knowledge of floristry construction techniques:
 - bunching
 - hand tied
 - structured hand tied,
 - linea hand tied
 - all round hand tied
 - formal linea hand tied
- Knowledge of floristry packaging techniques
 - wrapping and use of ribbons and ties
 - constructing boxes / cylinders.
- Specialist product knowledge including:
 - visual recognition and use of correct nomenclature
 - features and characteristics of floral products
 - vase life / use-by date / life span
 - specific maintenance / conditioning requirements and techniques.
- Knowledge of the elements and principles of design and its application to floristry work.
- Knowledge of shop/studio policies and procedures in regards to :
 - preparing and conditioning products
 - stock rotation and use by dates
 - housekeeping and waste disposal methods.
- Understanding of relevant occupational health and safety requirements / regulations.

EVIDENCE GUIDE (CONTINUED)

Key Competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover the three levels of performance in the following areas.

Communicating ideas & information	Collecting, analysing & organising information	Planning & organising activities	Working with teams & others	Using mathematical ideas & techniques	Solving problems	Using technology
1	2	2	1	1	1	1

Method and Context of Assessment

This section should be read in conjunction with the Qualifications, and the Assessment Guidelines of the National Floristry Training Package.

What assessment is appropriate, what evidence should be gathered, how competence is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit are set out below:

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element and unit of competency.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves floristry industry competencies.

In order to ensure consistency of performance, evidence should be collected over a set period of time, which is sufficient to include dealings with an appropriate range and variety of floristry situations.

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed either in a work or simulated work environment.

Assessment activities may also include written or verbal short answer testing, multiple-choice testing, practical exercises, role-plays, research/project work or observation of practical demonstration.

Unit Assessment

Evidence is most relevant when provided through an holistic assessment activity, which integrates the elements of competency for each unit.

The unit assessment activity will require the candidate to gather evidence of ability to:

apply knowledge and skills which underpin the process required to demonstrate competence, including the appropriate key competencies

integrate knowledge and skills critical to demonstrating competence in this unit.

In the activity for WRFL.7A: Create Floristry Designs Using Hand Tied Techniques the candidate will demonstrate the ability to prepare, produce and evaluate hand tied floral designs. It includes the construction of floral designs for a range of purposes and occasions.

Interdependent Assessment of Units (Integrated Competency Assessment)

The pattern and selection of units of competency for the Qualifications are set out in the National Floristry Training Package.

To facilitate the assessment process, units of competency have been grouped into inter-related assessment phases. Each phase is assessed through an Integrated Competency Assessment activity to assure that appropriate holistic assessment occurs.

Unit WRFL.7A: *Create Floristry Designs Using Hand Tied Techniques is a Phase D unit. The other units in the phase are:

- WRFL.8A *Create Floristry Designs Using Wiring Techniques**
- WRFL.9A *Create Floristry Designs Using a Base Medium**

Each Integrated Competency Assessment activity is based on a theme. The assessment focuses on those aspects of the phase considered to be most critical for competent workplace performance.

When each unit of competency in a phase has been completed the candidate will undertake an Integrated Competency Assessment.

The Integrated Competency Assessment activity will require the candidate to:

apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace, including the appropriate key competencies

demonstrate workplace competency, in an holistic manner through the integration of the units, within the phase

Resource Implications

This refers to the resources that are necessary for undertaking the assessment.

All resources must be provided for the assessment. If workplace based, the resources should relate specifically to shop/studio policies, procedures and range of stock and equipment. If an off the job or simulated work environment is used then resources should be generic and be applicable to a wide variety of floristry shops/studios/work environments. Resources may include:

- a real or simulated shop/studio situation containing:
 - range of floral products (real and simulated)
 - preparation areas
 - storage units
 - a range of floristry equipment
- relevant documentation / shop/studio policies:
 - stock rotation
 - replenishment
 - waste disposal
 - pricing policy
- qualified workplace assessor.

Create Floristry Designs Using Wiring Techniques

This unit involves the preparation, production and evaluation of 'wired' floral designs according to design specifications. It covers the application of wiring techniques to create floral designs for a range of purposes and occasions.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
WRFL8.1 Plan/design specification / job requirement	<p>Consult with customer/supervisor to identify design and job requirements and relevant parameters.</p> <p>Planned design addresses any special requirements in regard to destination, delivery and time frame.</p> <p>Potential problems identified and communicated to relevant person/s according to shop/studio policy.</p> <p>Confirm design and job specifications with the customer/supervisor and implement modifications, to address customer requirements, if necessary.</p>
WRFL8.2 Apply elements and principles of design to design specifications	<p>Principles of design applied to the planning of the floral design to meet customer requirements and/or job requirement.</p> <p>Design specification planned and sketched, if required.</p> <p>Elements of design applied to the selection of flower and plant materials to be used in the floral design.</p> <p>Elements of design and design principles applied to the arranging and construction of the floral design.</p>
WRFL8.3 Prepare materials and equipment for the production of floral designs	<p>All necessary equipment identified accurately and selected according to design specification / job requirement.</p> <p>Unsafe equipment recognised and reported according to shop/studio policy.</p> <p>Fresh flower and other plant materials selected and correctly conditioned and prepared according to product requirements, shop/studio policy and design specification.</p> <p>Unsuitable fresh materials recognised and dealt with according to shop/studio policy.</p> <p>Gauge of wire and other materials selected according to design specification and specific requirement of flower and plant materials.</p> <p>Materials and equipment handled safely and efficiently to minimise damage and waste according to shop/studio policy.</p>

ELEMENT OF COMPETENCY**PERFORMANCE CRITERIA****WRFL8.4 Construct wired floral designs to specifications**

Selected materials sorted and assembled in preparation area.

Support methods assessed fully, prior to initial production.

Correct type and gauge of wire obtained in accordance with the design specification and requirements of flower and plant materials.

Correct wiring techniques used to meet the requirements of the flower and plant materials and the design specification.

Wiring secured firmly and unobtrusively and positioned to support the flower and plant materials and to meet the design specification.

During production the design is assessed continuously and modified (if necessary) in accordance with the design specification.

Design produced using safe working practices and according to design specification.

Designs completed within set time frame.

Materials wastage minimised according to shop/studio policy.

WRFL8.5 Plan and prepare wrapping / packaging materials to suit the floral design.

Presentation and protective requirements accurately identified according to design specification, purpose of the design and customer requirements.

Potential problems identified and communicated to relevant person/s according to shop/studio policy

Necessary materials and floral sundry items identified and selected according to design specification.

Equipment identified accurately and selected according to design specification.

Unsafe equipment and inappropriate materials recognised and reported or dealt with according to shop/studio policy.

Materials prepared efficiently and wastage minimised according to shop/studio policy.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
WRFL8.6 Wrap, pack, protect and enhance the presentation of floristry design	<p>Selected wrapping and protective materials sorted and assembled in an appropriate area.</p> <p>Floral sundry items accompanying design identified accurately, selected and attached firmly to the finished product according to shop/studio policy.</p> <p>Elements and principles of design are applied in the presentation and decoration of the floral design.</p> <p>Finished product accurately matches the design specification, protective requirements of flower and plant materials and any special requirements made by the customers.</p> <p>The presentation of the floral design completed within appropriate time frame.</p>
WRFL8.7 Evaluate floral designs against design specification / job requirements	<p>Quality, technical and aesthetic requirements assessed fully in accordance to the design specification.</p> <p>Completed design meets any special requirements in regard to:</p> <ul style="list-style-type: none"> - customer needs - price - time frame - functional requirements. <p>Variations to design specification justified against materials and special requirements.</p> <p>Evaluation outcomes used to improve future practice.</p>

RANGE OF VARIABLES

The Range of Variables statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.

The following range of variables may be present:

Design specifications may include:

- customer requirements:
 - price limit
 - time frame
 - special instructions
- elements and principles of design (see below)
- construction techniques
- shop/studio policies and procedures:
 - stock rotation / use by dates
 - pricing / profit margins
- purpose / occasion
 - weddings
 - funerals
 - corporate
 - special occasions (Mother's Day, St Valentine's Day etc)
 - other.

Elements and principles of design may include:

- texture
- form
- colour
- space
- principles of design:
 - harmony
 - line
 - rhythm
 - balance / symmetry/asymmetry
 - dominance / focal area
 - scale
 - proportion
 - contrast.

RANGE OF VARIABLES (CONTINUED)

Wired designs and techniques may include:

- designs:
 - bouquets:
 - formal and informal posy
 - formal and informal trail
 - formal and informal shower
 - customised designs
 - button hole
 - corsage
 - shoulder spray
 - cirlet
 - head piece
 - handbag spray
 - wreaths
- wiring techniques:
 - support wiring for flower and plant materials with a stem
 - wiring for flower and plant materials without a stem
 - stitching
 - pinning
 - pierce and twist
 - fork / hook
 - orchid wiring
 - cross wiring
 - peg wiring.

Floristry stock/merchandise may include:

- flowers:
 - fresh
 - dry
 - silks
 - simulated
- plant material:
 - fresh
 - dry
 - silks
 - simulated
 - plants
 - vegetables

RANGE OF VARIABLES (CONTINUED)

- other treated or related stock and merchandise
- novelties (balloons, toys etc)
- consumables (fruit, chocolates, nuts, alcohol, etc)
- gift items
- garden lines
- wrapping and presentation materials
- floristry sundries (floral foam, ribbons, cards, parafilm etc)
- containers (bowl, baskets, pots vases etc).

Occasion / purpose of the floral design may include:

- wedding
- funeral
- corporate
- function
- general purpose
- other.

Materials and equipment may include:

- cutting tools:
 - knives
 - scissors
 - secateurs
 - rose de-thorner
 - wire cutters
 - others
- wire/types of wire
 - gauges / length – metric and imperial
- tapes:
 - parafilm / stem wrap / pot tape / wreath wrap
- mediums:
 - wet/dry floristry foam
 - frames
 - straw, moss
 - chicken wire
 - polystyrene
 - customised shapes
 - skewers

RANGE OF VARIABLES (CONTINUED)

- containers:
 - bowls
 - baskets
 - vases
 - decorative pots / buckets / wooden boxes
- packaging materials and equipment:
 - boxes/cylinders
 - polypropylene
 - paper / cellophane
 - ribbons / raffia
 - tape, staplers
 - glue guns / glue / glue pots.

Shop/studio policy and procedures regarding:

- assembly, production and construction of floral designs
- stock rotation / use by dates
- pricing / profit margins
- housekeeping duties
- waste disposal according to State laws.

Shop/studio differences may include:

- size, type and location of shop/studio
- shop/studio merchandise range
- busy or routine trading conditions
- type of floral designs catered for or promoted
- size, type and location of display areas and storage units
- numbers of staff employed
- levels of staff training.
- full-time, part-time and casual staff.

The following components of the Evidence Guide relate directly to the Performance Criteria and the Range of Variables for the unit of competency and will inform and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit:

- ability to visually recognise and use correct nomenclature of flower and plant materials and related floral stock and merchandise to industry standards.
- ability to interpret the factors/parameters which impact on a design to produce an appropriate design specification for a specific floral arrangement.
- application of the elements of design and principles of design in developing the design specifications and in constructing the floral design.
- ability to select and condition fresh flower and plant materials appropriate to product requirements and design specification.
- ability to select and use appropriate materials and equipment for the task.
- application of wiring techniques to complete floral designs that reflect design specifications and are appropriate for the purpose of the design.
- ability to wrap, pack and protect the floral design in a way that enhances the overall design.
- consistent application of safe work practices, especially in regards to manual handling, waste disposal and the use of hand tools and related floristry equipment.
- ability to complete tasks within given time frames and deadlines imposed by customer and/or shop/studio.
- consistent application of shop/studio housekeeping and waste disposal policy.

Underpinning Knowledge and Skills

These refer to the essential knowledge, understanding and skills a person needs to perform work to the required standard.

- Specialist product knowledge including:
 - visual recognition and use of correct nomenclature
 - appropriate use of flower and plant materials and related stock and merchandise
 - features and characteristics of flower and plant materials
 - preparation and conditioning techniques for a range of flower and plant materials
 - corresponding or complementary products and services.
- Understanding of the factors which determine a design specification / job requirement.
- Knowledge of the current trends in the industry and in the application of the elements of design and principles of floristry design.

EVIDENCE GUIDE (CONTINUED)

- Knowledge of floristry techniques, including:
 - the use of fine to heavy wiring
 - the use of base mediums
 - integrating techniques to create floral designs
 - wrapping, packing and protecting flower and plant materials.
- Knowledge and provision of relevant legislation and statutory requirements including:
 - industry codes of practice
 - occupational health and safety guidelines
 - relevant hygiene regulations
- Knowledge of shop/studio policies and procedures, including:
 - preparing and conditioning products
 - construction techniques
 - stock rotation and use by dates
 - housekeeping and waste disposal methods.
- Skills in:
 - problem solving
 - time management
 - negotiation
 - communication, including verbal and non verbal.
- Numeracy skills for calculating the cost of item/s.

Literacy skills for reading and completing documentation.

Key Competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover the three levels of performance in the following areas.

Communicating ideas & information	Collecting, analysing & organising information	Planning & organising activities	Working with teams & others	Using mathematical ideas & techniques	Solving problems	Using technology
1	2	2	1	1	1	1

Method and Context of Assessment

This section should be read in conjunction with the Qualifications, and the Assessment Guidelines of the National Floristry Training Package

What assessment is appropriate, what evidence should be gathered, how competence is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit are set out below:

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element and unit of competency.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves floristry industry competencies.

In order to ensure consistency of performance, evidence should be collected over a set period of time, which is sufficient to include dealings with an appropriate range and variety of floristry situations.

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed either in a work or simulated work environment.

Assessment activities may also include written or verbal short answer testing, multiple-choice testing, practical exercises, role-plays, research/project work or observation of practical demonstration.

Unit Assessment

Evidence is most relevant when provided through an holistic assessment activity, which integrates the elements of competency for each unit.

The unit assessment activity will require the candidate to gather evidence of ability to:
apply knowledge and skills which underpin the process required to demonstrate competence, including the appropriate key competencies
integrate knowledge and skills critical to demonstrating competence in this unit.

In the activity for WRFL.8A: Create Floristry Designs Using Wiring Techniques the candidate will demonstrate the ability to prepare, produce and evaluate 'wired' floral designs according to design specifications for a range of purposes and occasions.

Interdependent Assessment of Units (Integrated Competency Assessment)

The pattern and selection of units of competency for the Qualifications are set out in section 3.4 of the National Floristry Industry Training Package.

To facilitate the assessment process, units of competency have been grouped into inter-related assessment phases. Each phase is assessed through an Integrated Competency Assessment activity to assure that appropriate holistic assessment occurs.

Unit WRFL.8A: *Create Floristry Designs Using Wiring Techniques is a Phase D unit. The other units in the phase are:

- WRFL.7A *Create Floristry Designs Using Hand Tied Techniques
- WRFL.9A *Create Floristry Designs Using a Base Medium

Each Integrated Competency Assessment activity is based on a theme. The assessment focuses on those aspects of the phase considered to be most critical for competent workplace performance.

When each unit of competency in a phase has been completed the candidate will undertake an Integrated Competency Assessment.

The Integrated Competency Assessment activity will require the candidate to:

apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace, including the appropriate key competencies
demonstrate workplace competency, in an holistic manner through the integration of the units, within the phase

Resource Implications

This refers to the resources that are necessary for undertaking the assessment.

All resources must be provided for the assessment. If workplace based, the resources should relate specifically to shop/studio policies, procedures and range of stock and equipment. If an off the job or simulated work environment is used then resources should be generic and be applicable to a wide variety of floristry shops/studios/work environments. Resources may include:

- a real or simulated shop/studio situation containing:
 - range of floral products (real and simulated)
 - preparation areas
 - storage units
 - a range of floristry equipment
 - relevant documentation / shop/studio policies:
 - stock rotation
 - replenishment
 - waste disposal
 - pricing policy
- qualified workplace assessor.

Create Floristry Designs Using a Base Medium

This unit involves the preparation, production and evaluation of floral designs using a base medium, according to design specifications. It covers the use of different base mediums to create floral designs for a range of purposes and occasions.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
<p>WRFL9.1 Plan/design specification / job requirement</p>	<p>Consult with customer/supervisor to identify design and job requirements and relevant parameters.</p> <p>Planned design addresses any special requirements in regard to destination, delivery and commercial time frame.</p> <p>Potential problems identified and communicated to relevant person/s according to shop/studio policy.</p> <p>Confirm design and job specifications with the customer/supervisor and implement modifications, to address customer requirements, if necessary.</p>
<p>WRFL9.2 Apply elements and principles of design to design specifications</p>	<p>Principles of design applied to the planning of the floral design to meet customer requirements and/or job requirement.</p> <p>Design specification planned and sketched, if required.</p> <p>Elements of design applied to the selection of flower and plant materials to be used in the floral design.</p> <p>Elements and principles of design applied to the arranging and construction of the floral design.</p>

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
<p>WRFL9.3 Prepare materials and equipment for the production of floral designs</p>	<p>All necessary equipment identified accurately and selected according to design specification / job requirement.</p> <p>Unsafe equipment recognised and reported according to shop/studio policy.</p> <p>Fresh flower and other plant materials selected and correctly conditioned and prepared according to product requirements, shop/studio policy and design specification.</p> <p>Unsuitable fresh materials recognised and dealt with according to shop/studio policy.</p> <p>Base medium and other materials selected according to design specification and specific requirement of flower and other plant materials.</p> <p>Materials and equipment handled safely and efficiently to minimise damage and waste according to shop/studio policy.</p>
<p>WRFL9.4 Construct floral designs using a base medium to design specifications</p>	<p>Selected materials sorted and assembled in preparation area.</p> <p>Support methods assessed fully, prior to initial production.</p> <p>Most appropriate base medium obtained in accordance with the design specification and requirements of flower and other plant materials.</p> <p>Base medium cut, shaped or positioned to meet the requirements of the flower and other plant materials and the design specification.</p> <p>Correct construction techniques used according to product requirements and design specifications.</p> <p>Mechanics firmly and unobtrusively secured and positioned to support the flower and plant materials and to meet the design specification.</p> <p>During production the design is assessed continuously and modified (if necessary) in accordance with the design specification.</p> <p>Design produced using safe working practices and according to design specification.</p> <p>Designs completed within set commercial time frame.</p> <p>Materials wastage minimised according to shop/studio policy.</p>

ELEMENT OF COMPETENCY**PERFORMANCE CRITERIA**

WRFL9.5 Plan and prepare wrapping / packaging materials to suit the floral design.	<p>Presentation and protective requirements accurately identified according to design specification, purpose of the design and customer requirements.</p> <p>Potential problems identified and communicated to relevant person/s according to shop/studio policy</p> <p>Necessary materials and floral sundry items identified and selected according to design specification.</p> <p>Equipment identified accurately and selected according to design specification.</p> <p>Unsafe equipment and inappropriate materials recognised and reported or dealt with according to shop/studio policy.</p> <p>Materials prepared efficiently and wastage minimised according to shop/studio policy.</p>
WRFL9.6 Wrap, pack, protect and enhance the presentation of floristry design	<p>Selected wrapping and protective materials sorted and assembled in an appropriate area.</p> <p>Floral sundry items accompanying design identified accurately, selected and attached firmly to the finished product according to shop/studio policy.</p> <p>Elements of design and design principles are applied in the presentation and decoration of the floral design.</p> <p>Finished product accurately matches the design specification, protective requirements of flower and plant materials and any special requirements made by the customers.</p> <p>The presentation of the floral design completed within appropriate commercial time frame.</p>
WRFL9.7 Evaluate floral designs against design specification / job requirements	<p>Quality, technical and aesthetic requirements assessed fully in accordance to the design specification.</p> <p>Completed design meets any special requirements in regard to:</p> <ul style="list-style-type: none">- customer needs- price- time frame- functional requirements. <p>Variations to design specification justified against materials and special requirements.</p> <p>Evaluation outcomes used to improve future practice.</p>

RANGE OF VARIABLES

The Range of Variables statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.

The following range of variables may be present:

Design specifications may include:

- customer requirements:
 - price limit
 - time frame
 - special instructions
 - effect required
- elements and principles of design (see below)
- construction techniques
- shop/studio policies and procedures:
 - stock rotation / use by dates
 - pricing / profit margins
- purpose / occasion
 - weddings
 - funerals
 - corporate
 - special occasions (Mother's Day, St Valentine's Day etc)
 - other.

Elements of design and principles of design may include:

- elements of design
 - texture
 - form
 - colour
 - space
- principles of design:
 - harmony, rhythm / line, balance / symmetry / asymmetry, dominance / focal area, scale, proportion, contrast.

Design techniques may include:

- traditional
- modern
- vegetative
- new wave
- new convention

RANGE OF VARIABLES (CONTINUED)

Base mediums may include:

- floral foam
- polystyrene
- chicken wire
- straw, moss
- clay, plaster
- wreath frame
- customised shapes
- timber
- cane

Occasion / purpose of the floral design may include:

- wedding
- funeral
- corporate
- function
- general purpose
- other.

Stock/merchandise may include:

- flowers:
 - fresh
 - dry
 - silks
 - simulated
- plant material:
 - fresh
 - dry
 - silks
 - simulated
 - plants
 - vegetables
- other treated or related stock and merchandise
- novelties (balloons, toys etc)
- consumables (fruit, chocolates, nuts, alcohol, etc)
- gift items
- garden lines
- wrapping and presentation materials
- floristry sundries (floral foam, ribbons, cards, parafilm etc)
- containers (bowl, baskets, pots vases etc).

RANGE OF VARIABLES (CONTINUED)

Materials and equipment may include:

- cutting tools:
 - knives
 - scissors
 - secateurs
 - rose de-thorner
 - wire cutters
 - others
- wire:
 - gauges / length
- tapes:
 - parafilm / stem wrap / pot tape / wreath wrap
- mediums:
 - wet/dry floristry foam
 - frames
 - straw, moss
 - chicken wire
 - polystyrene
 - customised shapes
 - skewers
- containers:
 - bowls
 - baskets
 - vases
 - decorative pots / buckets / wooden boxes
- packaging materials and equipment:
 - boxes/cylinders
 - polypropylene
 - paper / cellophane
 - ribbons / raffia
 - tape, staplers
 - glue guns/glue pots/glue

Shop/studio policy and procedures regarding:

- assembly, production and construction of floral designs
- stock rotation / use by dates
- pricing / profit margins
- housekeeping duties and waste disposal.

RANGE OF VARIABLES (CONTINUED)

Shop/studio differences may include:

- size, type and location of shop/studio
- shop/studio merchandise range
- busy or routine trading conditions
- type of floral designs catered for or promoted
- size, type and location of display areas and storage units
- numbers of staff employed
- levels of staff training.
- full-time, part-time and casual staff.

The following components of the Evidence Guide relate directly to the Performance Criteria and the Range of Variables for the unit of competency and will inform and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit:

- ability to visually recognise and use correct nomenclature of flower and other plant materials and related floral stock and merchandise to industry standards.
- ability to interpret the factors/parameters which impact on a design to produce an appropriate design specification for a specific floral arrangement.
- application of the elements of design and principles of design in developing the design specifications and in constructing the floral design.
- ability to select and condition fresh flower and plant materials appropriate to product requirements and design specification.
- ability to select and use appropriate materials and equipment for the task.
- ability to use base mediums to complete floral designs that reflect design specifications and are appropriate for the purpose of the design.
- ability to wrap, pack and protect the floral design in a way that enhances the overall design.
- consistent application of safe work practices, especially in regards to manual handling, waste disposal and the use of hand tools and related floristry equipment.
- ability to complete tasks within given time frames and deadlines imposed by customer and/or shop/studio.
- consistent application of shop/studio housekeeping and waste disposal policy.

Underpinning Knowledge and Skills

These refer to the essential knowledge, understanding and skills a person needs to perform work to the required standard.

- Specialist product knowledge including:
 - visual recognition and use of correct nomenclature
 - appropriate use of flower and other plant materials and related stock and merchandise
 - features and characteristics of flower and plant materials
 - preparation and conditioning techniques for a range of flower and plant materials
 - sundries, complementary products and services.
- Understanding of the factors which determine a design specification / job requirement.
- Knowledge of the current trends in the industry and in the application of the elements of design and principles of floristry design.

EVIDENCE GUIDE (CONTINUED)

- Knowledge of floristry techniques, including:
 - the use of base mediums
 - the use of wiring
 - integrating techniques to create floral designs
 - wrapping, packing and protecting flower and plant materials.
- Knowledge and provision of relevant legislation and statutory requirements including:
 - industry codes of practice
 - occupational health and safety guidelines
 - relevant hygiene regulations
- Knowledge of shop/studio policies and procedures, including:
 - preparing and conditioning products
 - construction techniques
 - stock rotation and use by dates
 - housekeeping and waste disposal methods.
- Skills in:
 - problem solving
 - time management
 - negotiation
 - communication, including verbal and non verbal.
- Numeracy skills for calculating the cost of item/s.
- Literacy skills for reading and completing documentation.

Key Competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover the three levels of performance in the following areas.

Communicating ideas & information	Collecting, analysing & organising information	Planning & organising activities	Working with teams & others	Using mathematical ideas & techniques	Solving problems	Using technology
1	2	2	1	1	1	1

Method and Context of Assessment

This section should be read in conjunction with the Qualifications, and the Assessment Guidelines of the National Floristry Training Package

What assessment is appropriate, what evidence should be gathered, how competence is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit are set out below:

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to Floristry workplaces.

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element and unit of competency.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves floristry industry competencies.

In order to ensure consistency of performance, evidence should be collected over a set period of time, which is sufficient to include dealings with an appropriate range and variety of floristry situations.

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed either in a work or simulated work environment.

Assessment activities may also include written or verbal short answer testing, multiple-choice testing, practical exercises, role-plays, research/project work or observation of practical demonstration.

Unit Assessment

Evidence is most relevant when provided through an holistic assessment activity, which integrates the elements of competency for each unit.

The unit assessment activity will require the candidate to gather evidence of ability to:
apply knowledge and skills which underpin the process required to demonstrate competence, including the appropriate key competencies
integrate knowledge and skills critical to demonstrating competence in this unit.

In the activity for WRFL.9A: Create Floristry Designs Using a Base Medium the candidate will demonstrate the ability to prepare, produce and evaluate floral designs using a base medium. It includes the construction of floral designs for a range of purposes and occasions.

Interdependent Assessment of Units (Integrated Competency Assessment)

The pattern and selection of units of competency for the Qualifications are set out in the National Floristry Training Package.

To facilitate the assessment process, units of competency have been grouped into inter-related assessment phases. Each phase is assessed through an Integrated Competency Assessment activity to assure that appropriate holistic assessment occurs.

Unit WRFL.9A: *Create Floristry Designs Using a Base Medium is a Phase D unit. The other units in the phase are:

- | | |
|----------------|---|
| WRFL.7A | *Create Floristry Designs Using Hand Tied Techniques |
| WRFL.8A | *Create Floristry Designs - Using Wiring Techniques |

Each Integrated Competency Assessment activity is based on a theme. The assessment focuses on those aspects of the phase considered to be most critical for competent workplace performance.

When each unit of competency in a phase has been completed the candidate will undertake an Integrated Competency Assessment.

The Integrated Competency Assessment activity will require the candidate to:

- apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace, including the appropriate key competencies
- demonstrate workplace competency, in an holistic manner through the integration of the units, within the phase

Resource Implications

This refers to the resources that are necessary for undertaking the assessment.

All resources must be provided for the assessment. If workplace based, the resources should relate specifically to shop/studio policies, procedures and range of stock and equipment. If an off the job or simulated work environment is used then resources should be generic and be applicable to a wide variety of floristry shops/studios/work environments. Resources may include:

- a real or simulated shop/studio situation containing:
 - range of floral products (real and simulated)
 - preparation areas
 - storage units
 - a range of floristry material and equipment (including a range of base mediums)
- relevant documentation / shop/studio policies:
 - stock rotation
 - replenishment
 - waste disposal
 - pricing policy
- qualified workplace assessor.

Buy Floristry Stock and Merchandise

This unit is equivalent to and is based on the retail unit of competency Unit I.4 'Buy Merchandise'. It involves competencies concerned with the planning and introduction of floristry stock and merchandise and service ranges, establishing contacts with suppliers/growers and setting prices to maximise profits.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
<p>WRFL10.1 Analyse Market</p>	<p>Shop/studio marketing policies analysed and identified.</p> <p>Customer requirements monitored formally and informally in order to evaluate market trends and customer needs.</p> <p>New trends/designs, stock and merchandise and services researched.</p> <p>Opportunities to improve sales identified and considered.</p> <p>Stock and merchandise range monitored to identify the demand for individual items and seasonal variations.</p> <p>Market competition monitored.</p>
<p>WRFL10.2 Plan Product and Service Range</p>	<p>Buying plan developed and implemented in accordance with shop/studio stock and merchandise policies, market analysis, sales performance of line, stock availability and fashion trends.</p> <p>Future directions for stock and merchandise ranges determined according to shop/studio policies.</p> <p>Relevant staff liaised with to co-ordinate promotional and marketing activities.</p> <p>Shop/studio sales figures analysed to determine contribution rates of product lines.</p> <p>Investment levels determined with reference to previous years' sales figures, predicted demand and projected growth profit.</p> <p>Contribution improvement opportunities identified and acted upon.</p> <p>Shop/studio space requirements and stock and merchandise mix determined according to shop/studio policy.</p> <p>Stock levels determined according to peak seasons, special events and supplier/grower's lead time.</p> <p>Analyse, evaluate and amend stock range and sources of supply according to management, staff and customer feedback.</p>
ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA

WRFL10.3 Establish Supplier Relations

Suppliers of fresh flower and plant materials identified and analysed according to quality, reliability, delivery time frames and price.

Co-operative relationships with supplier representatives developed according to shop/studio policy.

Existing suppliers continuously assessed in regard to quality, profitability, service and delivery status.

New suppliers identified and existing suppliers deleted according to performance indicators of price, quality, performance, supply reliability and stock and merchandise range.

WRFL10.4 Negotiate Supply of Goods

Arrangements with suppliers negotiated and implemented according to shop/studio policies and procedures and communicated to relevant personnel.

Special pricing arrangements and customer payment agreements authorised and communicated to relevant staff and management personnel according to shop/studio policy.

Records of suppliers and stock monitored for accuracy and legibility and appropriate action taken where necessary.

Market factors affecting supply identified and communicated to relevant personnel.

Complete and accurate records of negotiations and agreements conveyed to appropriate personnel within designated time lines.

Immediate corrective action taken where potential or actual problems with supply indicated.

New suppliers identified and developed to maintain and improve sales and service delivery.

Analyse, evaluate and amend stock range and source of supply according to management, staff and customer feedback.

WRFL10.5 Monitor Quality Control

Fresh flower and plant material selected according to industry quality criteria.

Stock and merchandise quality standards established with suppliers according to legal requirements, customer requirements and shop/studio policy.

Quality of merchandise monitored and ensured during supply and delivery processes.

Stock returns or complaints recorded and analysed.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
WRFL10.6 Introduce Product Range	<p>Shop/studio managers/staff informed of new product ranges and advised of preferred location of merchandise.</p> <p>Staff training in product knowledge implemented to introduce product range.</p> <p>New ranges demonstrated/displayed to staff according to shop/studio merchandising plan.</p>
WRFL10.7 Maximise Profit	<p>Individual product range contributions are calculated/estimated against budget/targets.</p> <p>Product range assessment checks developed and implemented against budget/targets.</p> <p>Overall selling space contributions calculated/estimated according to shop/studio merchandising plan.</p> <p>Profit margins maximised in negotiations with suppliers.</p> <p>Shop/studio pricing policies determined, according to stated net profit margin in shop/studio merchandising plan and consumer law.</p> <p>Specifications for terms of trade negotiated in regard to:</p> <ul style="list-style-type: none"> - special buys - payment terms - promotional deals with suppliers.
WRFL10.8 Rationalise Stock	<p>Stock range reviewed and updated at regular intervals.</p> <p>Stock lines to be deleted identified and action taken to minimise adverse effect on profit.</p> <p>Stock consolidated as required to maximise sales potential.</p>

RANGE OF VARIABLES

The Range of Variables statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.

The following range of variables may be present:

Shop/studio merchandise and marketing policies which may include:

- shop/studio culture
- current market position
- target or niche markets.

Shop/studio differences may include:

- size, type and location of shop/studio
- shop/studio stock and merchandise range
- busy or routine trading conditions
- type of floral designs catered for or promoted
- size, type and location of display areas and storage units
- numbers of staff employed
- levels of staff training.
- full-time, part-time and casual staff.

Shop/studio stock and merchandise range may include:

- flowers:
 - fresh
 - dry
 - silks
 - simulated
- plant material:
 - fresh
 - dry
 - silks
 - simulated
 - plants
 - vegetables
- other treated or related stock and merchandise
- novelties (balloons, toys etc)
- consumables (fruit, chocolates, nuts, alcohol, etc)
- gift items
- garden lines
- wrapping and presentation materials
- floristry sundries (floral foam, ribbons, cards, parafilm etc)
- containers (bowl, baskets, pots, vases etc).

RANGE OF VARIABLES (CONTINUED)

Shop/studio policy and procedures may include:

- quality control
- staff training
- shop/studio pricing, labelling and packaging requirements.

Types and location of suppliers may include:

- local, interstate or overseas suppliers
- markets / auctions
- growers
- existing or new contacts.

Negotiation process may include:

- face to face
- correspondence
- meetings
- telephone or electronic media

Reasons for deletion of stock lines may include:

- changes in shop/studio policy/culture
- new targets, niche market
- sales performance
- customer requirements
- fashion/design trends
- product availability
- problems with supply

Stock consolidation may include:

- increasing particular line of stock or merchandise
- deletion of stock or merchandise line
- movement of stock between areas or shops/studios

The following components of the Evidence Guide relate directly to the Performance Criteria and the Range of Variables for the unit of competency and will inform and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit:

- consistent application of shop/studio policies and procedures, industry codes of practice and statutory requirements/regulations in regard to buying, merchandising and marketing policies.
- application of market analysis, planning, procurement and rationalisation of stock and merchandise and service ranges, maintenance of supplier relations and quality control, according to the range of variables.
- ability to accurately interpret market trends and apply to the shop/studio situation to create opportunities to improve sales and services, while maximising profits.
- ability to analyse market and plan the introduction of a product and service range.
- ability to identify suppliers, negotiate supply of goods, rationalise stock and monitor quality control.
- ability to train/communicate information to staff/team members, in regard to stock and merchandise and service range.

Underpinning Knowledge and Skills

The following knowledge, understanding and skills are essential to perform work to the required standard in this unit.

- Knowledge of where to buy fresh flowers and plant materials:
 - wholesale markets
 - wholesalers
 - auction systems
 - growers / direct suppliers
 - interstate/international freight and transportation.
- Knowledge of shop/studio policies and procedures, in regard to:
 - marketing
 - buying
 - profit margins
 - quality control
 - stock/inventory levels - current and future
 - stock location / allocated areas
 - staff product knowledge training.

EVIDENCE GUIDE (CONTINUED)

- Knowledge of industry/shop/studio, including:
 - market needs
 - range of merchandise available
 - market competition
 - existing and possible new suppliers
- Knowledge and provision of:
 - relevant legislation and statutory requirements, including consumer law
 - industry codes of practice
- Knowledge and techniques in:
 - negotiation skills
 - group presentation skills
 - planning skills
 - analysis and evaluation.
- Literacy and numeracy skills in regard to:
 - evaluation and analysis of market trends and projections
 - evaluation and analysis of sales figures and investment levels
 - evaluation and analysis of space requirements.

Key Competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover the three levels of performance in the following areas:

Communicating ideas & information	Collecting, analysing & organising information	Planning & organising activities	Working with others and in teams	Using mathematical ideas & techniques	Solving problems	Using technology
3	3	3	3	2	3	0

Method and Context of Assessment

This section should be read in conjunction with the Qualifications, and the Assessment Guidelines of the National Floristry Training Package.

What assessment is appropriate, what evidence should be gathered, how competence is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit are set out below:

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element and unit of competency.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves retail industry competencies.

In order to ensure consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of floristry situations.

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed either in a work or simulated work environment.

Assessment activities may also include written or verbal short answer testing, multiple-choice testing, practical exercises, role-plays, research/project work or observation of practical demonstration.

Unit Assessment

Evidence is most relevant when provided through an holistic assessment activity which integrates the elements of competency for each unit.

The unit assessment activity will require the candidate to gather evidence of ability to:

- apply knowledge and skills which underpin the process required to demonstrate competence, including the appropriate key competencies
- integrate knowledge and skills critical to demonstrating competence in this unit.

In the activity for WRFL.10A: Buy Floristry Stock and Merchandise the candidate will demonstrate the ability to plan and introduce floristry stock and merchandise and service ranges, establish contacts with suppliers/growers and set prices to maximise profits.

Interdependent Assessment of Units (Integrated Competency Assessment)

The pattern and selection of units of competency for the Qualifications are set out in the National Floristry Training Package.

To facilitate the assessment process, units of competency have been grouped into inter-related assessment phases. Each phase is assessed through an Integrated Competency Assessment activity to assure that appropriate holistic assessment occurs.

WRFL.10A: Buy Floristry Stock and Merchandise is a unit within Certificate IV. The other Certificate IV Units are:

- WRFL.11A Create Custom made, Advanced and large Scale Floral Designs**
- BSX023\1A Evaluate a Business Opportunity**
- BSX023\2A Complete a Business Plan**
- BSX023\3A Address Legal and Administration Requirements**
- BSX023\4A Address Customer Requirements**
- BSX023\5A Manage Business Operations**
- BSX023\6A Manage Self and Staff**
- BSX023\7A Manage Finances**
- BSX023\8A Review Business**

Each Integrated Competency Assessment activity is based on a theme. The assessment focuses on those aspects of the phase considered to be most critical for competent workplace performance.

When each unit of competency in a phase has been completed the candidate will undertake an Integrated Competency Assessment.

The Integrated Competency Assessment activity will require the candidate to:

- apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace, including the appropriate key competencies
- demonstrate workplace competency, in an holistic manner through the integration of the units, within the phase

The evidence should be gathered during learning and assessment activities for each unit of competency within each phase.

Resource Implications

This refers to the resources that are necessary for undertaking the assessment.

All resources must be provided for the assessment. If workplace based, the resources should relate specifically to shop/studio policies, procedures and range of stock and equipment. If an off the job or simulated work environment is used then resources should be generic and be applicable to a wide variety of shop/studio work environments. Resources may include:

- a real or simulated floristry environment.
- access to relevant information and documentation
- qualified workplace assessor.

WRFL.11A

Create Custom Made, Advanced And Large Scale Floristry Designs

This unit encompasses those skills necessary for producing custom made and advanced design of floral items, on a range of scales and for different purposes, including corporate, competition, contemporary and function requirements. It includes the skills required to meet specific customer needs and involving a high level of client consultation, estimation, planning, production and coordination skills. Work may be one item, many coordinated items or a complete environmental theme.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
WRFL11.1 Consult with client to plan custom made, advanced and large scale floral designs	<ul style="list-style-type: none">▪ Consult with the client to identify design and job requirements and to establish relevant parameters.▪ Accurately record design and job requirements and quote/price according to shop/studio policy.▪ Construction technique/s selected in accordance with design specifications, product requirements, site/venue requirements and shop/studio policy.▪ Planned design addresses any special requirements in regard to destination/site, environmental factors, delivery and time frame.▪ Production stages accurately planned and recorded, according to design specification and shop/studio policy.▪ Staffing and production issues assessed before the job is undertaken.▪ Accurate sketches/plans or concept details produced according to client brief and shop/studio policy.▪ Confirm order and negotiate design and job specifications with the client, implementing modifications, to address client requirements, if necessary.
WRFL11.2 Apply the elements and principles of design to determine the design specification for the total job	<ul style="list-style-type: none">▪ Elements and principles of design applied to the design/job specification once the parameters and constraints to the job have been determined.▪ Sketches and plans drawn to highlight the elements and principles of design.▪ Flower and plant materials, floral sundries and other related stock are selected according to the elements and principles of design as specified in sketches or concept designs.▪ Packaging, wrapping, protection and presentation of the final design meets and enhances the overall design specification and the application of the elements and principles of design.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
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WRFL11.3 Prepare materials and equipment for the construction of custom made, advanced and large scale floral item/s

- Prepare work areas to cater for the construction of the custom made designs.
- Support methods and props fully assessed prior to construction.
- All necessary equipment accurately identified and selected according to design and shop/studio policy.
- Unsafe equipment recognised and dealt with according to shop/studio policy.
- Fresh materials selected, prepared and conditioned according to product requirements, required lifespan, functional requirement and shop/studio policy.
- Fresh materials handled safely and efficiently to minimise damage, waste and contamination according to shop/studio policy.
- Appropriate floral sundries and accessory items selected according to design specifications.

WRFL11.4 Construct custom made, advanced and large scale floral arrangements

- Tools and equipment used according to safe work practices and occupational health and safety guidelines.
- On/off site construction options assessed and coordinated, where necessary.
- Environmental factors, in relation to heating, ventilation and lighting assessed.
- Requirements including staging, staff and transport/delivery planned and organised according to shop/studio policy and design specifications.
- Staff assisting with the job are briefed accurately and clearly in regards to their duties/tasks.
- Correct materials and appropriate construction and assembly techniques, used to meet the design specification.

WRFL11.5 Enhance the presentation and protect custom made, advanced and large scale floral designs

- Selected wrapping, packaging and protective materials sorted and assembled in an appropriate area.
- Sundry items accompanying design attached firmly to the finished product according to shop/studio policy and design requirements.
- Elements of design and design principles are applied in the presentation and decoration of the floral design.
- Finished product accurately matches the design specification, protective requirements of flower and plant materials and any special requirements made by the customers.

ELEMENT OF COMPETENCY**PERFORMANCE CRITERIA****WRFL11.6 Monitor and evaluate the production of custom made, advanced and large scale designs**

- Progress continuously reviewed in accordance with design specifications and the recognised elements and principles of design.
- Variation to custom design justified against product availability or other special considerations.
- Impact and effect of implemented variations assessed.
- Client consultation and feedback provided at different stages when required.
- Designs completed within industry approved time frames and according to customer requirements.
- Item cost calculated accurately according to shop/studio policy and compared against budget cost
- Quality, technical and aesthetic requirements assessed in accordance to design specification and customer requirement.
- Evaluation outcomes used to improve future practise and to revise shop/studio policies, if relevant.

RANGE OF VARIABLES

The Range of Variable statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.

The following range of variables may be present:

Custom made, advanced and large scale floral designs may include the following designs as well as variations to these designs or the integration of different elements:

- designs
 - tied designs (bouquet, posy, strauss, sheaf)
 - wired designs (button hole, corsage, circlet, head wear, posy, wreaths)
 - base medium designs (bowls, containers, table designs, wreaths)
- multiple items / high volume
- single flowers / items
- displays (weddings, balls, functions, themes, hotel work)
- large scale / areas (walls, windows, function areas, churches, etc)

Design specifications / job requirements may include:

- customer requirements:
 - purpose / occasion / theme
 - quality
 - aesthetics / design
 - effect required
 - number of items
 - security / product safety
 - delivery / transportation
 - price limit
 - time frame
 - other special instructions
- elements and principles of design (see below)
- purpose / occasion / theme:
 - weddings
 - competitions
 - funerals
 - corporate
 - function (ball, party, promotion etc)
 - special / festive occasions (Mother's Day, St Valentine's Day etc)
 - themes
 - interior floriate / theme

RANGE OF VARIABLES (CONTINUED)

- shop/studio policies and procedures:
 - presentation and protection of floral stock
 - delivery / transportation organisation
 - payment / credit arrangements
 - pricing / profit margins.

Elements of design and principles of design may include:

- elements of design
 - line
 - form
 - space
 - texture
 - colour
- design principles:
 - harmony and unity
 - rhythm
 - balance / symmetry
 - line
 - area/s of dominance / focal area
 - group
 - scale and proportion.

Clients may include:

- corporate clients
- new / existing clients
- referred clients
- people from a range of social, cultural, religious or ethnic backgrounds.

Stock/merchandise may include:

- flowers:
 - fresh
 - dry
 - silks
 - simulated
- plant material:
 - fresh
 - dry
 - silks
 - simulated
 - plants
 - vegetables

RANGE OF VARIABLES (CONTINUED)

- other treated or related stock and merchandise
- novelties (balloons, toys etc)
- consumables (fruit, chocolates, nuts, alcohol, etc)
- gift items
- garden lines
- wrapping and presentation materials
- floristry sundries (floral foam, ribbons, cards, parafilm etc)
- containers (bowl, baskets, pots vases etc).

Shop/studio differences may include:

- policy on advanced and large scale designs
- size, type and location of shop/studio
- shop/studio merchandise range
- busy or routine trading conditions
- type of floral designs catered for or promoted
- numbers of staff employed
- levels of staff training
- full-time, part-time and casual staff.

Factors impacting on the production of custom made, advanced or large scale designs may include:

- environmental factors:
 - temperature
 - humidity
 - light
 - internal / external location
 - water and food supply
- site / venue:
 - size / dimensions
 - physical access
 - access times / availability
 - display areas
 - internal / external location
- availability of fresh flower and plant materials
- logistics
 - staffing
 - construction of props / display areas
 - transportation / delivery.

RANGE OF VARIABLES (CONTINUED)

Enhancement and protection of designs may include:

- wrapping
- packaging
- sealing / protection
- decoration.

Shop/studio policies and procedures may include:

- costing factors, pricing schedules and payment requirements
- staffing, use of contractors/tradespeople
- presentation, display and decoration of designs
- conditioning of products and construction techniques
- transportation and delivery organisation
- housekeeping and waste disposal methods.

The following components of the Evidence Guide relate directly to the Performance Criteria and the Range of Variables for the unit of competency and will inform and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Evidence of the following knowledge and skills is considered essential to demonstrate competency in this unit:

- ability to interpret the factors/parameters which impact on a design to produce an appropriate design specification for a specific floral arrangement
- application of the elements of design and principles of design in developing the overall design specifications
- records kept of the design specification (sketches/photos/concept designs), including relevant costing details in keeping with shop/studio policy
- on going consultation with the client, to determine and clarify design specifications and job requirements
- ability to coordinate the production of custom made, advanced and large scale floral designs, including the coordination of staff, delivery logistics and related site/venue requirements
- ability to complete custom made advanced and large scale floral designs, which integrate a range of construction techniques, to reflect design specifications
- consistent application of safe work practices, especially in regards to manual handling, waste disposal and the use of hand tools and related floristry equipment
- ability to complete tasks within given time frames and deadlines imposed by customer and/or shop/studio
- ability to evaluate specific job, in terms of problems encountered, new skills learnt and meeting client requirements
- application of past experiences to improve future floral designs or client interactions.

Underpinning knowledge and skills

The following knowledge, understanding and skills are essential to perform work to the required standard in this unit.

- Specialist product knowledge including:
 - features and characteristics of flower and plant materials
 - supplier and seasonal availability
 - presentation and conditioning of floral designs.
 - appropriate construction and assembly techniques.
- Understanding of the factors which determine a design specification / job requirement.
- Detailed knowledge of the current trends in the industry and in the application of complex elements of design and principles of floristry design.
- Knowledge of floristry construction techniques:
 - fine and heavy wiring
 - use of base mediums
 - integration of construction techniques

EVIDENCE GUIDE (CONTINUED)

- Skills in:
 - planning and coordination
 - problem solving
 - time management
 - negotiation and conflict resolution
 - stress management.
- Knowledge and provision of relevant legislation and statutory requirements including:
 - industry codes of practice
 - occupational health and safety guidelines
 - relevant hygiene regulations
- Knowledge of shop/studio policies and procedures in regards to :
 - presentation, decoration and display
 - conditioning and maintaining products
 - transportation and delivery requirements
 - housekeeping and waste disposal methods.
- Numeracy skills for estimating and calculating the cost of item/s.
- Literacy skills for reading and completing documentation.

Key competencies

This refers to the seven areas of generic competency that underpin effective workplace practices. The Key

Competencies cover the three levels of performance in the following areas.

Communicating ideas & information	Collecting, analysing & organising information	Planning & organising activities	Working with teams & others	Using mathematical ideas & techniques	Solving problems	Using technology
2	2	2	2	2	2	2

Method and Context of Assessment

This section should be read in conjunction with the Qualifications, and the Assessment Guidelines of the National Floristry Training Package.

What assessment is appropriate, what evidence should be gathered, how competence is required to be demonstrated and where assessment (on job, off job) should be undertaken for this unit are set out below:

Competency is demonstrated by performance of all stated criteria according to the range of variables applicable to the workplace.

Evidence should be gathered attesting to the achievement of competence by the candidate to the standard required for each element and unit of competency.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves retail industry competencies.

EVIDENCE GUIDE (CONTINUED)

In order to ensure consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of floristry situations.

Elements of competency contain both theoretical and practical components. The theoretical components may be assessed off the job. The practical components should be assessed either in a work or simulated work environment.

Assessment activities may also include written or verbal short answer testing, multiple-choice testing, practical exercises, role-plays, research/project work or observation of practical demonstration.

In the activity for WRFL.11A: Create Custom made, Advanced and Large Scale Floral Designs the candidate will demonstrate the ability to produce custom made and advanced design of floral items, on a range of scales and for different purposes, including corporate, competition, contemporary and function requirements. It includes the skills required to meet specific customer needs and involves a high level of client consultation, estimation, planning, production and coordination skills. Work may be one item, many coordinated items or a complete environmental theme.

Interdependent Assessment of Units (Integrated Competency Assessment)

The pattern and selection of units of competency for the Qualifications are set out in the National Floristry Training Package.

To facilitate the assessment process, units of competency have been grouped into inter-related assessment phases. Each phase is assessed through an Integrated Competency Assessment activity to assure that appropriate holistic assessment occurs.

WRFL.11A: Create Custom Made, Advanced and large Scale Floral Designs is a unit within Certificate IV. The other Certificate IV Units are:

WRFL.10A	Buy Floristry Stock and Merchandise
BSX023\1A	Evaluate a Business Opportunity
BSX023\2A	Complete a Business Plan
BSX023\3A	Address Legal and Administration Requirements
BSX00234A	Address Customer Requirements
BSX023\5A	Manage Business Operations
BSX023\6A	Manage Self and Staff
BSX023\7A	Manage Finances
BSX023\8A	Review Business

Each Integrated Competency Assessment activity is based on a theme. The assessment focuses on those aspects of the phase considered to be most critical for competent workplace performance.

When each unit of competency in a phase has been completed the candidate will undertake an Integrated Competency Assessment.

The Integrated Competency Assessment activity will require the candidate to:

- apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace, including the appropriate key competencies
- demonstrate workplace competency, in an holistic manner through the integration of the units, within the phase

The evidence should be gathered during learning and assessment activities for each unit of competency within each phase.

This unit is based on and is equivalent to unit 1 in the revised Small Business Management Competency Standards. It involves preliminary investigation of a business opportunity to assess its potential viability and how well it conforms with current personal and business directions

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
<p>\1.1 Clarify Personal Expectations, Values, Skills and Experience.</p>	<p>Personal needs, values and expectations realistically identified and aligned with the business opportunity.</p> <p>Relevant experience and current competencies accurately identified and matched with requirements of the business opportunity.</p> <p>Personal strengths and weaknesses realistically assessed in terms of requirements of the business opportunity.</p> <p>Personal motivators, attitude and vision clarified in relation to the potential business direction.</p>
<p>\1.2 Identify a Business Opportunity</p>	<p>Sources of information about business opportunities actively pursued in line with personal and business interests and values.</p> <p>Creative ideas and innovative approaches sought and considered for their potential business applications.</p>
<p>\1.3 Investigate the Business Opportunity</p>	<p>Business opportunities thoroughly investigated to determine their market and financial viability.</p> <p>Complete documents and records obtained for existing businesses and franchises as a basis for assessing the suitability of the business opportunity.</p> <p>The fit between the business opportunity and personal expectations, values, skills and experience carefully evaluated to identify gaps and incompatibilities.</p> <p>The new business opportunity evaluated against current business involvement to identify overlaps, compatibilities and clashes.</p> <p>The probable return on investment is estimated by identifying and analysing risks, opportunities, costs and benefits associated with the business opportunity.</p> <p>Relevant situational factors identified and their potential to impact on the business opportunity is assessed.</p> <p>The decision to proceed with the business opportunity based on a sound assessment of all factors.</p>

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
<p>\1.4 Determine Nature of Products/Services to be Provided</p>	<p>The perceptions of potential clients clarified to establish which products/services best meet their needs/demands.</p> <p>Ways of enhancing the product/service benefits to client identified.</p> <p>Optimal mix of product/services established to maximise returns.</p> <p>Likely contributions of each product/service to total sales and profit estimated as a guide to determining the optimal mix.</p> <p>The nature of products/services to be provided specified to ensure the product mix reflects client demand.</p> <p>Selection of pricing approach guided by a determination of what the market will bear.</p>
<p>\1.5 Establish Market Needs for the Product/Service</p>	<p>Market demand and need for the product/service researched to establish the viability of the business opportunity.</p> <p>Market profile established which provides an understanding of the characteristics of the potential client base.</p> <p>Target market for the product/service specified in line with potential market characteristics.</p> <p>Competitors identified and their strengths and weaknesses analysed to provide a basis of comparison and identify a market niche for the business opportunity.</p>

RANGE OF VARIABLES

The Range of Variables statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.

The following variables may be present:

Business opportunities may relate to new business or to extending, expanding or otherwise changing an existing business.

The source of ideas may include advertised business and franchises, similar small businesses operating in Australia or abroad and ideas generated by self, peers, colleagues and ideas drawn from trade or professional journals.

Sources of data or information about business opportunities may include information from peers, data bases, government agencies, ABS data, business advisory services, professional/trade associations, financial institutions.

The business may provide products or services or a combination of both.

Situational factors may include considerations of timing, location/position, availability of human and financial resources, geographic isolation, strength of competition, financial and political climate.

Personal expectations and values may include income levels required, period of intended business ownership, family circumstances, and personal values (eg view of status, tolerance of risk, etc). Personal attitudes and attributes may include entrepreneurial attitude, leadership ability, clarity of thinking, conception/vision, imagination, passion, energy/drive, persistence, service focus, integrity and embracing diversity.

Market Research may be self generated, commissioned, or it may draw on published material. Sources of market information include potential client, suppliers and competitors, the industry and the community. Description of the market should include demographic data such as the size, characteristics of the primary client (age group, education, experience, background, disposable income or lifestyle) expectations regarding quality, presentation and support services. Competitor analysis could describe the number, size, location, range of quality, price and other features on which they compete, recent growth of competition and possible barriers to entry to the market.

Approaches to setting the price of products or services should be based on an understanding of what the market will bear.

Pricing approach may include:

- Cost plus margin
- Relative to competitors
- Demand orientation

EVIDENCE GUIDE

Evidence of satisfactory performance in this unit involves an assessment of the process of evaluating a specific business opportunity which has been followed by the 'small business manager'. This unit may be assessed in conjunction with "Address Client Requirements".

Evidence may be gathered using the following methods:

Review of the documentation summarising actions taken and findings at each step in the process.

Discussion with the 'small business manager' about the evaluation process followed (actions taken, findings and rationale for decisions).

Questions about the underlying knowledge base of the 'small business manager'.

Evidence is required of knowledge of:

Sources of pertinent information (financial and market research)

Analysis and appraisal techniques as applied to the business and to self.

Types of market research and market research methods.

Methods of costing and pricing of products and services.

This unit is based on and is equivalent to unit 2 in the revised Small Business Management Competency Standards. It involves developing an integrated business plan as a guide to achieving specified business objectives in accordance with perceived client needs and business capabilities to provide quality product/service. This unit covers the initial conceptual planning for the business and is elaborated in each area of business in units “Address Client Requirements” and “Manage Finances.”

ELEMENT OF COMPETENCY**PERFORMANCE CRITERIA**

\2.1 Specify Business Goals and Objectives	Desired direction of business clearly stated. Explicit short and medium term objectives established.
\2.2 Identify Need for Specialist Services	The need for specialist services to complement in-house capabilities identified as a basis for planning of resource requirements. Specialist services, sources of advice and resources available identified and costed.
\2.3 Formulate a Business Plan	<p>The business plan developed on the basis of information obtained through research into client needs, resources requirements and business viability. Stockholders are encouraged to express their specific interests and objectives and their alignment with the planned business direction is clarified.</p> <p>A financial plan estimating cash flow projections and budgetary information and describing the means by which the production/service plan can be implemented and supporting marketing activities can be sustained.</p> <p>The business plan identifies sales strategies to optimise market exposure and profitability.</p> <p>A production/service plan formulated, aimed at supplying goods and services to meet client expectations and satisfy quality assurance criteria.</p> <p>Means of achieving the business objectives and communicating benefits of the product/service to the target market identified in accordance with financial plan.</p> <p>The plan identifies options for delivery, service and support in accordance with:</p> <ul style="list-style-type: none"> client requirements market expectations budgetary constraints business objectives industrial relations climate

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
<p>\2.3 Formulate a Business Plan (Cont'd)</p>	<p>The business plan specifies means of supply and distribution to support business initiatives.</p> <p>The plan specifies human resource requirements needed to effectively produce and deliver the products/services.</p> <p>The financial plan includes an evaluation of sources and costs of finance required for liquidity of the business.</p> <p>Risk management strategies developed according to the planned business needs.</p>
<p>\2.4 Apply the Business Plan</p>	<p>Components of the business plan mutually supportive and integrated to provide clear and coherent direction for the business operations.</p> <p>The type and level of information contained in the business plan is oriented to satisfy the needs of financial backers.</p> <p>Operational and revenue control systems identified and evaluated for their ability to provide systematic support to the business.</p> <p>Systems and key performance indicators or targets identified to monitor business performance and customer satisfaction.</p> <p>The business plan clearly communicated to relevant stakeholders and staff to ensure their understanding and support.</p>

RANGE OF VARIABLES

- **The Range of Variables statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.**
- The following variables may be present:

The business plan is produced for a specific small business venture. The comprehensiveness and extent of detailed documentation required in the business plan will depend on a range of factors which may include:

- The proposed size and scale of the business
- The market focus of the business
- The need to raise finance and requirements of lenders
- The level of risk involved
- Different stages in the development of a business

Specialist advice may be needed to develop the business plan. The plan should articulate the business opportunity, identify resources necessary to implement the proposals, detail ownership, management, staffing, organisational, marketing, financial and operational arrangements.

The business plan may be quite brief if the business venture is small. It should contain an income and expenditure statement, balance sheet and cash flow forecast. It may provide projections for the initial years of operation and spell out the assumptions underlying the business plan, such as the expected level of inflation and taxation, expected trend of interest rate, capital expenditure and its timing, stock turnover, debtors collection period, creditor payment period, return on investment.

The business plan should also include recognition of any seasonal or cyclical (time-based) elements which are crucial to the success of the enterprise. It may acknowledge the rapid rate of change in small business by including a contingency plan to address favourable or unfavourable sudden change.

The financial plan takes account of:

- The current financial state of the enterprise (or owner/operator)
- Financial performance to date (if applicable)
- Likely return on investment
- A review of financial inputs required (sources and forms of finance)
- Projections of likely financial results (budgeting)
- Risks and measures to manage or minimise risks

Include working capital, fixed capital, debt capital, equity capital.

Financial resources may be provided from personal sources, financial institutions, trade/industry sources, Government sources. Potential financial backers include owner, family and friends, providers of venture capital, banks or finance companies, leasing and hire purchase financiers.

The federal and state governments provide various forms of technical and financial assistance. This assistance can take the form of direct cash grants, subsidies, tax concessions and professional and technical advice.

EVIDENCE GUIDE

The basis for projections may vary depending on the importance of such information and the stage in the life of the business, and may be done on a monthly, quarterly or annual basis. Useful financial indicators for forward projections may include:

Analysis of sales by product/service, identifying where they were sold and to whom.

The resources required to implement the proposed marketing and production strategies (staff, materials, plant and equipment).

Estimates of profit and loss projections for each forward period.

Cash flow estimates for each forward period.

The point at which the enterprise breaks even, ie, when the sales recover all operating costs and costs of goods.

Financial targets which may be used include profit, turnover, capital and equity targets.

Internal operational targets used may relate to size, quality, quantity and diversity; wages to sales; sales to area/stock levels/stock turnover, average debtor payment periods and levels. External operational targets may relate to market share and positioning and may involve exploring new markets, building national or international trade links. Operational targets may be short, medium or long term.

The nature of the risks facing a business and measures to manage or minimise these risks may vary according to the nature of the business. Risks may include physical security of premises, plant equipment, goods and services, security of intellectual property, loss of earnings through sickness/accidents, breach of contract, drought, flood, etc. Measures to manage risk include securing appropriate insurance, instituting security systems etc.

The human resource requirements of a business may be met through engaging full-time or part-time staff on a permanent, temporary or casual basis, using sub-contractors or external advisers/consultants. For some small businesses, the owner/operator can provide all the human resource requirements.

The stakeholders in a small business may include other family members, partners, providers of finance, clients, suppliers, franchise agency, trade or industry associations, regulatory bodies.

EVIDENCE GUIDE (CONTINUED)

- Evidence of satisfactory performance in this Unit involves an assessment of the final product, namely the documented business plan.
- Evidence may be gathered using the following methods:

Review of the documented business plan and the process by which it was developed.

Discussion with the 'small business manager' about each component of the business plan (underlying rationale).

Questions about the underpinning knowledge base of the 'small business manager'.

Extent to which stakeholders and staff understand and support the thrust of the business plan.

- Evidence is required of the knowledge of:

Forms and sources of finance.

Specialist services available and charges.

Planning and control systems (sales, advertising and promotion, distribution and logistics).

Production and planning techniques.

Effective monitoring systems.

Business risks and measures to manage or minimise risks.

Options for meeting human resource requirements and the implications of each option.

Legal and regulatory aspects of employing or contracting human resources.

Address Legal and Administrative Requirements

This unit is based on and is equivalent to unit 3 in the revised Small Business Management Competency Standards. It involves identifying and complying with legal and administrative requirements in the process of setting up and maintaining a small business structure and legal rights regarding production and use of products and the provision of services

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
<p>\3.1 Establish Legal Structure of Business</p>	<p>Legal options for the business structure thoroughly examined to determine the most suitable type of business structure, taking into account:</p> <ul style="list-style-type: none"> preferences of owners requirements of funding bodies confidentiality considerations (legal and financial) taxation considerations superannuation considerations subsequent ownership transfer considerations. <p>Legal rights and responsibilities of the business structures investigated to ensure they are understood and the business is adequately protected.</p>
<p>\3.2 Comply with Statutory and Regulatory Requirements</p>	<p>Statutory and regulatory requirements affecting the operations of the business ascertained and appropriate steps taken to ensure full compliance.</p> <p>Insurance requirements fully identified especially professional indemnity and adequate cover acquired to ensure risk minimisation.</p> <p>Registration of the business secured in accordance with owner/operator preferences and legal requirements.</p> <p>Legal documents carefully maintained and relevant records kept and updated.</p>

ELEMENT OF COMPETENCY**PERFORMANCE CRITERIA****\3.3 Establish Rights to Products/Services**

Information on any procurement rights needed sought to ensure the implications are fully understood.

Conditions applying to provision of services fully explored to ensure compliance with legal and contractual requirements.

Cost of procurement rights to products and services fully identified and included in ongoing financial planning.

Rights and responsibilities applying to the use of products and services fully explored to ensure accurate information communicated to clients.

Legal advice on contractual rights and obligations sought, if required, to clarify business liabilities.

\3.4 Secure Rights to Products and Services

The decision to secure production rights based on an informed assessment of all available information.

Contractual procurement rights secured, which provide optimal conditions for production of product/services.

RANGE OF VARIABLES

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- **The Range of Variables statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprise and workplaces, including practices, knowledge and requirements. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.**
- The following variables may be present:

The business may be carried out within a company, trust, partnership or sole trader structure or some other form of business recognised by law.

Ownership transfer may occur as a result of forced business closure, death, divorce, sale of business, buying out other partners, succession planning, etc.

Contracts may be entered into with owners, suppliers, employees, clients or any person with whom the business has, or seeks to have, a performance-based relationship.

Regulations may include local, state, national and international legislation and regulations affecting business operations such as: business registration, planning and other permission's, licence to practice, fire, occupational health and safety and environmental legislation, industrial, taxation, copyright, patent trademark and design regulations, codes of practice standards, and anti-competition/monopoly, anti-trust and consumer legislation.

Types of insurance especially including professional indemnity.

Legal rights which may apply include royalties, copyright, patents, trademarks, registered design and applications, intellectual property, software, licences, franchises and any form of licensing.

Legal documents include partnership agreements constitution documents, statutory books for companies (Register of Members, Register of Directors and Minute Books), Articles of Association, Certificate of Incorporation, Franchise Agreements and financial documentation.

Record keeping requirements may cover, for example, financial, personnel, taxation, occupational health and safety records.

EVIDENCE GUIDE

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- Evidence of satisfactory performance in this unit involves the completeness of the arrangements made or proposed by the 'small business manager' in addressing the legal and administrative requirements of the small business.
- Evidence may be gathered using the following methods:

Review of documented instructions to lawyers/accountants/business advisers.

Discussion with the small business manager about the rationale for the chosen legal structure of the business and other such decisions, method of securing and maintaining legal records and documents.

Questions about the underlying knowledge base of the small business manager.

- Evidence is required of knowledge of:

Legal rights and responsibilities.

All relevant statutory and regulatory requirements which affect the proposed small business.

Insurance requirements especially professional indemnity.

Contractual rights and responsibilities.

Staff qualifications requirements for relevant service provision.

Record keeping duties.

Address Customer Requirements

This unit is based on and is equivalent to unit 4 in the revised Small Business Management Competency Standards. It involves establishing client requirements and customer satisfaction, developing and implementing strategies to meet these requirements in ways which will optimise the overall profitability of the business

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
<p>\4.1 Establish Customer Requirements</p>	<p>Existing and/or potential customer base identified as a guide to establishing demand.</p> <p>Market research information assessed against the aims and targets of the business plan.</p> <p>Customer requirements and preferences determined as a basis for the marketing strategy.</p> <p>Systems to receive respond to and address customer reactions implemented.</p>
<p>\4.2 Develop Marketing Strategies</p>	<p>Marketing strategies identified and prioritised to optimise sales and profit in line with:</p> <ul style="list-style-type: none"> - the aim and targets of the business plan - customer requirements - the market position, objectives - opportunities and resources of the business. <p>Resource needs identified to enable implementation of marketing plans.</p> <p>Promotional activities planned and accurately costed to reach identified and potential customer.</p> <p>Effective promotional and distribution methods to reach the identified market segment determined.</p>
<p>\4.3 Implement Marketing Strategies</p>	<p>Marketing strategies aimed at improving the businesses' competitive position implemented.</p> <p>Business resources identified and provided to effectively implement the marketing strategies.</p>

ELEMENT OF COMPETENCY**PERFORMANCE CRITERIA****\4.4 Monitor Marketing Performance**

Changes in market phenomena noted and analysed to assess changing business opportunities.

Achievement of performance targets regularly monitored in accordance with the marketing plan.

Causes of serious performance deviations investigated and corrective action is taken.

Staff encouraged to look for improvement in performance in relation to specific marketing efforts.

\4.5 Explore Opportunities to Improve Customer Satisfaction

Marketing activities guided by regularly seeking customer reaction to all aspects of the marketing mix.

Sales and marketing activities evaluated to determine opportunities for change and improvement.

Sales and marketing strategies evaluated to guide product/service development, change and improvement.

Customer complaints are investigated, regarded as an opportunity to improve service and acted upon accordingly.

Customer requirements actively researched to signal the time for change/improvement in the products/services offered and the marketing mix.

Staff encouraged to propose and implement product/service improvements and innovations to address customer requirements.

RANGE OF VARIABLES

The Range of Variables statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprise and workplaces, including practices, knowledge and requirements. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.

The following variables may be present:

Market Research may be formal or informal, self-generated, commissioned or it may draw on published material. Sources of market information include potential customers, suppliers, competitors, published material and available databases.

The marketing mix includes products/service, distribution, promotion and price.

Promotional activities may include the various methods of advertising available, such as advertising in national newspapers, suburban or local newspapers, word of mouth, referral, testimonials, professional/industry journals, advertising on radio (local & national) or television, mail drops, display posters, canvassing and telephone canvassing, exhibitions, sponsoring local community events. Promotional activities may also include in-salon promotions, the development of networks and strategic alliances, staff development programs to enhance client service orientation.

Marketing strategies may cover:

- Product design and packaging
- Pricing, presentation and display of products/services
- Promotion and advertising
- Product and service range and mix
- Distribution

Various marketing strategies which may be pursued include, for example:

- Achieving lower costs of production and distribution than competitors
- Creating a very different product line or service so that the business becomes a class leader in the industry
- Pursuing cost leadership and/or product/service differentiation within a specialist market (niche) segment
- Opportunities for change and improvement may relate to product/service configuration, raw materials, packaging, delivery times/quantity, pricing structure, market positioning, ancillary services

Customer satisfaction data may be obtained through:

- Survey/other feedback mechanisms
- Informal discussion
- Customer meetings
- Focus groups
- Sales to contact ratio

Customers may include a diversity of people, from a variety of cultural/ethnic backgrounds and from:

- the local community
- national or international markets

EVIDENCE GUIDE

Evidence of satisfactory performance in this unit involves self-assessment of the marketing strategy and associated action plan(s) developed by the small business manager, (if applicable) and plans made to maintain its ongoing relevance and currency.

Satisfactory performance in this unit may be assessed by observation of successful business performance in relation to each element.

Evidence may be gathered using the following methods:

Review of documented market research (initial and ongoing), the marketing strategy associated action plan(s), marketing targets set.

Discussion with the small business manager about the rationale for marketing decisions, understanding of market trends and data obtained proposed methods of monitoring marketing performance and encouraging staff contributions.

Questions about the underlying knowledge base of the 'small business manager'.

Evidence is required of knowledge:

Key marketing concepts and methods

Methods of analysing costs and benefits of chosen marketing strategy

Methods of monitoring customer satisfaction.

This unit is based on and is equivalent to unit 5 in the revised Small Business Management Competency Standards. It is concerned with translating the business plan into operational strategies to deliver products/services. These strategies may involve managing equipment, materials, premises and physical or natural resources and developing operational procedures. (The management of human resource strategies is not included in this unit as Unit “Manage Self and Staff” deals specifically with this area.)

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
<p>\5.1 Develop Operational Strategies</p>	<p>Operational factors affecting the desired output of the business identified.</p> <p>Preferred operational strategies selected to optimise business outputs.</p> <p>Costs and benefits of the various operational strategies evaluated to achieve optimum results.</p> <p>Performance measures are determined for the desired output.</p> <p>Operational targets determined to meet the priorities set down in the business plan.</p> <p>Strategies clearly specify responsibilities for output quality management.</p> <p>Quality criteria and operational procedures developed to meet client requirements and business standards.</p> <p>A structured approach to innovation developed to respond to changing client requirements.</p>
<p>\5.2 Implement Operational Strategies</p>	<p>Systems to control expenditure, wastage, stock and costs established in accordance with the business plan.</p> <p>The provision of goods/services meets time, cost and quality specifications.</p> <p>The provision of goods/services is in accordance with client requirements.</p> <p>Quality procedures developed to address product/service and client requirements.</p>

\5.3 Monitor Operational Performance

The achievement of operational targets regularly monitored in accordance with the business plan and operational strategies.

Operational policies and procedures reviewed regularly in the light of business performance.

Systems and structures reviewed with a view to more effectively supporting business performance.

Performance deviations investigated and analysed to establish causes and implement changes in procedures.

The content, assumptions and projections of operational strategies assessed to determine whether variations or alternative policies and procedures are indicated.

Operational policies and procedures changed to incorporate corrective action taken.

\5.4 Explore Opportunities to Improve Performance

Staff encouraged to identify opportunities for improvements in the operational management of the business.

Potential areas for improvement in operational strategies, policies and procedures identified based on review findings and the current business plan.

Proposed changes clearly recorded to facilitate future planning and evaluation.

Relevant performance indicators defined to monitor the effects of the proposed changes.

RANGE OF VARIABLES

The Range of Variables statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprise and workplaces, including practices, knowledge and requirements. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.

The following variables may be present:

Operational requirements will vary according to the business involved and may include operational aspects of production and service provision.

Operational factors may include:

- Business premises (eg. size, location, layout)
- Plant and equipment
- Methods/techniques/technology
- Management and administrative systems and procedures
- Technology

Options for acquiring necessary operational requirements may include purchase (sole or shared ownership), or leasing. Premises, plant and equipment may be new or previously owned.

Requirements may be one-off requirements or recurrent requirements (such as equipment maintenance) specific to the nature of the business.

Business outputs may include:

- Products
- Services
- Salon goods/products
- Industrial agreements

Internal operational targets used may relate to size, quality, quantity and diversity; wages to sales; sales to area. External operational targets may relate to market share and positioning and may involve exploring new markets. Operational targets may be short, medium or long term.

Technical standards include any current and generally agreed descriptions of what the product/service is, how it should be produced and the quality, safety, efficiency or other measures to determine the activity is done effectively.

EVIDENCE GUIDE

Evidence of satisfactory performance in this unit involves an assessment of the operational strategies, policies and procedures developed by the 'small business manager', and includes maintaining ongoing operational efficiency and effectiveness.

Satisfactory performance in this unit may be assessed by observation of successful business performance in relation to each element.

Evidence may be gathered using the following methods:

Review of documented operational plans, sales and service targets set, control systems established.

Discussions with the 'small business manager' about the rationale for decisions, understanding of production data, proposed methods for monitoring performance.

Observation of business operations management.

Questions about the underlying knowledge base of the 'small business manager'.

Evidence is required of knowledge of:

Operational factors relating to the business (eg. service provision).

Key operational concepts and procedures.

Legal and statutory requirements and responsibilities.

Control systems.

Methods of monitoring performance.

This unit is based on and is equivalent to unit 6 in the revised Small Business Management Competency Standards. It involves developing specific human resource strategies to match the functional requirements of the business and implementing these strategies in ways which enhance business operations by meeting the needs of clients and staff.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
<p>\6.1 Develop Human Resource Strategies</p>	<p>Key functions required to conduct the business identified.</p> <p>An appropriate organisation structure for the business is developed to ensure all functions fulfilled.</p> <p>Human resource requirements to perform tasks determined and specified in terms of number of staff, qualification of staff, time commitment and competencies required.</p> <p>Existing skills/competencies/qualifications of self and staff identified and compared with requirements to identify any gaps.</p> <p>Tasks scheduled systematically and efficiently to optimise utilisation of available human resources.</p> <p>Individual and team responsibilities and levels of authority clearly defined to enhance clear communication and understanding of performance expectations.</p> <p>Strategies specify performance measures for individuals and teams in accordance with business requirements.</p> <p>Strategies take account of the diversity of the Australian community.</p> <p>Staff policies and procedures developed to address recruitment and training needs of the business.</p> <p>Industrial relations matters, which may impact on the business, investigated to clarify workplace rights and obligations of employers and employees.</p> <p>Policies and procedures encourage the self-management and professional development of staff in accordance with business direction and personal preferences of staff.</p> <p>Systems for recording staff data selected to provide timely and accurate information.</p>

<p>\6.2 Implement Human Resource Strategies</p>	<p>Recruitment and selection of staff based on the human resource requirements identified in the business plan.</p> <p>Work responsibilities managed so that available staff resources balance the functions and responsibilities required by the business.</p> <p>Objectives, responsibilities and performance measures communicated to each staff member and their agreement obtained to ensure expectations are understood.</p> <p>Effective working relationships established and maintained in the workplace through provision of appropriate leadership, support, communication and feedback.</p> <p>Effective staff contributions to the business recognised/rewarded.</p> <p>Industrial relations and staff issues addressed and managed effectively to meet the needs of all parties and in accordance with ethics and relevant statutory and legal requirements.</p> <p>Staff records maintained in accordance with legal, administrative and business requirements.</p> <p>Industrial agreements in place in accordance with current workplace and industrial requirements.</p>
<p>\6.3 Monitor Performance of Self and Staff</p>	<p>Contribution and skills of self and staff regularly reviewed to ensure performance is in line with expectations and business requirements.</p> <p>Allocation of staff to particular tasks/functions continually monitored and reviewed in the light of business requirements.</p> <p>The performance of individuals and teams regularly reviewed in terms of agreed performance measures.</p> <p>Teams and individuals encouraged to monitor their own performance and to identify any further developmental needs.</p> <p>Changing work demands noted and monitored in relation to ongoing human resources requirements.</p> <p>The balance between people directly involved in operational aspects of the business and those that support, supervise or manage them closely monitored and maintained or adjusted in line with changing business requirements.</p>

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
<p>\6.4 Explore Opportunities to Improve Performance of Self and Staff</p>	<p>Time scheduled for staff members to review work operations regularly in accordance with maintaining or improving operational efficiency.</p> <p>Review of individual, team and organisational capacities undertaken to identify opportunities for personal and business improvement.</p> <p>Staff encouraged to extend or develop relevant competencies by taking opportunities for training or work experience.</p> <p>Benefits to personal and business performance maximised through effectively managing diversity of staff.</p> <p>Strategies to minimise 'down time' or 'bottlenecks' developed in conjunction with staff.</p> <p>The allocation of work and/or operational policies and procedures adjusted in light of staff suggestions.</p> <p>The level and spread of competencies of self and staff maintained to ensure appropriate coverage of required functional responsibilities.</p>

RANGE OF VARIABLES

The Range of Variables statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprise and workplace, including practices, knowledge and requirements. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.

The following variables may be present:

The human resource requirements of a small business may be met through engaging full-time or part-time staff on a permanent, temporary or casual basis, using sub-contractors or external advisers/consultants. Human resources may involve self only and may include family and/or friends whose services are employed in the business.

The Australian Bureau of Statistics defines small business as a manufacturer employing less than 100 people, or a mining, construction or service business employing less than 20 people. Small businesses may include as few as 1 to 5 staff. Human resource requirements for such small business follow the same principles, but may require a less complex approach to management.

Appropriate staff records may include:

- Job/position descriptions
- Employee records (including tax file number, remuneration, leave and training records, records of disciplinary action, time and wages sheets)
- Records of taxation and superannuation payments made
- Occupational Health & Safety records
- Relevant awards and/or industrial agreements

Staff policies may relate to matters such as recruitment and selection, training, Occupational Health & Safety and employment conditions. Specific policies may, for example, relate to equal opportunity and cultural diversity.

Performance measure may include performance of key people, overall productivity of the staff, staff morale, work ethic, work satisfaction, ratio of direct workers to those who support, supervise or manage them, ratio of sales dollars per employee, percentage of chargeable hours/days per week.

Managing diversity involves valuing and utilising the different skills, backgrounds and capabilities of self and staff and developing strategies to encourage and enable their effective integration into the business.

Diversity may include, for example:

- Gender
- Culture
- Language
- Network of contacts
- Work preference
- Competencies
- Education/Qualifications
- Work history

Managing diversity may include developing strategies to utilise the talents of and address the special needs of physically, mentally or socially handicapped staff and other stakeholders.

More effective use of organisation's people.

Better teamwork with resulting enhanced individual and organisational performance

Greater ability to understand and develop products and services for new markets and market segments.

EVIDENCE GUIDE

Evidence of satisfactory performance in this unit involves an assessment of the human resource strategy and associated arrangements made by the 'small business manager' to maintain the ongoing efficiency and effectiveness of the human resources of the business. It also involves an assessment of the small business manager's "people" skills (eg, negotiation, stress management, time management, problem solving, team building).

Evidence may be gathered using the following methods:

Review of the documented human resource strategy, the personnel management system and performance measures established, organisation of work.

Discussions with the 'small business manager' about the rationale for decisions taken, understanding of staff data obtained, methods for monitoring the performance of staff data obtained, methods for monitoring the performance of self and staff.

Questions about the underlying knowledge base of the 'small business manager' (eg negotiation, stress management, time management, problem solving, team building).

Evidence is required of knowledge of:

Key people management concepts and practices.

Alternative leadership styles (such as: role model, consensus, authoritarian).

Legal and statutory requirements and reporting obligations.

Record keeping systems.

Methods of monitoring own performance.

Methods of monitoring staff performance.

This unit is based on and is equivalent to unit 7 in the revised Small Business Management Competency Standards. It involves developing, implementing and reviewing strategies for the acquisition and ongoing management of finance. It includes day-to-day financial management of the business as well as implementation of broad financial strategies.

ELEMENT OF COMPETENCY**PERFORMANCE CRITERIA****\7.1 Translate Financial Plan into Strategies**

The Financial requirements calculated to establish, profitability, operate and extend the business.

Financial information requirements fully identified and information obtained to guide the financial management of the business.

The capital, profitability and cash flow requirements identified to enable the business to operate according to plan.

Adequate financial provision made for taxation, superannuation and accruing staff leave.

Capital investment requirements quantified for each operational period.

Sources of funding are identified and the cost of securing these funds on optimal terms obtained.

Financial performance indicators and targets selected to enable ongoing monitoring of financial performance.

Quality criteria and procedures in respect of administration and record keeping developed.

The financial strategy documented and relevant implications are communicated to staff and stakeholders to facilitate implementation.

Asset management strategies developed to achieve maximum advantage for the business.

ELEMENT OF COMPETENCY**PERFORMANCE CRITERIA****\7.2 Implement Financial Strategies**

Essential books and records established and maintained to ensure ongoing accessibility of financial records.

Legal and financial control systems established and maintained to facilitate ongoing monitoring of financial activities.

Financial and statutory reporting conducted in accordance with legal and administrative requirements.

Financial reports produced in a clear and timely manner for distribution to relevant stakeholders.

Cash flow estimates prepared for each forward period.

Financial projections prepared and documented to:

- indicate the required profitability
- meet the needs of financiers/shareholders
- provide reliable risk management

Appropriate action taken to ensure the achievement of profit and return on investment targets.

Accrual accounting procedures maintained in accordance with Australian Accounting Standards.

Financial ratios maintained and evaluated according to own/industry benchmarks.

Business capital negotiated/secured/managed to best enable implementation of the business plan and meet the requirements of financing bodies.

Implementation of asset management strategies involves consideration of medium/long term business objectives as well as short-term needs.

ELEMENT OF COMPETENCY**PERFORMANCE CRITERIA****\7.3 Monitor Financial Performance**

Data gathered to establish the extent to which the financial plan has been realised.

Deviation from financial performance targets regularly monitored and corrective action is decided upon and undertaken.

The content, assumptions and projections of the financial plan assessed to determine whether variations or alternative plans indicated.

The financial plan changed to incorporate corrective action required.

\7.4 Explore Opportunities to Improve Financial Performance

Staff encouraged to propose improvements and innovations to the financial operations, processes or control systems of the business.

The potential for change and improvement identified following evaluation of financial performance in relation to the financial plan.

Proposed changes clearly recorded to facilitate future planning and evaluation.

Relevant performance criteria defined to monitor the effects of the proposed changes.

RANGE OF VARIABLES

The Range of Variables statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprise and workplace, including practices, knowledge and requirements. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.

The following variables may be present:

Essential books and records include cashbook, petty cash book, tax, wages and salaries analysis books, asset registers, files of paid purchase and service invoices, file of paid sales invoices. As the business grows, additional record keeping measures may be instituted such as purchase day book, sales day book, detailed ledger accounts. The book keeping system may be computerised or manual.

Legal and financial control systems are needed for the efficient management of the key resource areas - physical, financial, human and information. Control processes, which may need to be selected and implemented, include - access, security, operational quality, financial and budgetary, documentary, performance, organisational.

Financial information includes cash flow and profit and loss statements, financial budgets, balance sheet projections, and statements of change in financial position. Measures of financial stability and profitability include ratios for profitability, liquidity, efficiency, and financial structure. Financial data includes financial, production, process, control, client, market and staff records of operational activities.

Financial performance indicators may be short, medium and long term.

Asset management strategies may include owning, leasing, sharing, syndicating, maintaining and deploying assets.

EVIDENCE GUIDE

Evidence of satisfactory performance in this unit involves an assessment of the financial strategy and associated arrangements made by the small business manager including plans to maintain its ongoing relevance and accuracy.

Satisfactory performance in this unit may be assessed by observation of successful business performance in relation to each element.

Evidence may be gathered using the following methods:

Review of documented financial strategy, financial reports, financial targets set, and financial control systems established.

Discussion with the small business manager about the rationale for decisions, understanding of financial data obtained, proposed methods for monitoring financial performance.

Questions about the underlying knowledge base of the 'small business manager'

Evidence is required of knowledge of:

Key financial management concepts

Legal and statutory reporting requirements (taxation, superannuation, insurance, leave entitlements etc).

Record keeping systems

Financial control systems

Methods of monitoring financial performance

Distinction between personal and business finances

Taxation obligations and tax planning.

This unit is based on and is equivalent to unit 8 in the revised Small Business Management Competency Standards. It involved the continuing review of the business operations and its strategic focus. It includes formal and informal review of internal and external factors that impact upon current and future business performance.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
<p>/8.1 Review External Environment</p>	<p>Relevant trends and development identified and analysed in terms of their potential impact on the business.</p> <p>Best practice/international benchmarking or inter-firm comparison data gathered as a basis for reviewing business performance (Where appropriate/available).</p> <p>Products/services and market performance of competitors and potential competitors analysed to identify potential business.</p> <p>Intelligence actively sought on possible new products or new markets, which the business may introduce.</p> <p>Government support and assistance programs are investigated and their relevance to the business established.</p> <p>Government support and assistance programs are investigated and their relevant to the business established.</p>
<p>\8.2 Review Internal Environment</p>	<p>Effectiveness of mechanisms for performance evaluation assessed to provide a basis for ongoing evaluation of business success.</p> <p>Time devoted to systematic and periodic review of performance data from marketing, finance, production and personnel areas to guide business decisions.</p> <p>Strength and competitive advantage of the business is regularly re-appraised as a basis for ongoing implementation of business strategies.</p> <p>Effectiveness of changes introduced into marketing, finance, production and personnel operations is regularly appraised.</p> <p>The match between roles and competencies of staff monitored to guide staff recruitment and training initiatives.</p> <p>Issues requiring industrial negotiation identified and appropriate action taken.</p>

ELEMENT OF COMPETENCY**PERFORMANCE CRITERIA**

\8.2	Review Internal Environment (Cont'd)	<p>Quality criteria and quality assurance procedures systematically reviewed and necessary action taken to ensure maintenance of quality standards.</p> <p>Corrective action taken to address any internal difficulties or inefficiencies identified in the review process.</p>
\8.3	Re-focus the Business	<p>Changing client requirements regularly reviewed to maintain the relevance and viability of the business.</p> <p>Opportunities for business improvement evaluated in relation to perceived client requirements, financial stability, business capability and the overall business direction.</p> <p>Revisions made to the business plan to incorporate strategies designed to:</p> <ul style="list-style-type: none">meet changing client requirementsmaximise opportunities and strengthsmaximise competitive advantagemarket position of the business. <p>Proposed strategies and revised targets are clearly communicated to staff to facilitate their implementation.</p>
\8.4	Maintain Networks	<p>Relevant personal and professional contacts /associations identified to establish a network of support for the business.</p> <p>Time management structured to include the establishment and maintenance of business contacts.</p> <p>Personal and professional support obtained on a regular basis.</p> <p>Membership of, and participation in, relevant professional/industry associations sustained as required as a means of:</p> <ul style="list-style-type: none">keeping in touch with competitors' activitieskeeping in touch with changing client requirementskeeping in touch with changes in the environmentpersonal/business/professional support

RANGE OF VARIABLES

The Range of Variables statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprise and workplace, including practices, knowledge and requirements. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.

The following variables may be present:

Business improvement options may include:

- Greater penetration of existing markets with existing products
- Development of new products and services for existing markets
- Development of new products and services for new markets
- Best practice management approaches
- Property plan reviews

Relevant trends and developments may include:

- Economic trends (local, regional, national)
- Ecological/environmental trends
- Political/social trends
- Demographic trends
- Changes in technology (including equipment, hardware, software and products)
- Industrial trends

Internal difficulties may, for example, include accidents, low morale, industrial relations issues, staff changes or illness.

Potential competitors may be in the same or different business, industry, location and may be identified as a competitor by the similarity of their products/services, type of operation, location, accessibility, flexibility, market positioning and demonstrated ambition.

Networks may be formal or informal and may include personal, business and professional contact individuals, groups and organisations.

EVIDENCE GUIDE

Evidence of satisfactory performance in this unit involves an assessment of the process of periodically reviewing the business future, which has been followed by the 'small business manager' or his/her plans for doing so.

Evidence may be gathered using the following methods:

Review of documentation summarising actions taken and findings at each step in the process.

Discussion with the small business manager about the review process followed (actions taken, findings and rationale for decisions).

Questions about the underlying knowledge base of the small business manager.

Discussions with other staff to establish their understanding of the review activities and outcomes.

Observation of the small business manager's "people" skills (eg stress management, team building, problem solving etc).

Evidence is required of knowledge of:

Strategic planning principles and approaches.

Analysis and appraisal techniques.

Time management techniques.

People management techniques.