Australian Government

SFL Floristry Training Package

Release: 1.1

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Service and Creative Skills Australia

Service and Creative Skills Australia

Imprint Oct 24

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1fbe7a66-4c60-4b1c-8616-a3e693d9d8b9

SFL20115 Certificate II in Floristry (Assistant)

Modification History

Release 2 Supersedes and is equivalent to SFL20115 Certificate ll in Floristry release 1. Minor change to update First Aid units of competency.

Qualification Description

This qualification reflects the role of floristry assistants who use a defined and limited range of basic floristry technical skills to assemble fundamental floristry products to pre-determined designs and job specifications. These individuals are involved in mainly routine and repetitive tasks using limited practical skills and basic floristry industry knowledge. They work under direct supervision.

This qualification provides a pathway to work as a floristry assistant in a diversity of floristry industry business types including retail floristry shops, studios and online floristry businesses.

No occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

12 units must be completed:

- 9 core units
- 3 elective units, consisting of:
    - 2 units from the list below
    - 1 unit from the list below, elsewhere in SFL Floristry Training Package, or any other current Training Package or accredited course.

The selection of electives must be guided by the job outcome sought, local industry requirements and the complexity of skills appropriate to the AQF level of this qualification.

Core units

SFLDEC001   Maintain floristry tools and equipment

SFLDEC005   Assemble floristry products

SFLSOP001   Source information on floristry products and services

SFLSOP002   Work effectively in the floristry industry

SFLSOP003   Recognise flower and plant materials

SFLSOP004   Receive and store floristry stock

SFLSOP005   Prepare and care for floristry stock

SFLSOP007   Interact with floristry customers

SFLWHS001   Participate in safe work practices

Elective units

Administration

BSBWOR202   Organise and complete daily work activities

First Aid

HLTAID011   Provide first aid

Sales and Operations

SFLSOP006   Display and merchandise floristry products

SIRRFSA001A   Apply retail food safety practices

SIRXCCS201   Apply point-of-sale handling procedures

SIRXICT001A   Operate retail technology

SIRXRSK201   Minimise loss

SIRXSLS201   Sell products and services

Horticulture

AHCNSY202A   Tend nursery plants

AHCNSY204A   Maintain indoor plants

Sustainability

BSBSUS201   Participate in environmentally sustainable workplace practices

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Qualification Mapping Information

SFL20110 Certificate II in Floristry (Assistant)

Links

Companion Volume implementation guides are found in VETNet -
https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1fbe7a66-4c60-4b1c-8616-a3e693d9d8b9

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SFL30115 Certificate III in Floristry

Modification History

Release 2 Supersedes and is equivalent to SFL30115 Certificate lll in Floristry release 1. Minor change to update First Aid units of competency.

Qualification Description

This qualification reflects the role of skilled florists who use a range of well-developed floristry skills to design, construct and sell a diverse range of floristry products. These individuals have sound knowledge of construction techniques and floristry design elements and principles. Using discretion and judgement, they work with some independence and under limited supervision. They may provide technical advice and support to team members.

This qualification provides a pathway to work as a florist in a diversity of floristry industry business types including retail floristry shops, studios and online floristry businesses.

No occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

21 units must be completed:

- 16 core units
- 5 elective units, consisting of:
    - 3 units from the list below
    - 2 units from the list below, elsewhere in SFL Floristry Training Package, or any other current Training Package or accredited course.

The selection of electives must be guided by the job outcome sought, local industry requirements and the complexity of skills appropriate to the AQF level of this qualification.

Core units

CUVACD201A   Develop drawing skills to communicate ideas

SFLDEC001   Maintain floristry tools and equipment

SFLDEC002   Design floristry products

SFLDEC006   Construct hand tied floristry products

SFLDEC007   Construct wired floristry products

SFLDEC008   Construct floristry products with a base medium

SFLDEC012   Interpret floristry design briefs

SFLSOP001   Source information on floristry products and services

SFLSOP002   Work effectively in the floristry industry

SFLSOP003   Recognise flower and plant materials

SFLSOP004   Receive and store floristry stock

SFLSOP005   Prepare and care for floristry stock

SFLSOP008   Provide quality service to floristry customers

SFLSOP009   Sell floristry products

SFLSOP010   Prepare quotations for floristry products

SFLWHS001   Participate in safe work practices

Elective units

Administration

BSBFIA301   Maintain financial records

BSBPUR301   Purchase goods and services

BSBWOR202   Organise and complete daily work activities

Design

BSBDES202   Evaluate the nature of design in a specific industry context

BSBDES301   Explore the use of colour

SFLDEC005   Assemble floristry products

CUVACD302A   Produce computer-aided drawings

CUVDIG301A   Produce digital images

E-Business

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BSBEBU401   Review and maintain a website

BSBITU305   Conduct online transactions

SIRXEBS001A   Acquire and retain online customers

First Aid

HLTAID011   Provide first aid

Horticulture

AHCNSY202A   Tend nursery plants

AHCNSY204A   Maintain indoor plants

AHCNSY303A   Install and maintain plant displays

Sales and Operations

SFLSOP006   Display and merchandise floristry products

SIRRFSA001   Apply retail food safety practices

SIRXCCS201   Apply point-of-sale handling procedures

SIRXFIN201   Balance and secure point-of-sale terminal

SIRXICT001A   Operate retail technology

SIRXMER202   Plan, create and maintain displays

SIRXRSK201   Minimise loss

Quality and Innovation

SIRXQUA001A   Develop innovative ideas at work

Sustainability

BSBSUS201   Participate in environmentally sustainable workplace practices

Qualification Mapping Information

SFL30110 Certificate III in Floristry

Links

Companion Volume implementation guides are found in VETNet -
https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1fbe7a66-4c60-4b1c-8616-a3e693d9d8b9

SFL40115 Certificate IV in Floristry

Modification History

Release 2 Supersedes and is equivalent to SFL40115 Certificate lV in Floristry release 1. Minor change to update First Aid units of competency.

Qualification Description

This qualification reflects the role of skilled senior florists who use a range of highly developed floristry skills to design, construct and sell a diverse range of complex floristry products. These individuals have substantial depth of knowledge of construction techniques and floristry design elements and principles.

They work independently and many florists at this level have supervisory responsibilities to plan, monitor and evaluate the work of team members. Some senior florists take a lead role in coordinating the day-to-day operational and business activities of small floristry businesses.

This qualification provides a pathway to work as a senior florist in a diversity of floristry industry business types including retail floristry shops, studios and online floristry businesses.

No occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication.

Entry Requirements

Entry to this qualification is open to individuals who have:

- achieved the Certificate III in Floristry via an Australian Apprenticeship Pathway; OR
- demonstrated floristry industry experience in applying the skills and knowledge in the Certificate III in Floristry. This is achieved via:
    - providing a portfolio of evidence outlining how the skills and knowledge gained in the Certificate III in Floristry have been applied in an industry context; OR
    - 12 months post qualification industry experience.

Packaging Rules

12 units must be completed:

- 6 core units
- 6 elective units, consisting of:
    - 4 units from the list below

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- 2 units from the list below, elsewhere in SFL Floristry Training Package, or any other current Training Package or accredited course.

The selection of electives must be guided by the job outcome sought, local industry requirements and the complexity of skills appropriate to the AQF level of this qualification.

Core units

SFLDEC003	Design complex floristry products
SFLDEC009	Construct complex floristry products
SFLDEC010	Coordinate floristry products for special occasions
SFLMGT001	Coordinate floristry work teams
SFLSOP012	Maintain and order floristry stock
SFLWHS002	Provide a safe work environment

Elective units

Administration

BSBFIA301	Maintain financial records
BSBPUR402	Negotiate contracts
SIRXFIN002A	Perform retail finance duties

Design

AHCPGD401A	Design plant displays
CUVACD301A	Produce drawings to communicate ideas
CUVACD302A	Produce computer-aided drawings
CUVACD401A	Integrate colour theory and design processes
CUVDIG301A	Produce digital images

E-Business

BSBEBU401	Review and maintain a website
BSBEBU501	Investigate and design e-business solutions
BSBEBU502	Implement e-business solutions
BSBITU305	Conduct online transactions

SIRXEBS001A   Acquire and retain online customers

SIRXEBS004A   Select an e-business model

SIRXICT404   Adopt mobile commerce applications to improve sales and service

First Aid

HLTAID011   Provide first aid

Horticulture

AHCNSY303A   Install and maintain plant displays

Management

SIRXHRM001A   Administer human resources policy

SIRXHRM002A   Recruit and select personnel

SITXHRM402   Lead and manage people

Marketing

SIRXMPR001A   Profile a retail market

SIRXMPR008A   Implement advertising and promotional activities

Quality and Innovation

SIRXQUA002A   Lead a team to foster innovation

SIRXQUA003A   Create an innovative work environment

Risk Management and Security

SIRXRSK002A   Maintain store security

Sales and Operations

SIRXCCS006A   Maintain business to business relationships

SIRXFIN201   Balance point-of-sale terminal

Small Business Management

BSBSMB401   Establish legal and risk management requirements of small business

BSBSMB402   Plan small business finances

BSBSMB403   Market the small business

BSBSMB404   Undertake small business planning

BSBSMB405   Monitor and manage small business operations

BSBSMB406   Manage small business finances

BSBSMB407   Manage a small team

Sustainability

BSBSUS301   Implement and monitor environmentally sustainable workplace practices

Training and Education

TAEDEL301A   Provide work skill instruction

TAEDEL404A   Mentor in the workplace

Qualification Mapping Information

SFL40110 Certificate IV in Floristry

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1fbe7a66-4c60-4b1c-8616-a3e693d9d8b9

SFL50115 Diploma of Floristry Design

Modification History

Not applicable.

Qualification Description

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

They work with significant autonomy, are accountable for personal outputs and, usually, those of a team. Some senior floral designers take a lead role in coordinating the day-to-day operational and business planning activities of floristry businesses.

This qualification provides a pathway to work as a senior floral designer in a diversity of floristry industry business types including retail floristry shops, studios and those that specialise in corporate or special events. Floral designers may also be individual freelance contractors.

No occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication.

Entry Requirements

Entry to this qualification is open to individuals who have:

*   achieved a Certificate III in Floristry; <u>AND</u>
*   demonstrated industry experience in the application of the skills and knowledge of the core units of the Certificate IV in Floristry. This applied experience may be demonstrated either by:
    *   providing a portfolio of evidence outlining how the skills and knowledge gained in the core units of the Certificate IV in Floristry have been applied in an industry context; <u>OR</u>
    *   3 years post qualification industry experience.

Packaging Rules

12 units must be completed:

- 6 core units
- 6 elective units, consisting of:
    - 3 units from the list below
    - 3 units from the list below, elsewhere in SFL Floristry Training Package, or any other current Training Package or accredited course.

The selection of electives must be guided by the job outcome sought, local industry requirements and the complexity of skills appropriate to the AQF level of this qualification.

Core units

SFLDEC004	Design and produce innovative floristry products
SFLDEC011	Style and manage floristry for events
SFLDEC013	Plan floristry designs with clients
SFLDEC014	Research theories of creativity
SFLDEC015	Research global floristry trends
SFLSOP011	Develop a floristry product range

Elective units

Administration

BSBFIA301	Maintain financial records
BSBPUR402	Negotiate contracts
CUVPRP303A	Select and prepare creative work for exhibition
SFLSOP012	Maintain and order floristry stock

Design

AHCPGD401A	Design plant displays
BSBCRT501	Originate and develop concepts
BSBDES501	Implement design solutions
CUVACD301A	Produce drawings to communicate ideas
CUVACD302A	Produce computer-aided drawings
CUVACD401A	Integrate colour theory and design processes
CUVDIG301A	Produce digital images

E-Business

BSBEBU401   Review and maintain a website

BSBEBU501   Investigate and design e-business solutions

BSBEBU502   Implement e-business solutions

SIRXEBS001A   Acquire and retain online customers

SIRXEBS004A   Select an e-business model

SIRXICT404   Adopt mobile commerce applications to improve sales and service

Horticulture

AHCNSY303A   Install and maintain plant displays

Management

SFLMGT001   Coordinate floristry work teams

SIRXCCS509   Manage business customers

SITXHRM402   Lead and manage people

Marketing

BSBCMM401   Make a presentation

SIRXMPR008A   Implement advertising and promotional activities

Quality and Innovation

SIRXQUA002A   Lead a team to foster innovation

SIRXQUA003A   Create an innovative work environment

SIRXQUA004A   Set up systems that support innovation

Small Business Management

BSBSMB401   Establish legal and risk management requirements of small business

BSBSMB402   Plan small business finances

BSBSMB403   Market the small business

BSBSMB404   Undertake small business planning

BSBSMB405   Monitor and manage small business operations

BSBSMB406   Manage small business finances

BSBSMB407   Manage a small team

Sustainability

BSBSUS501   Develop workplace policy and procedures for sustainability

Training and Education

TAEDEL301A   Provide work skill instruction

TAEDEL404A   Mentor in the workplace

Work Health and Safety

SFLWHS002   Provide a safe work environment

Qualification Mapping Information

SFL50110 Diploma of Floristry Design

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1fbe7a66-4c60-4b1c-8616-a3e693d9d8b9

AHCNSY202A Tend nursery plants

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers the process of tending containerised nursery plants and defines the standard required to: establish the requirements of plants; monitor irrigation and temperature control systems; maintain nursery hygiene; monitor plants; maintain nursery records; implement procedures for waste disposal and tool maintenance.

Application of the Unit

Application of the unit	This unit applies to the process of tending containerised nursery plants in production nurseries. It relates to working under routine supervision with intermittent checking. Responsibility for some roles and co-ordination within a team may be required. Maintenance of nursery plants usually follows established enterprise guidelines.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Maintain the nursery environment	1.1. Occupational Health and Safety (OHS) hazards in the nursery environment are identified, risks assessed and reported to the supervisor.
	1.2. Plant growth and health requirements are clarified with the supervisor.
	1.3. Irrigation system components are serviced for basic operational use and basic user serviceable parts are repaired or replaced.
	1.4. Performance of the irrigation system is checked to ensure optimum results.
	1.5. Temperature controls are monitored to ensure specified levels are maintained.
	1.6. Hygiene practices are followed to minimise risk of contamination.
2. Maintain nursery plants	2.1. Suitable Personal Protective Equipment (PPE) is selected, used and maintained.
	2.2. Common problems in nursery plants are recognised, and rectified and/or reported to the supervisor.
	2.3. Tools and equipment are selected and used for plant maintenance.
	2.4. Treatments are applied to assist plant growth as directed by the supervisor.
	2.5. Water is applied in the quantity and method specified.

ELEMENT	PERFORMANCE CRITERIA
	2.6. Nursery operations are undertaken according to OHS requirements.
	2.7. Plant quality is maintained.
3. Complete nursery plant maintenance operation	3.1. Workplace information is recorded in the appropriate format.
	3.2. Waste is collected and disposed of or recycled.
	3.3. Tools and equipment are cleaned and stored.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.

Required skills

- recognise common problems in nursery plants
- monitor temperature controls
- apply plant growth treatments as directed
- apply specified watering
- select and use tools and equipment
- check irrigation system performance
- service basic irrigation system components
- repair or replace user serviceable irrigation components
- maintain nursery hygiene
- participate in teams and contribute to team objectives
- read and interpret enterprise work procedures
- communicate effectively with team members and supervisor
- measure quantities and calculate application rates
- minimise environmental disturbance
- use interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities.

Required knowledge

- daily water requirements of nursery plants
- botany and plant physiology
- environmental requirements of a range of containerised plants growing in a nursery setting
- applied understanding of the importance of hygiene and quality control when

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REQUIRED SKILLS AND KNOWLEDGE
tending nursery plants
• common problems that may occur with containerised plants in a controlled environment and their treatment
• Nursery Industry Water Management Best Practice Guidelines 2005
• principles and operations of a range of irrigation systems used in nurseries
• methods of disposing of waste to minimise damage to the external environment.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • establish the requirements of plants • monitor irrigation and temperature control systems • maintain nursery hygiene • monitor plants • maintain nursery records • implement procedures for waste disposal and tool maintenance.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Nursery environments may include:	• glasshouses • shade houses • hardening-off areas.
Plants may include:	• plants common in production nurseries and commonly used and produced in the region.
Plant physiological processes may include:	• principles of transpiration • water intake • nutrient uptake • photosynthesis • respiration • translocation.

Unit Sector(s)

Unit sector	Nursery

Co-requisite units

Co-requisite units		

Competency field

Competency field	

AHCNSY204A Maintain indoor plants

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers the process of maintaining indoor plants and defines the work required to: preparing the tools, equipment and materials for indoor plant maintenance; identifying hazards involved in indoor plant maintenance; maintaining a growing environment; recognise common problems; use and maintain the watering systems; inspect plant quality and record workplace information.

Application of the Unit

Application of the unit	This unit applies to the processes involved in maintaining indoor plants.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units	

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare to maintain indoor plants	1.1. Workplace information is interpreted and clarified with the supervisor.
	1.2. Tools, equipment and materials for maintenance activities are selected and prepared according to enterprise guidelines, and safe working practices are employed.
	1.3. Occupational Health and Safety (OHS) hazards relating to maintaining indoor plants and the growing environment are identified, risks assessed and reported to the supervisor.
2. Maintain the growing environment	2.1. Plants are accessed according to client requirements and supervisors instructions.
	2.2. Tools, equipment and materials are transported safely in accordance with access requirements, client and supervisors instructions.
	2.3. Watering system is maintained and / or adjusted where necessary according to enterprise guidelines.
	2.4. Light meter readings are taken to ensure specified parameters are maintained.
	2.5. Condition of media is checked according to supervisor's instructions.
	2.6. Containers and growing site are cleaned to ensure the aesthetic and hygiene standards of indoor plants are maintained.
3. Maintain indoor plants	3.1. Common problems in indoor plants are recognised, and rectified and/or reported to the supervisor.
	3.2. Treatments are selected and applied to optimise

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ELEMENT	PERFORMANCE CRITERIA
	plants health and appearance according to enterprise guidelines.
	3.3. Water is applied in the quantity and method specified by enterprise work procedures.
	3.4. Plants are replaced when no longer at optimum health and appearance.
4. Complete indoor plant maintenance operation	4.1. Rubbish, litter and decaying material are removed from plants, pots and surrounds and c leaning procedures are performed according to enterprise guidelines.
	4.2. Waste is collected and disposed of or recycled to minimise damage to the environment.
	4.3. Tools and equipment are cleaned and stored according to enterprise work procedures.
	4.4. Workplace information is recorded in the appropriate format.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• participate in teams and contribute to team objectives • interpret enterprise work procedures • communicate with clients, team members and supervisor • take light meter readings • measure quantities and calculate application rates • operate, adjust and maintain the watering system • inspect plant quality • use interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities.
Required knowledge
• identification and characteristics of common indoor plants and their culture • botany and physiology of indoor plants • growth requirements of indoor plants • light and moisture tolerance/intolerance for common indoor plant species

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REQUIRED SKILLS AND KNOWLEDGE

- acclimatisation techniques for indoor plants
- common problems that may occur with indoor plants and their treatment
- operations and maintenance of a range of irrigation/subirrigation systems used for watering indoor plants/displays
- methods of disposing of waste to minimise damage to the environment.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • preparing the tools, equipment and materials for indoor plant maintenance • identifying hazards involved in indoor plant maintenance • maintaining a growing environment • recognise common problems • use and maintain the watering systems • inspect plant quality • record workplace information.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Indoor plants may include:	• all plant species and cultivars used as indoor plants.

Unit Sector(s)

Unit sector	Nursery

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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AHCNSY303A Install and maintain plant displays

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers the process of the installation and maintenance work associated with plant displays and defines the standard required to: select suitable plants for a range of plant display purposes; undertake routine regular maintenance of plants in a display; identify symptoms of plant cultural problems; analyse cost benefit of replacing/reviving plants.

Application of the Unit

Application of the unit	This unit applies to the process of installation and maintenance work associated with plant displays in a diverse range of situations, buildings and structures and a wide range of locations in urban and regional areas. Installing and maintaining plant displays applies to permanent, semi-permanent and temporary displays of plant life under a range of gardening, exhibition, visual merchandising, marketing and commercial leasing and hiring activities.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Assess requirements for plantscaping	1.1. Access factors are assessed and recorded prior to installation.
	1.2. Environmental parameters are assessed and recorded prior to installation.
	1.3. Light sources in regard to both plant growth and client requirements are noted and light meter readings taken for interior installations and recorded.
	1.4. Site conditions and constraints are analysed for plant suitability and results are recorded.
	1.5. Plants are selected to meet the requirements of the site according to the results recorded.
2. Install containerised and direct planted specimens	2.1. Materials, equipment and machinery required for the job are identified and scheduled according to a given plan or specifications.
	2.2. Personnel required for the job are identified and scheduled.
	2.3. Occupational Health and Safety (OHS) hazards are identified, risks assessed and risk controls implemented.
	2.4. Suitable safety equipment and Personal Protective

ELEMENT	PERFORMANCE CRITERIA
	Equipment (PPE) are selected, used and maintained.
	2.5. Plants are installed securely, are presented well, are accessible for routine maintenance and conform to the plan or specifications.
	2.6. Damaged or unnecessary material is pruned to enhance the presentation.
	2.7. Plants are watered and fertilised as required according to enterprise policy.
	2.8. The site is left in a clean and tidy state.
3. Maintain plants	3.1. The symptoms of under and over-watering are detected and actioned according to the maintenance agreement.
	3.2. The symptoms of low and high light intensity are detected and rectified.
	3.3. The symptoms of low and high fertiliser concentration are detected and the pH of the growing medium is measured where required and amended as required.
	3.4. Insects, pests and diseases associated with plants are detected and controlled as required.
	3.5. Appearance of plants is enhanced according to the maintenance agreement.
	3.6. The cost benefit of reviving or replacing plants is determined in line with site requirements.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
- select a range of plants used for displays   - interpret plans and specifications, and product labels   - calculate numbers of plants and materials   - detect and control pests and diseases   - identify symptoms of plant cultural problems   - calculate rates of chemicals   - determine spatial measurements of plantscape

REQUIRED SKILLS AND KNOWLEDGE
•   analyse cost benefit   •   interpret test results as required   •   use oral communication skills/language competence to fulfil the job role as specified by the organisation, including questioning techniques, active listening, clarifying information and consulting with supervisors as required   •   use interpersonal skills to work with and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.
Required knowledge
•   characteristics and attributes of a range of plants used for plantscaping   •   plant growth requirements   •   light and moisture tolerance/intolerance for common plant species   •   photosynthesis, respiration, nutrient uptake and growth rate for plants   •   acclimatisation techniques for plants   •   commonly occurring problems with plantscaping   •   options for remedial action.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • select suitable plants for a range of plant display purposes • prepare a site for a plant display • create a designed display • undertake routine regular maintenance of plants in a display • deconstruct or knock down a plant display.

EVIDENCE GUIDE	
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Displays may include:	• displays for merchandising • functions • annual bedding displays • herbaceous perennial displays • indoor presentations.
Plant displays may include:	• containerised or direct planted installations.

Unit Sector(s)

Unit sector	Nursery

Co-requisite units

Co-requisite units		

Service and Creative Skills Australia

Competency field

Competency field	

AHCPGD401A Design plant displays

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit covers the process of the design and preparation of plant displays for special occasions and defines the standard required to: design a plant display according to client requirements and site limitations; select suitable plants for a range of interior/indoor or outdoor plant display purposes; document a design for plant display.

Application of the Unit

Application of the unit	This unit applies to contractors and staff engaged in the process of designing of plant displays in a wide range of locations and situations, buildings and structures and applies to permanent, semi-permanent and temporary displays of plant life under a range of gardening, exhibition, visual merchandising, marketing and commercial leasing and hiring activities. Designing plant displays requires detailed knowledge of plant selection and a sound understanding of design principles. Responsibility for the work of others installing and maintaining the displays may be required.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units	

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop the design concept plan	1.1. Design concepts for the display are developed from the client brief.
	1.2. Site/location is evaluated for aesthetic, environmental and physical attributes.
	1.3. Time-lines for display are determined and incorporated into the plan.
	1.4. Budget parameters for concept plan are clarified with client/manager.
	1.5. Concept plan is developed using common horticultural conventions.
2. Ensure compliance with the design plan	2.1. Concept plan is presented to client and agreement reached on design.
	2.2. Final design plan documentation is developed.
	2.3. Plants and display materials are inspected prior to installation to ensure they meet required quality standards.
	2.4. Plant display is inspected to ensure compliance with design plan.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- research and analyse information about plant and materials specifications, cultural requirements and environmental requirements
- evaluate sites/locations to determine the effect of aesthetic, environmental and physical attributes on nature of display
- develop maintenance programs
- use literacy skills to read, interpret and follow organisational policies and procedures, develop sequenced written instructions, record accurately and legibly information collected and select and apply procedures to a range of tasks
- use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification, negotiating solutions and responding to a range of views
- use numeracy skills to estimate, calculate and record routine and more complex workplace measures and data
- use interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities.

Required knowledge

- site evaluation techniques
- principles of design
- plant identification, physiology, taxonomy and nomenclature
- plant selection
- characteristics of a range of plants used in plant displays
- growth and maintenance requirements of plants in natural and artificial environments
- wide range of plants commonly used in plant displays
- processes and techniques for preparing, costing and documenting plans for plant displays
- industry codes of practice
- horticultural conventions for design plans.

Evidence Guide

EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	The evidence required to demonstrate competency in this unit must be relevant to workplace operations and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge and include achievement of the following: • design a plant display according to client requirements and site limitations • select suitable plants for a range of interior/indoor or outdoor plant display purposes • document a design for plant display.
Context of and specific resources for assessment	Competency requires the application of work practices under work conditions. Selection and use of resources for some worksites may differ due to the regional or enterprise circumstances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole.	
Plants may include	• all plant species and cultivars.
Displays may include:	• displays for merchandising • functions • annual bedding displays • herbaceous perennial displays • indoor presentations.
Designs plans may include:	• a wide range of contexts and styles of presentation, design elements • styles and design plans and models.
Plant displays may include:	• containerised or direct planted installations.

Unit Sector(s)

Unit sector	Parks and gardens

Co-requisite units

Co-requisite units		

Competency field

Competency field	

Service and Creative Skills Australia

BSBCMM401 Make a presentation

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0

Application

This unit covers the skills and knowledge required to prepare, deliver and review a presentation to a target audience.

This unit applies to individuals who may be expected to make presentations for a range of purposes, such as marketing, training and promotions. They contribute well developed communication skills in presenting a range of concepts and ideas.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Communication – Interpersonal Communication

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Prepare a presentation	1.1 Plan and document presentation approach and intended outcomes
	1.2 Choose presentation strategies, format and delivery methods that match the characteristics of the target audience, location, resources and personnel needed
	1.3 Select presentation aids, materials and techniques that suit the format and purpose of the presentation, and will enhance audience understanding of key concepts and central ideas

ELEMENT	PERFORMANCE CRITERIA
	1.4 Brief others involved in the presentation on their roles/responsibilities within the presentation
	1.5 Select techniques to evaluate presentation effectiveness
2 Deliver a presentation	2.1 Explain and discuss desired outcomes of the presentation with the target audience
	2.2 Use presentation aids, materials and examples to support target audience understanding of key concepts and central ideas
	2.3 Monitor non-verbal and verbal communication of participants to promote attainment of presentation outcomes
	2.4 Use persuasive communication techniques to secure audience interest
	2.5 Provide opportunities for participants to seek clarification on central ideas and concepts, and adjust the presentation to meet participant needs and preferences
	2.6 Summarise key concepts and ideas at strategic points to facilitate participant understanding
3 Review the presentation	3.1 Implement techniques to review the effectiveness of the presentation
	3.2 Seek and discuss reactions to the presentation from participants or from key personnel involved in the presentation
	3.3 Utilise feedback from the audience or from key personnel involved in the presentation to make changes to central ideas presented

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 1.3, 2.2	• Reviews and analyses documents to identify information relevant to a specific presentation
Writing	1.1, 3.3	• Develops material to convey ideas and information to target audience in an engaging way
Oral	1.4, 2.1, 2.2, 2.3,	• Presents information using words and non-verbal features appropriate to the audience and context

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Communication	2.4, 2.5, 2.6, 3.2	• Uses listening and questioning techniques to gather information required to develop or modify presentations • Interprets audience reactions and changes words or non-verbal features accordingly
Interact with others	1.4, 2.1, 2.2, 2.4, 2.5, 2.6, 3.2	• Selects and uses appropriate conventions and protocols to encourage interaction or to present information • Demonstrates sophisticated control over oral, visual and written formats, drawing on a range of communication practices to achieve goals • Recognises the need to alter personal communication style in response to the needs or expectations of others
Get the work done	1.1-1.5, 2.2, 2.5, 3.1-3.3	• Takes responsibility for planning, sequencing and prioritising tasks and own workload to achieve outcomes • Uses feedback from others, analytical and lateral thinking to review current practices and develop new ideas • Uses the main features and functions of digital tools to complete work tasks

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBCMM401 Make a presentation	BSBCMM401A Make a presentation	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

Assessment Requirements for BSBCMM401 Make a presentation

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- prepare and deliver presentations related to occupation or area of interest which demonstrate the use of:
  - effective presentation strategies and communication principles
  - aids and materials to support the presentation
- select and implement methods to review the effectiveness of own presentation and document any changes which would improve future presentations.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify information collection methods that will support review and feedback of presentations
- identify regulatory and organisational obligations and requirements relevant to presentations
- describe the principles of effective communication
- describe the range of presentation aids and materials available to support presentations.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced by individuals using interpersonal communication skills in the workplace and include access to:

- equipment, materials and business software packages for making a presentation
- business technology
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

BSBCRT501 Originate and develop concepts

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to originate and develop concepts for products, programs, processes or services to an operational level.

It applies to individuals who develop concepts for any business or community activity or process, such as marketing and advertising campaigns, staff development programs, information technology and communication systems, radio and television programs, entertainment events, films, exhibitions and digital media products. Individuals operate with a high degree of autonomy, but collaborate with others to generate ideas and refine concepts to the point where they can be implemented.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Unit Sector

Creativity and Innovation – Creative Thinking

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Evaluate and explore needs and opportunities	1.1 Research and evaluate existing information that informs new concept development
	1.2 Where appropriate, identify and use gaps in current range of products, programs, processes or services as the catalyst for generating new ideas or concepts

ELEMENT	PERFORMANCE CRITERIA
	1.3 Expand the potential of new ideas through exploration of opportunities beyond the obvious
	1.4 Identify factors that could have an impact on ideas or concepts to be developed, including potential for commercialisation
	1.5 Determine whether other players are filling identified gaps or investigating similar opportunities
	1.6 Develop preliminary ideas on innovative and different ways to address needs and opportunities
	1.7 In consultation with relevant stakeholders, agree on broad parameters for developing ideas and concepts to meet market requirements
2 Develop a range of creative approaches	2.1 Use a range of creative thinking techniques to generate innovative and creative concepts to address identified needs
	2.2 Challenge, test and experiment with different concepts and ideas as part of a collaborative process
	2.3 Evaluate concepts in terms of their suitability for the target audience or purpose, their feasibility and their commercial potential
	2.4 Take account of social, ethical and environmental issues as concepts and ideas are generated and discussed
	2.5 Identify resources required to achieve desired creative and innovative outcomes
	2.6 Evaluate the effectiveness of different strategies for achieving desired outcomes
	2.7 Select concepts or approaches that achieve required outcomes in an innovative and feasible way
	2.8 Present proposed concepts or approaches in an appropriate format
3 Refine concepts	3.1 Ensure concept development process is open to ongoing refinement and testing
	3.2 Seek input and feedback on concepts from relevant stakeholders
	3.3 Seek specialist advice on creative and technical aspects of proposals as required
	3.4 Compare concepts with best practice examples of similar products, programs, processes or services
	3.5 Use a range of creative and practical criteria to determine the

ELEMENT	PERFORMANCE CRITERIA
	advantages and disadvantages of different concepts
	3.6 Evaluate constraints on the realisation of concepts or ideas
	3.7 Refine proposals based on analysis and feedback
4 Develop concepts to an operational level	4.1 Use refined concepts as the basis for developing detailed implementation specifications
	4.2 Present specifications to relevant parties for approval, funding or endorsement
	4.3 Reflect on methodology used to generate concepts and ideas and note ways of improving this in the future

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning	3.1, 3.7, 4.3	• Reflects and evaluates methods used to develop concepts and seeks ways to improve • Actively elicits the views and opinions of others to develop and refine ideas
Reading	1.1-1.5, 2.3, 2.6, 3.4, 3.5, 3.6, 3.7, 4.1	• Interprets and evaluates a range of complex information and considers how to develop and adopt ideas to deliver products or services at an operational level
Writing	1.1-1.4, 1.6, 2.4-2.6, 2.8, 3.2-3.7, 4.1, 4.2	• Documents findings and ideas using language and structure to suit the purpose • Develops documents designed to gain feedback from others • Prepares proposals and plans for relevant stakeholders incorporating appropriate vocabulary and grammatical structures
Oral Communication	1.7, 2.2, 2.4, 3.2, 3.3, 4.2	• Expresses thoughtful and challenging opinions using engaging language and non-verbal features • Elicits views and information from others using a range of active listening and questioning techniques
Interact with	1.7, 2.2, 2.4, 2.8,	• Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group

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others	3.2, 3.3, 4.2	interaction and influencing direction
		• Selects and uses appropriate conventions and protocols when communicating with internal and external stakeholders to seek or share information
Get the work done	1.1- 1.5, 2.1-2.7 , 3.1, 3.4-3.6, 4.2, 4.3	• Plans and implements complex activities with multiple considerations, monitors implementation, and manages relevant feedback
		• Uses systematic, analytical processes in complex, non-routine situations to gather required information, identify and evaluate possible concepts, and select the most appropriate concept for development
		• Develops new and innovative ideas through exploration, analysis and critical thinking
		• Monitors outcomes, considering results from a range of perspectives and identifying key concepts and principles that may be adaptable to future situations

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBCRT501 Originate and develop concepts	BSBCRT501A Originate and develop concepts	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBCRT501 Originate and develop concepts

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- generate concepts and ideas that provide innovative solutions to identified issues
- evaluate and test concepts and ideas
- present ideas and information to others and reflect on responses
- develop at least two concepts, substantiated and supported with sufficient information to allow implementation to occur.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must :

- describe the broad context in which concepts are being developed
- outline cultural, social and environmental issues and impacts to be considered in developing new concepts
- identify issues and requirements to commercialise the concept
- outline practical and operational issues to be considered in a specific work or community context
- describe the range of broad practical and operational issues that determine whether a concept can be implemented
- identify techniques for generating creative ideas and solutions, and for translating these ideas into workable concepts.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the creativity and innovation – critical thinking field of work and include access to:

- a full range of background information required to evaluate the operational factors that will affect the implementation of concepts
- opportunities to collaborate with others throughout the concept development process.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBDES202 Evaluate the nature of design in a specific industry context

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to examine and consider the design process in a particular industry.

It applies to individuals working in any context, who need to develop a basic appreciation and knowledge of the way design works in a particular industry, and of its potential impacts on industry and individual work practice.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Design – Design Process

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Source information on design in given industry context	1.1 Investigate the nature, history, role and importance of design in the industry 1.2 Evaluate roles played by designers and other contributors in design process 1.3 Source information on impact of technology on design in the industry

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ELEMENT	PERFORMANCE CRITERIA
2 Examine links between design and own work	2.1 Investigate impact of design on own work
	2.2 Consider role of individual workers across the industry in affecting future design directions
3 Keep up-to-date with industry design trends	3.1 Identify and access opportunities to maintain currency of knowledge about industry design trends
	3.2 Evaluate how design trends affect the overall industry and how it operates
	3.3 Share information and proactively discuss emerging trends with work colleagues
	3.4 Identify trends that will impact on own work and seek opportunities to develop appropriate skills

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning	3.1, 3.4	• Identifies and uses opportunities to maintain and improve skills and knowledge
Reading	1.1, 1.3, 3.1	• Reviews textual information from a range of sources to identify relevant information
Writing	3.3	• Prepares specific information using clear and appropriate language to present to other personnel
Oral Communication	3.3	• Participates in verbal exchanges using vocabulary, style and tone appropriate to audience • Uses listening techniques to clarify understanding
Interact with others	3.3	• Collaborates with others to achieve shared goals
Get the work done	1.1-1.3, 2.1, 2.2, 3.2, 3.4	• Plans routine tasks with familiar goals and outcomes • Takes responsibility for routine low-impact decisions within familiar situations • Identifies ideas in use in other contexts and considers how they might be applied in own context with minimal adjustment • Recognises and applies some general design and

		operating principles of digital tools to inform design work

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBDES202 Evaluate the nature of design in a specific industry context	BSBDES202A Evaluate the nature of design in a specific industry context	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

Assessment Requirements for BSBDES202 Evaluate the nature of design in a specific industry context

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- identify and interpret a range of information sources on design and apply concepts to own work
- seek opportunities to maintain currency of industry trends and design skills and share information with colleagues.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- investigate and explain consumer/end-user expectations
- explain current and emerging technologies and their effects on design in the industry
- identify influential designers, both past and present
- describe major design trends in the industry
- explain and describe the role of design in a given industry context.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the design process field of work and include access to:

- office equipment and resources
- sources of information on design in a specific industry context.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

BSBDES301 Explore the use of colour

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to explore the use of colour and to apply colour theory.

It applies to individuals whose work involves understanding and applying the effective use of colour.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Design – Design Process

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Source information on colour and colour theory	1.1 Identify and access sources of information on colour and colour theory
	1.2 Evaluate and collate information to build knowledge of colour and its application in different contexts
2 Experiment with colour	2.1 Test different colours and colour-combinations through experimentation
	2.2 Use own ideas as a way of testing, challenging or confirming colour theory

ELEMENT	PERFORMANCE CRITERIA
	2.3 Ensure safe use of materials, tools and equipment during experimentation with colour
3 Communicate concepts and ideas through use of colour	3.1 Investigate how colour might be used to communicate a particular idea or concept
	3.2 Select materials, tools and equipment relevant to the idea or concept
	3.3 Apply colour to communicate the concept or idea based on own knowledge of colour and colour theory
	3.4 Review and reflect on own use of colour and what it communicates
	3.5 Seek and obtain feedback from others about the way colour has been used and its success in communicating the concept or idea
	3.6 Present and store work any samples in a way which takes account of the need for professional presentation and potential relevance for future work

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 2.3, 3.1	• Evaluates and integrates facts and descriptions of colour from a range of texts including text embedded in visual media
Writing	1.2, 3.6	• Produces a range of text types using appropriate vocabulary, grammatical structure and conventions • Applies basic referencing and sequencing of professional and archival resources
Oral Communication	1.1, 3.5	• Presents ideas, asks questions and listens, to seek feedback or generate ideas
Numeracy	2.1	• Selects and uses mathematical information for measurement and volume
Navigate the world of work	2.3	• Takes some personal responsibility for adherence to legal and regulatory requirements with specific reference to safety

Get the work done	1.1, 1.2, 2.1, 2.2, 3.1-3.4, 3.6	• Plans, sequences and implements tasks required to achieve outcomes
		• Takes responsibility for routine low-impact decisions within familiar situations
		• Evaluates effectiveness of decisions on how well they meet stated goals
		• Contributes to the design of new approaches within immediate work environment
		• Follows routine procedures for using digital technology to enter, store and retrieve information directly relevant to role

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBDES301 Explore the use of colour	BSBDES301A Explore the use of colour	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

Assessment Requirements for BSBDES301 Explore the use of colour

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- research information on colour and colour theory to inform work
- experiment with different colours and techniques to communicate a concept or idea
- review completed work and present and store samples for future reference.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain colour attributes and colour relationships
- describe and interpret different colour theories and their applications in different contexts
- describe individual interpretation and choice in relation to the use of colour, and the potential limitations of theory
- identify different materials, tools and equipment required to experiment with colour
- describe ways other practitioners use colour in their work.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the design process field of work and include access to:

- office equipment and resources
- materials, resources and equipment needed to apply colour in the relevant work context.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

     Service and Creative Skills Australia

BSBDES501 Implement design solutions

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to take a design concept or solution to the implementation stage. The outcome of work could be a completed product, object, system or service, but is more likely to be a complete or partial prototype or model for the design. The focus of the unit is on a general knowledge of design techniques and processes, and practical application to a specific design context.

It applies to individuals who implement concepts and solutions in response to a design challenge in any industry context.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Design – Design Process

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Organise resources for realising the design solution	1.1 Confirm the nature and scope of the proposed design solution 1.2 Research resources required for developing the design concept to implementation stage 1.3 Investigate different factors impacting the selection and use of resources 1.4 Select and prepare resources based on research and other

ELEMENT	PERFORMANCE CRITERIA
	legislative or organisational requirements
2 Test the design solution	2.1 Experiment with a range of different techniques and processes to test the design solution
	2.2 Evaluate, challenge and refine testing processes
	2.3 Gain input and feedback from key stakeholders during testing
	2.4 Accurately document outcomes of testing
	2.5 Select final design solution based on outcomes of testing and input from others
3 Develop prototype or model	3.1 Create prototype or model based on agreed approaches
	3.2 Select and organise materials, tools and equipment, where appropriate, according to chosen design solution
	3.3 Expose model or prototype to quality checks and ongoing analysis, enhancement and refinement
	3.4 Compare completed prototype or model against identified needs and other considerations and make adjustments as required
4 Present prototype or model	4.1 Identify key stakeholders design should be presented to
	4.2 Select appropriate format for presentation based on nature of audience and design
	4.3 Present prototype or model to optimise clarity, conciseness and appeal

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1-1.4, 3.4	• Researches and accurately interprets textual information from a wide range of sources
Writing	1.2, 1.3, 2.3, 2.4, 3.4, 4.3	• Documents research, resource requirements and testing outcomes using appropriate language and formats
Oral Communication	1.1, 2.3, 4.3	• Participates in a range of verbal exchanges and presentations using appropriate tone and vocabulary to suit audience

		• Uses active listening and questioning techniques to gain input and feedback
Numeracy	1.1-1.3, 2.4, 2.5	• Interprets and applies numeric information relevant to design solution • Compares numerical data gathered from testing
Navigate the world of work	1.4	• Understands and adheres to organisational policies, procedures and legislative requirements during planning and implementation of design solution
Interact with others	4.3	• Recognises importance of taking audience, purpose and contextual factors into account when making decisions about what to communicate, with whom, why and how
Get the work done	1.1-1.4, 2.1, 2.2, 2.5, 3.1-3.4, 4.1, 4.2	• Sequences and schedules routine and complex activities, monitors implementation, and manages relevant communication • Applies formal problem-solving processes when responding to unpredictable issues and challenges that arise during the testing process • Makes a range of critical and non-critical decisions in relatively complex situations, taking client requirements and range of constraints into account • Creates new or innovative ideas through exploration, analysis and critical thinking

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBDES501 Implement design solutions	BSBDES501A Implement design solutions	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

Assessment Requirements for BSBDES501 Implement design solutions

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- undertake critical analysis, testing and development of a model, prototype or aspect of a design solution to meet an identified need
- present model to key stakeholders using the most appropriate best practice methods.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain the elements and principles of design and their application in relevant design context
- describe key features of the wider industry, with the economic, social and historical context for the design solution
- discuss design trends and technologies including other designs and the work of other design practitioners in the relevant context
- summarise sources of information that support the development of technical and other knowledge
- describe the technical expertise, resources, materials, tools, equipment, techniques and industry processes required for the area the design solutions are being implemented in.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the design process field of work and include access to:

- other people to reflect the collaborative nature of the design process

- resources required to test a design solution in a given industry context including materials, tools, equipment and expertise.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBEBU401 Review and maintain a website

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to undertake data analysis, review website content, and update and maintain a website.

It applies to individuals who have knowledge of the relationship between a website and the core functions of an organisation. They also have working knowledge and skills to perform basic updates to website content. They may provide administrative support within an organisation or be other individuals who have been delegated this responsibility.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Unit Sector

Information and Communications Technology – E-Business

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Review website content and use	1.1 Monitor and analyse customer and user feedback in accordance with organisational timelines
	1.2 Analyse automatically collected website data and identify trends
	1.3 Make recommendations on changes to website and its content in response to feedback and data analysis, and approve changes scheduled for implementation

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ELEMENT	PERFORMANCE CRITERIA
	1.4 Review cost implications of the recommended changes to determine their viability
2 Update website	2.1 Replace superseded and inaccurate information with current information and add additional material in accordance with organisational requirements
	2.2 Follow protocols for ensuring the accuracy and authenticity of information
	2.3 Remove services no longer available or required and add new ones in accordance with organisational requirements
	2.4 Check offline information against that posted on the website and rectify any discrepancies in accordance with organisational timelines
	2.5 Follow security procedures for updating the website
3 Carry out non-technical site maintenance	3.1 Analyse user feedback to confirm website faults are not user issues
	3.2 Rectify faults and make improvements to website in response to user feedback approved by the organisation
	3.3 Add new web pages and/or active links and remove redundant pages and links in accordance with organisational requirements
	3.4 Make website changes in response to changes in marketing strategy, in accordance with organisational requirements and consideration of cost benefits

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1-1.4, 2.1, 2.3-2.5, 3.1-3.4	• Recognises text within job specifications and work processes related to the outcomes of the job
Writing	1.3, 1.4, 2.1-2.5, 3.2-3.4	• Records key information related to the outcomes of the job

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Oral Communication	1.3, 3.2	• Makes recommendations on changes to website content • Analyses and responds to user feedback
Numeracy	1.4	• Uses basic numeracy skills to determine cost implications and viability
Navigate the world of work	1.1-1.4, 2.1-2.5, 3.1-3.4	• Accepts responsibility and ownership for the task and makes decisions on completion parameters and the need to coordinate with others • Takes personal responsibility for following security procedures and meeting organisational requirements
Interact with others	1.3, 3.2	• Selects and uses appropriate conventions and protocols when communicating with clients and users in a range of work contexts
Get the work done	1.1-1.4, 2.1-2.5, 3.1-3.4	• Takes responsibility for planning, sequencing tasks for efficient and effective organisational outcomes • Uses problem solving processes to identify and analyse technical issues • Contributes to continuous improvement of website by applying basic principles of analytical thinking • Understands the purposes, specific functions and key features of common digital systems and tools and operates them effectively to complete tasks in accordance with security requirements

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBEBU401 Review and maintain a website	BSBEBU401A Review and maintain a website	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

Assessment Requirements for BSBEBU401 Review and maintain a website

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- analyse data to make recommendations about changes to website
- update web pages according to organisational requirements
- analyse data, identify and resolve faults, errors and/or complaints on website.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify and review knowledge of key provisions of relevant legislation, regulations, and standards and codes of practice that may affect aspects of business operations
- explain basic principles of website design and maintenance
- outline online security issues.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the information and communications technology – e-business field of work. This includes access to:

networked computers

- computers and office equipment
- industry software packages
- documentation relating to analysis and strategies/policies for implementation.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBEBU501 Investigate and design e-business solutions

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to evaluate e-business models and strategies, as well as incorporate the results of these evaluations into the design of an e-business solution.

It applies to individuals who possess skills and knowledge in a specialist business area, as well as knowledge of software and other technologies. They apply these skills and knowledge in the evaluation, selection and implementation of new strategies for business, which incorporate e-business solutions. They may be responsible for overseeing these tasks along with technical or other knowledge experts.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Unit Sector

Information and Communications Technology – E-Business

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Investigate e-business opportunities	1.1 Undertake a competitive analysis to determine the likely impact new capabilities will have on industry sectors and competitors
	1.2 Complete and assess value chain analysis to identify processes

ELEMENT	PERFORMANCE CRITERIA
	and relationships that may benefit from the adoption of e-business solutions
	1.3 Identify threats and opportunities to e-business implementation and evaluate potential contributions to the business
	1.4 Conduct resource analysis to identify cost and revenue implications in developing opportunities
	1.5 Identify and evaluate legal and ethical issues relating to e-business opportunities
2 Evaluate e-business models	2.1 Identify and analyse business-to-business, business-to-consumer, intra-organisational e-business applications and e-business models
	2.2 Rank compatible e-business models in terms of their strengths and weaknesses, considering resourcing, technical and security requirements of each
	2.3 Assess cost implications of implementation of e-business models
	2.4 Determine an e-business model most appropriate in relation to business plan
3 Design an e-business	3.1 Formulate purpose, objectives and values for the e-business
	3.2 Identify target market, and value chain structure in accordance with chosen e-business model
	3.3 Identify and obtain technical needs and expertise required to implement e-business model
	3.4 Investigate and develop plan to address culture change issues to manage transition to an e-business
4 Implement an e-business strategy	4.1 Develop policies and guidelines to support customers, supply chain and staff to ensure successful implementation
	4.2 Monitor performance of business goals and adjust policies and procedures to respond to changing needs of customers, staff and supply chain
	4.3 Review e-business systems and models, seeking feedback from users and personnel responsible for e-business implementation
	4.4 Incorporate evaluation results and feedback to improve future e-business strategies

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1-1.5, 2.1-2.4, 3.2-3.4, 4.1-4.4	• Interprets a range of textual information to evaluate opportunities, possible exemplars and technical considerations
Writing	1.1-1.5, 2.1-2.4, 3.1-3.4, 4.1-4.4	• Takes personal notes and develops workplace documentation that clarifies complex ideas using language and structure to suit context and audience
Oral Communication	3.3, 4.3	• Articulates information clearly using language and tone appropriate to audience and environment • Uses active listening and questioning techniques to receive feedback and confirm understanding
Numeracy	1.4, 2.2, 2.3	• Analyses numerical information to determine resources required for job
Navigate the world of work	1.1-1.5, 2.1-2.4, 3.1-3.4, 4.1-4.4	• Develops and reviews organisational procedures to achieve broader workplace goals • Monitors adherence to organisational procedures and legislative requirements
Interact with others	3.3, 4.3	• Selects and uses appropriate conventions and protocols when communicating with others in a range of work contexts
Get the work done	1.5, 2.1-2.4, 3.1-3.4, 4.1-4.4	• Takes responsibility for developing and implementing organisational processes that comply with legislative requirements and achieve required outcomes • Systematically gathers and analyses all relevant information and evaluates options to solve problems or make decisions • Considers the effectiveness of a solution in terms of how well it met stated goals, and seeks to make improvements • Investigates new and innovative ideas as a means to continuously improve work practices and processes • Uses digital technologies and systems safely, legally and ethically to access, store and share information

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBEBU501 Investigate and design e-business solutions	BSBEBU501A Investigate and design e-business solutions	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBEBU501 Investigate and design e-business solutions

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- analyse and evaluate e-business opportunities involving new business models and not simply electronic versions of existing businesses
- provide supporting evidence for choice of e-business solution
- implement, monitor and evaluate an e-business solution.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain the role of a value chain analysis when assessing potential e-business solutions
- identify relevant legislation, regulations, standards and codes of practice that may affect the implementation of the e-business solution
- list key features of a range of e-business models
- outline the policies and guidelines relating to the implementation of the e-business solution.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the information and communications technology – e-business field of work and include access to:

- office equipment and materials
- documentation relating to analysis and implementation
- relevant legislation, regulations and codes of practice.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

BSBEBU502 Implement e-business solutions

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the performance outcomes, skills and knowledge required to implement e-business solutions, including establishing the initial requirements and developing systems for implementation, and to support ongoing monitoring and review.

It applies to individuals who possess skills and knowledge in a specialist business area, as well as knowledge of software and other technologies. They apply these skills and knowledge in the implementation of e-business solutions. They may be responsible for overseeing these tasks along with technical or other knowledge experts.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Unit Sector

Information and Communications Technology – E-Business

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Set up e-business solution	1.1 Identify legislative and organisational requirements in consultation with relevant personnel
	1.2 Evaluate security issues and rank them for acceptable risk
	1.3 Evaluate the costs and technology requirements associated with e-business solution in relation to organisational requirements
	1.4 Confirm technology and standards required for implementation

ELEMENT	PERFORMANCE CRITERIA
	with relevant personnel
	1.5 Prepare budget for implementation of solution
2 Implement e-business solution	2.1 Delegate responsibility for solution in accordance with organisational policy, procedures and structures
	2.2 Develop procedures for solution in accordance with organisational and other business requirements
	2.3 Provide training for implementation of solution in accordance with organisational requirements
	2.4 Develop security procedures and protocols in accordance with organisational requirements
	2.5 Maintain records relating to solution in accordance with legal, ethical and accounting requirements
3 Monitor and review e-business solution	3.1 Monitor outcomes and processes in accordance with implementation strategy and established performance monitoring and reporting requirements
	3.2 Use business data and reports to compare plans, budgets, timelines and forecasts relating to actual performance
	3.3 Obtain feedback from users and personnel responsible for implementation, and make recommendations to improve future e-business strategies

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning	2.3	• Provides training to extend relevant personnel's understanding
Reading	1.2, 1.3, 1.5, 2.1, 3.1-3.3	• Interprets a range of textual information to establish job requirements and implement solutions
Writing	1.1-1.5, 2.1-2.5, 3.1-3.3	• Takes personal notes and develops workplace documentation that clarifies complex ideas using relevant language and structure appropriate to context and audience

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Oral Communication	1.1, 1.4, 2.1, 2.3, 3.3	• Articulates information clearly using language, syntax and tone appropriate to audience and environment • Uses active listening and questioning techniques to receive feedback and confirm understanding
Numeracy	1.3, 1.5, 3.2	• Interprets numerical information to evaluate costs and prepare budgets and timelines
Navigate the world of work	1.1, 1.3, 1.4, 2.1-2.5, 3.1	• Develops and reviews organisational procedures to achieve broader workplace goals • Monitors adherence to organisational procedures and legislative requirements
Interact with others	1.1, 1.4, 2.1, 2.3, 3.3	• Selects and uses appropriate conventions and protocols when communicating with others in a range of work contexts
Get the work done	1.1-1.5, 2.1, 2.4, 3.1-3.3	• Takes responsibility for developing, implementing and monitoring organisational processes to achieve required outcomes • Plans and implements tasks required to achieve organisational requirements • Systematically gathers and analyses all relevant information and evaluates options to solve problems or make decisions • Considers the effectiveness of a solution in terms of how well it met stated goals, and seeks to make improvements • Identifies digital systems, devices and applications with potential to meet current and/or future needs, including the need for data security

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBEBU502 Implement e-business solutions	BSBEBU502A Implement e-business solutions	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

Assessment Requirements for BSBEBU502 Implement e-business solutions

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- document processes and procedures for implementation of an e-business solution
- develop, implement and review an e-business solution.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- briefly describe the key technology requirements for the e-business solution
- identify key provisions of relevant legislation, regulations, standards and codes of practice that may affect implementation of e-business solutions
- outline organisational policies and procedures relating to the e-business solution.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the information and communications technology – e-business field of work and include access to:

- office equipment and materials
- relevant legislation, regulations and codes of practice.
- documentation to support analysis of organisational requirements for the e-business solution.

Assessors must satisfy NVR/AQTF assessor requirements.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBFIA301 Maintain financial records

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to maintain daily financial records such as reconciling debtors' and creditors' systems, preparing and maintaining a general ledger and trial balance and includes activities associated with monitoring cash control for accounting purposes.

It applies to individuals who are skilled operators and apply a broad range of competencies in various work contexts and may exercise discretion and judgement using appropriate theoretical knowledge of financial records.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Finance – Financial Administration

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Maintain daily financial records	1.1 Correctly maintain daily financial records in accordance with organisational and legislative requirements for accounting purposes
	1.2 Identify and rectify or refer discrepancies or errors in documentation or transactions to designated persons in accordance with organisational and legislative requirements

ELEMENT	PERFORMANCE CRITERIA
	1.3 Accurately credit and debit transactions and promptly enter into journals in accordance with organisational and legislative requirements
2 Maintain general ledger	2.1 Maintain general ledger in accordance with organisational and legislative requirements
	2.2 Post transactions into general ledger in accordance with organisational and legislative reporting requirements
	2.3 Reconcile systems for accounts payable and receivable with general ledger
	2.4 Accurately prepare trial balance from general ledger in accordance with organisational and legislative requirements
3 Monitor cash control	3.1 Ensure cash flow is accurately accounted for in accordance with organisational and legislative requirements
	3.2 Make and receive payments in accordance with organisational and legislative requirements
	3.3 Collect or follow up outstanding accounts within designated timelines
	3.4 Check payment documentation for accuracy of information and despatch to creditors within designated timeline

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1-1.3, 2.1-2.4, 3.1-3.4	• Recognises and interprets numerical and textual information to determine and complete required activities
Writing	1.3, 2.1-2.4, 3.1-3.4	• Integrates data from different sources and records numerical information in a format appropriate to context and purpose of material • Prepares clear and detailed information and instructions using format, structure and tone suitable to audience
Oral	1.2, 3.2, 3.3	• Explains financial issues and requirements clearly, using facts and examples, and uses listening and

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Communication		questioning techniques to obtain sequenced instructions
Numeracy	1.1-1.3, 2.1-2.4, 3.1-3.4	• Uses a limited range of mathematical calculations to reconcile amounts using whole numbers and decimals and arrange/compare numerical information
Navigate the world of work	1.1-1.3, 2.1-2.4, 3.1-3.3	• Recognises, understands and monitors adherence to legislative and organisational requirements in undertaking own work
Interact with others	3.3, 3.4	• Understands the importance of using appropriate practices and protocols when handling confidential information
Get the work done	1.1-1.3, 2.1-2.4, 3.1-3.4	• Takes responsibility for own workload and monitors adherence to specified goals and timelines • Uses digital technologies to access, record, store, organise and compile data as required

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBFIA301 Maintain financial records	BSBFIA301A Maintain financial records	Updated to meet Standards for Training Packages Minor edits to clarify meaning of performance criteria	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

Assessment Requirements for BSBFIA301 Maintain financial records

Modification History

Release	Comments
Release 1	This version first released with Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- maintain daily transactions and identify and respond to discrepancies and errors
- transfer and record financial data accurately
- reconcile expenditures and revenue in a timely manner.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify the key provisions of relevant legislation, codes of practice and national standards that may affect financial record keeping
- discuss organisational policies and procedures relating to maintaining financial records
- define credits/creditors and debits/debtors
- describe principles of double entry bookkeeping and accrual accounting
- identify methods of presenting financial data.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the financial administration field of work and include access to:

- office equipment and resources
- computer equipment and relevant software
- examples of source documents relating to financial record keeping
- case studies and, where possible, real situations.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

BSBITU305 Conduct online transactions

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to undertake a range of online transactions, including banking, and buying and selling products and services.

It applies to individuals who are skilled operators and apply a broad range of competencies in various work contexts. They may exercise discretion and judgement using appropriate theoretical knowledge of conducting online transactions to provide technical advice and support to a team.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Information and Communications Technology – IT Use

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify and investigate online service provider	1.1 Undertake online research to identify suppliers of required products/services
	1.2 Assess service provider confidentiality, security and privacy facilities in accordance with individual and organisational requirements
	1.3 Assess potential products/services for authenticity

ELEMENT	PERFORMANCE CRITERIA
2. Perform online transactions	2.1 Confirm organisational requirements for products/services to be obtained
	2.2 Ensure authentication information is secured in accordance with organisational requirements
	2.3 Use appropriate online functions to obtain required products/services
	2.4 Report any difficulties in accessing or using online facilities to the service provider
	2.5 Complete transaction and ensure products/services are received in accordance with terms of online transaction
3. Maintain records of online transactions	3.1 Maintain records of transactions in accordance with organisational policy, procedures and level of authority
	3.2 Compare organisational records with online records and deal with irregularities according to organisational policy and procedures
4. Review online transactions	4.1 Review obtained products/services rendered to determine quality, timeliness and level of customer service in relation to advertised profile
	4.2 Make recommendations regarding continued or future use of online service provider, as supported by transaction history

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning	1.1	• Accesses a range of online information and contextualises to transaction requirements.
Reading	1.1-1.3, 2.2, 2.5, 3.1, 3.2, 4.1	• Recognises and interprets numerical information within online content and organisational requirements to establish and complete required tasks and determine quality of content
Writing	2.4, 3.1, 4.1, 4.2	• Ensures specific and relevant language is used to communicate required information, and information is accurately maintained

Oral Communication	2.1, 2.4, 4.2	• Articulates requirements clearly using listening and questioning techniques to clarify and confirm understanding and delivers specific and factual information appropriate to audience and environment
Navigate the world of work	1.2, 2.1, 2.2, 2.5, 3.1, 3.2,	• Recognises and follows explicit and implicit protocols and meets expectations associated with own role
Interact with others	2.4	• Selects the appropriate form, channel and mode of communication for a specific purpose relevant to own role
Get the work done	1.1-1.3, 2.3-2.5, 3.1, 3.2, 4.1, 4.2	• Develops plans to manage relatively complex, non-routine tasks with an awareness of how they may contribute to longer-term operational and strategic goals • Recognises a range of familiar problems and seeks assistance from appropriate parties • Uses a range of online applications to access, filter and extract information and process transactions

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBITU305 Conduct online transactions	BSBITU305A Conduct online transactions	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBITU305 Conduct online transactions

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- adhere to organisational requirements when assessing an online service provider
- adhere to organisational requirements when performing online transactions including:
  - reporting faults to service provider
  - checking accuracy of products/services delivered
- maintain records according to organisational policy and procedures
- review effectiveness of online transactions.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline key provisions of relevant legislation that affect aspects of business operations
- explain policies and procedures relating to use of internet and online purchasing
- describe service provider requirements
- identify legal and ethical requirements relating to a range of online transactions.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the information and communications technology – IT use field of work and include access to:

- office equipment and resources
- relevant software applications
- organisational policies and procedures.

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Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

BSBPUR301 Purchase goods and services

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to determine purchasing requirements and make and receive purchases.

It applies to individuals who work under a level of supervision and who conduct low risk, low expenditure purchasing for an organisation using established and documented purchasing strategies. Individuals may be working in a small organisation with general responsibility for conducting purchasing within an organisation, or they may be a purchasing specialist working in a large organisation. Some judgement may be required to make decisions about purchasing strategies.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Unit Sector

Administration – Purchasing and Contracting

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Understand purchasing and own requirements	1.1 Read, understand and clarify organisation's purchasing strategies as required
	1.2 Determine own role and limits of authority in consultation with relevant personnel

ELEMENT	PERFORMANCE CRITERIA
2. Make purchases	2.1 Receive purchase specifications from relevant personnel and clarify as required
	2.2 Select purchasing methods most appropriate to particular purchases within limits of own role
	2.3 Obtain approvals for purchases as required
	2.4 Obtain quotations from suppliers as required
	2.5 Select suppliers, place orders and make purchases
3. Receive purchases	3.1 Receive goods or make arrangements to receive services
	3.2 Advise relevant personnel of receipt of purchase
	3.3 Ensure goods received are checked for compliance with specifications
	3.4 Take action to resolve non-compliance with specifications
	3.5 Facilitate registration of new assets
	3.6 File and store purchase records

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 2.1, 2.2, 3.3, 3.4	• Gathers and interprets a range of textual information to identify relevant key information
Writing	1.1, 1.2, 2.1, 2.5, 3.1, 3.2, 3.5	• Creates everyday workplace documentation l using terminology and format relevant to audience and purpose
Oral Communication	1.1, 1.2, 2.1, 2.3-2.5, 3.1, 3.2, 3.4	• Uses suitable language to liaise with suppliers and clarify information within the organisation • Uses active questioning and listening techniques to confirm requirements
Numeracy	2.1, 2.4, 2.5	• Interprets simple numerical data and makes basic calculations to determine costs of goods and services
Navigate the world of work	1.1, 2.1, 3.3, 3.4	• Adheres to organisational procedures and policies • Understands how own role connects with others and contributes to broader work goals

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Interact with others	1.1, 1.2, 2.1, 2.3-2.5, 3.2	• Selects from a small range of communication modes, forms and channels to meet a specific purpose within the immediate work environment • Seeks to cooperate with others to achieve results in immediate work context
Get the work done	1.2, 2.2, 2.5, 3.4-3.6	• Takes responsibility for planning, sequencing and prioritising tasks for efficient and effective outcomes • Responds to predictable routine problems and implements standard or logical solutions • Uses the main features and functions of digital tools to complete work tasks

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBPUR301 Purchase goods and services	BSBPUR301B Purchase goods and services	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBPUR301 Purchase goods and services

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- obtain quotes from prospective suppliers
- select appropriate purchasing methods
- receive, check and document purchases.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline organisation policy and procedures relating to:
  - purchasing strategies
  - recordkeeping systems related to purchasing and assets
  - standard contracting arrangements
- explain purchasing and procurement principles for:
  - accountability
  - probity and transparency
  - risk management
  - value for money.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the administration – purchasing and contracting field of work and include access to:

- organisation policies and procedures

- purchasing strategies and relevant purchasing records
- office equipment and resources.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

BSBPUR402 Negotiate contracts

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to negotiate terms of contracts with suppliers, and prepare and finalise contracts.

It applies to individuals who negotiate contracts as part of a broad purchasing role but are not specialist legal practitioners. They are required to negotiate and formalise complex purchasing arrangements involving significant risk and/or significant expenditure and detailed legal and documentation arrangements and are typically guided by organisational contract negotiation guidelines. They work under minimal supervision of a senior purchasing manager or in consultation with senior management.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Unit Sector

Administration – Purchasing and Contracting

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Negotiate terms of contracts with suppliers	1.1 Offer advice and undertake negotiations without prejudice
	1.2 Advise suppliers of the organisation's intent to accept their offers
	1.3 Negotiate issues with suppliers
	1.4 Determine desired outcomes, negotiation plans and schedules

ELEMENT	PERFORMANCE CRITERIA
	for negotiations
	1.5 Undertake negotiations and reach agreements with suppliers in accordance with plans
	1.6 Negotiate and document contract requirements to the satisfaction of the organisation and suppliers
2. Prepare contracts	2.1 Draft required contracts using legal expertise if required
	2.2 Distribute draft contracts to relevant personnel and suppliers
	2.3 Ensure any discrepancies or disagreements are clarified and resolved to the satisfaction of all parties
	2.4 Ensure checks of the legality and validity of draft contracts are made
	2.5 Obtain approvals to sign contracts
3. Finalise contracts	3.1 Ensure contracts are signed and exchanged between the organisation and suppliers
	3.2 Ensure contracts and related documents are stored and safeguarded
	3.3 Advise relevant personnel of contract requirements
	3.4 Advise unsuccessful suppliers of non-acceptance of offers

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.5, 2.1, 2.4	• Interprets and analyses textual information from a range of sources and identifies relevant key information to assist in the negotiation process
Writing	1.2, 1.6, 2.1, 2.3, 2.5, 3.3, 3.4	• Develops material to convey explicit information and results using clear and detailed language appropriate to audience and context
Oral Communication	1.1-1.3, 1.5, 1.6, 2.5, 3.3	• Uses clear language and suitable features to provide information to a variety of individuals • Uses active listening and questioning techniques to convey and clarify information

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Navigate the world of work	1.5, 1.6, 2.1, 2.4	• Monitors adherence to implicit and explicit organisational procedures and policies • Recognises the implications of legal and regulatory responsibilities related to own work and is beginning to recognise some general legal principles applicable across work contexts
Interact with others	1.1-1.3, 1.5, 1.6, 2.2, 2.3, 2.5, 3.1, 3.3, 3.4	• Selects the appropriate form, channel and mode of communication for a specific purpose relevant to own role • Collaborates and negotiates with others as part of familiar routine activities
Get the work done	1.4, 2.2, 2.3, 3.1, 3.2	• Takes responsibility for planning, sequencing and prioritising tasks for efficient and effective outcomes • Implements standard procedures to make routine decisions • Recognises and takes responsibility for addressing predictable problems in familiar work contexts • Understands the importance of secure information in relation to own work

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBPUR402 Negotiate contracts	BSBPUR402B Negotiate contracts	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

Assessment Requirements for BSBPUR402 Negotiate contracts

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- produce a documented agreement of terms with suppliers
- draft and complete a contract with a supplier for goods and services
- produce a document to inform successful and unsuccessful suppliers.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify and provide an overview of key provisions of relevant legislation, codes of practice and national standards that affect purchasing
- outline organisation practices, policies and procedures for purchasing
- explain purchasing and procurement principles for:
  - accountability
  - probity and transparency
  - risk management
  - value for money.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the administration – purchasing and contracting field of work and include access to:

- organisation policies and procedures
- purchasing strategies and relevant purchasing records
- office equipment and supplies

- case studies and, where possible, real situations.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet -
https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBSMB401 Establish legal and risk management requirements of small business

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to assess and prioritise risks and identify and comply with all regulations affecting the business.

It applies to individuals operating a small business or setting up a department within a larger organisation, who are skilled at communicating and interpreting legislation and regulations.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Management and Leadership – Small and Micro Business

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify and implement business legal requirements	1.1 Identify and research possible options for the business legal structure using appropriate sources 1.2 Determine legislation and regulatory requirements affecting operations of the business under its chosen structure 1.3 Develop and implement procedures to ensure full compliance with relevant legislation and regulatory requirements
2. Comply with	2.1 Establish systems to ensure legal rights and responsibilities of

ELEMENT	PERFORMANCE CRITERIA
legislation, codes and regulatory requirements	the business are identified and the business is adequately protected, specifically in relation to occupational health and safety (OHS), business registration and environmental requirements
	2.2 Identify taxation principles and requirements relevant to the business, and follow procedures to ensure compliance
	2.3 Identify and carefully maintain legal documents and maintain and update relevant records to ensure their ongoing security and accessibility
	2.4 Monitor provision of products and services of the business to protect legal rights and to comply with legal responsibilities
	2.5 Conduct investigations to identify areas of non-compliance with legal and regulatory requirements, and take corrective action where necessary
3. Negotiate and arrange contracts	3.1 Seek legal advice on contractual rights and obligations, if required, to clarify business liabilities
	3.2 Investigate and assess potential products/services to determine procurement rights and ensure protection of business interests where applicable
	3.3 Negotiate and secure contractual procurement rights for goods and services including contracts with relevant people, as required, in accordance with the business plan
	3.4 Identify insurance requirements and acquire adequate cover
	3.5 Identify options for leasing/ownership of business premises and complete contractual arrangements in accordance with the business plan

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1-1.3, 2.1-2.4, 3.2-3.5	• Identifies, analyses and evaluates a range of complex text to determine legislative, regulatory and related business requirements
Writing	1.3, 2.1, 2.3, 2.5,	• Prepares written reports and workplace documentation that communicate complex information clearly and

	3.1, 3.3, 3.5	effectively
Oral Communication	2.5, 3.1, 3.3	• Uses specific and relevant language to clearly articulate legal issues, and uses questioning and listening techniques to clarify solutions • Participates in verbal negotiations using language suitable to audience
Numeracy	2.2, 2.5, 3.3, 3.4	• Reviews, analyses, compares and contrasts numerical data which may be embedded in documents • Calculates business insurance costs and compares costing options
Navigate the world of work	1.2, 1.3, 2.1	• Monitors adherence to organisational policies and legislative responsibilities and considers own role in terms of its contribution to broader goals of work environment
Interact with others	3.1, 3.3	• Plays a lead role in situations requiring effective collaboration, demonstrating high-level influencing skills, focusing and shaping awareness, and engaging and motivating others
Get the work done	1.1-1.3, 2.1	• Plans, organises and implements tasks required to determine legal and risk management requirements • Implements actions as per plan, making adjustments if necessary and addressing unexpected issues • Understands importance of secure information in relation to own work and takes personal responsibility for identifying and managing risk factors • Makes a range of critical and non-critical decisions in complex situations, taking a range of factors into account

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBSMB401 Establish legal and risk management requirements of small business	BSBSMB401A Establish legal and risk management requirements of small business	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

Service and Creative Skills Australia

Assessment Requirements for BSBSMB401 Establish legal and risk management requirements of small business

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- demonstrate a systematic approach to identifying, managing and meeting legal and business requirements, specifically in regard to OHS, business registration and environmental requirements
- ensure compliance, by:
    - following taxation principles
    - updating and maintaining legal documents
    - investigating areas of non-compliance
    - monitoring provision of products and services
    - taking corrective action where necessary
- negotiate and arrange contracts, including:
    - seeking legal advice
    - investigating procurement rights
    - following the business plan
    - identifying insurance requirements
    - identifying options of leasing/ownership of business premises.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline business registration and licensing requirements
- identify commonwealth, state/territory and local government legislative requirements relating to business operation
- explain creation and termination of relevant legal contracts

- summarise relevant cultural differences and legal implications
- describe legal rights and obligations of alternative ownership structures
- outline necessary record keeping to meet minimum legal and taxation requirements
- summarise relevant consumer legislation and industry codes of practice
- explain relevant insurance requirements and products.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the Management and Leadership – Small and Micro Business field of work and include access to:

- office equipment and resources for analysis of data
- relevant legislation, regulations, standards and codes
- relevant workplace documentation
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

BSBSMB402 Plan small business finances

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to identify financial requirements of a business, including profit targets, cash flow projections and strategies to garner financial support.

It applies to individuals who operate a small business or work within an existing micro or small businesses or in a department of a larger organisation. Individuals in this role interpret financial data competently and are skilled communicators.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Management and Leadership – Small and Micro Business

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify costs, calculate prices and prepare profit statement	1.1 Identify and document costs associated with production and delivery of the business' products/services
	1.2 Calculate prices based on costs and profit margin, as an hourly charge-out rate for labour or unit price for products
	1.3 Calculate break-even sales point to establish business viability and profit margins
	1.4 Identify appropriate pricing strategies in relation to market

ELEMENT	PERFORMANCE CRITERIA
	conditions to meet business profit targets
	1.5 Prepare projected profit statement to supplement the business plan
2. Develop a financial plan	2.1 Set profit targets/goals to reflect owner's desired returns
	2.2 Identify working capital requirements necessary to attain profit projections
	2.3 Identify non-current asset requirements and consider alternative asset management strategies
	2.4 Prepare cash flow projections to enable business operation in accordance with business plan and legal requirements
	2.5 Identify capital investment requirements accurately for each operational period
	2.6 Select budget targets to enable ongoing monitoring of financial performance
3. Acquire finance	3.1 Identify start-up and ongoing financial requirements according to financial plan/budget
	3.2 Identify sources of finance, including potential financial backers, to provide required liquidity for the business to complement business goals and objectives
	3.3 Investigate cost of securing finance on optimal terms
	3.4 Identify strategies to obtain finance as required to ensure financial viability of the business

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.5, 2.1-2.5, 3.1, 3.2	• Identifies, analyses and evaluates complex information from a range of sources
Writing	1.1, 1.5, 2.1, 2.4, 3.2	• Prepares written reports and workplace documentation that communicate complex information clearly and effectively

Oral Communication	1.1, 3.2	• Uses specific and relevant language to secure finance and uses questioning and listening techniques to clarify outcomes • Participates in verbal negotiations using language suitable to audience
Numeracy	1.1-1.5, 2.1, 2.2, 2.4-2.6, 3.1, 3.3, 3.4	• Analyses numerical information to determine costs, prices, profit and losses, and other financial data
Navigate the world of work	2.4	• Appreciates implications of legal and regulatory responsibilities related to own work
Get the work done	1.1, 1.4, 2.1-2.3, 2.5, 2.6, 3.1, 3.2, 3.4	• Sequences and schedules tasks required to implement and monitor financial strategies • Makes a range of critical and non-critical decisions in relatively complex situations, taking a range of constraints into account, making adjustments as necessary • Regularly uses formal thinking techniques to generate new ideas

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBSMB402 Plan small business finances	BSBSMB402A Plan small business finances	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

Assessment Requirements for BSBSMB402 Plan small business finances

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- develop a financial plan which identifies financial requirements of the business, including cash flow projections and a projected profit statement
- follow the business plan, including:
  - demonstrating an awareness of appropriate legal requirements
  - implementing strategies to monitor financial performance
- identify sources and investigate costs of securing appropriate financial assistance.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain break-even analysis
- clarify costing for the business, including margin/mark-up, hourly charge-out rates and unit costs
- summarise financial decision-making relevant to the business
- outline methods and relative costs of obtaining finance
- summarise principles for preparing balance sheets
- provide a detailed explanation of:
  - principles for preparation of cash flow forecasts
  - principles for preparation of profit and loss statements
  - purpose of financial reports
- describe working capital cycles.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the Management and Leadership – Small and Micro Business field of work and include access to:

- office equipment and resources for financial calculations
- relevant workplace documentation
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

Service and Creative Skills Australia

BSBSMB403 Market the small business

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to monitor and improve business performance via a clear strategy complementing the business plan.

It applies to individuals who operate a small business independently or within a larger organisation. Individuals in this role analyse and interpret market data and are proficient communicators.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Management and Leadership – Small and Micro Business

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Develop marketing strategies	1.1 Analyse the business and its key products or services to determine focus of marketing activities, in accordance with objectives of the business plan
	1.2 Evaluate customer base and target market for the small business as a basis for marketing objectives and strategies
	1.3 Determine marketing objectives and strategies are ethically and culturally appropriate, in consultation with relevant people and in accordance with the business plan

ELEMENT	PERFORMANCE CRITERIA
2. Determine a marketing mix for the business	2.1 Balance product mix, volumes and pricing to optimise sales and profit
	2.2 Evaluate costs and benefits of using different distribution channels and/or providing different levels of customer service, and consider results in determining marketing mix
	2.3 Determine promotional activities to suit target market
	2.4 Consider customer needs and preferences in determining marketing mix
	2.5 Determine marketing mix according to market and business needs
3. Implement marketing strategies	3.1 Brief those involved in the marketing effort on their roles and responsibilities, to ensure success of marketing strategies
	3.2 Plan and implement promotional activities, in accordance with marketing objectives and budgetary requirements
4. Monitor and improve marketing performance	4.1 Monitor marketing activities and evaluate business performance according to objectives and targets of the business plan
	4.2 Analyse performance gaps and take corrective action or set new targets
	4.3 Encourage all relevant people to propose ways to improve marketing performance
	4.4 Seek and analyse customer reaction to all aspects of the marketing mix, using culturally appropriate processes, to improve targeting and outcomes
	4.5 Conduct ongoing research of customer requirements to identify opportunities for change and improvement
	4.6 Monitor and investigate market changes for new opportunities to aid business development

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description

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Reading	1.1-1.3, 2.2-2.4, 3.2, 4.1, 4.4, 4.6	• Identifies, analyses and evaluates complex information from a range of sources
Writing	1.3, 2.3, 2.5, 3.1, 3.2, 4.4-4.6	• Prepares reports and other workplace documentation using structure, layout and terminology appropriate to the audience
Oral Communication	1.3, 3.1, 4.3, 4.4	• Presents ideas and requirements clearly and using language and non-verbal techniques appropriate to audience and environment • Uses questioning and listening to check and confirm understanding
Numeracy	2.1, 2.2, 3.2, 4.2	• Analyses numerical information to determine budgetary requirements and product quantities • Uses a range of calculation methods to evaluate costs and benefits
Navigate the world of work	4.5	• Regularly reviews current situation and develops strategies to address improvements in marketing performance
Interact with others	4.3	• Recognises importance of building rapport to establish effective working relationships
Get the work done	1.1-1.3, 2.1-2.5, 3.2, 4.1, 4.2	• Plans, organises and implements tasks required to develop and implement marketing strategies • Implements actions as per plan, making slight adjustments if necessary and addressing some unexpected issues • Makes a range of critical and non-critical decisions in relatively complex situations, taking a range of constraints into account • Identifies concepts, principles and features of approaches in use in other contexts, and redesigns these to suit own situation • Uses formal and informal processes to monitor implementation of solutions and reflect on outcomes

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBSMB403 Market the small business	BSBSMB403A Market the small business	Updated to meet Standards for Training Packages	Equivalent unit

Service and Creative Skills Australia

Code and title current version	Code and title previous version	Comments	Equivalence status

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

Assessment Requirements for BSBSMB403 Market the small business

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- determine objectives of the business plan, including marketing activity focus
- evaluate customer base
- understand what is ethically and culturally appropriate
- determine a marketing mix according to market and business needs, including:
    - ability to optimise sales and profit
    - ability to evaluate costs and benefits
    - determine customer needs and promotional activities
- determine marketing strategies, including briefing appropriate personnel on their responsibilities
- monitor and evaluate activities and performance, and correct performance gaps
- consult and communicate effectively with relevant people
- research and monitor ongoing changes and improvements.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- discuss industry market trends
- identify performance evaluation methods
- explain methods of analysing costs and benefits of marketing strategies
- summarise methods of developing marketing objectives and marketing mix
- outline methods of monitoring customer satisfaction
- identify relevant market analysis and research
- provide a detailed explanation of relevant marketing concepts and methods.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the Management and Leadership – Small and Micro Business field of work and include access to:

- office equipment and resources for analysis of data
- relevant workplace documents
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

Service and Creative Skills Australia

BSBSMB404 Undertake small business planning

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to research and develop an integrated business plan for achieving business goals and objectives.

It applies to individuals who operate a small business that operates independently, or as part of a larger organisation. Individuals in this role interpret business information and numerical data competently and are skilled communicators.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Management and Leadership – Small and Micro Business

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify elements of the business plan	1.1 Identify purpose of the business plan 1.2 Identify and review essential components of the business plan 1.3 Identify and document business goals and objectives as a basis for measuring business performance
2. Develop a business plan	2.1 Research resources, legal and compliance requirements, specifically in relation to occupational health and safety (OHS), in accordance with business goals and objectives

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ELEMENT	PERFORMANCE CRITERIA
	2.2 Research market needs, and market size and potential
	2.3 Identify sources and costs of finance, from financial plan, to provide required liquidity and profitability for the business
	2.4 Identify methods, from marketing strategies, to promote market exposure of the business
	2.5 Identify methods/means of production/operation from production/operations plan to conform with business goals and objectives
	2.6 Identify staffing requirements to effectively produce/deliver products/services
	2.7 Identify specialist services and sources of advice, where required, and cost in accordance with available resources
3. Develop strategies for minimising risks	3.1 Identify specific interests and objectives of relevant people and seek and confirm their support of planned business direction
	3.2 Identify and develop risk management strategies according to business goals and objectives, and relevant legal requirements
	3.3 Develop a contingency plan to address possible areas of non-conformance with the plan

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1-1.3, 2.1-2.7, 3.1, 3.2	• Identifies, analyses and evaluates complex workplace documentation during planning process
Writing	1.3, 2.3-2.7, 3.1-3.3	• Prepares written reports and workplace documentation that communicate complex information clearly and effectively
Oral Communication	3.1	• Articulates ideas and requirements using language appropriate to audience
Numeracy	2.2, 2.3, 2.5-2.7	• Interprets numerical information to determine prospective markets, resource allocations and business profits/losses

Navigate the world of work	2.1, 3.2	• Appreciates implications of legal and regulatory responsibilities related to own work
Get the work done	1.1, 1.2, 2.1-2.7, 3.2, 3.3	• Plans, organises and implements tasks required to develop a business plan • Implements actions as per plan, making slight adjustments if necessary, and addressing some unexpected issues • Makes a range of critical and non-critical decisions in relatively complex situations, taking a range of constraints into account • Identifies concepts, principles and features of approaches in use in other contexts, and redesigns these to suit own situation • Uses formal and informal processes to monitor implementation of solutions and reflect on outcomes

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBSMB404 Undertake small business planning	BSBSMB404A Undertake small business planning	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

Assessment Requirements for BSBSMB404 Undertake small business planning

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- develop a business plan which provides for finance, marketing and provision of products/services to facilitate all business goals and objectives
- identify and plan all work health and safety (WHS) responsibilities
- develop risk management strategies including a contingency plan for non-conformance.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- discuss commonwealth, state/territory and local government legislative requirements and industry codes of practice relating to small business planning
- explain methods of evaluation
- summarise WHS responsibilities and procedures for identifying hazards relevant to the business
- outline planning processes
- describe preparation of a business plan
- identify principles of risk management relevant to business planning
- explain reasons for, and benefits of, business planning
- outline setting goals and objectives
- explain types of business planning – feasibility studies; strategic, operational, financial and marketing planning.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the Management and Leadership – Small and Micro Business field of work and include access to:

- office equipment and resources
- relevant legislation, regulations, standards and codes
- relevant workplace documentation
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

BSBSMB405 Monitor and manage small business operations

Modification History

Release	Comments
Release 2	This version first released with BSB Business Services Training Package Version 1.1. Version created to correct mapping table information
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to implement a business plan and modify operations as required.

It applies to individuals who operate a small business which stands alone, or is part of a department within a larger organisation. Individuals in this role are skilful communicators and interpret numerical data with ease.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Management and Leadership – Small and Micro Business

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Develop operational strategies and procedures	1.1 Develop an action plan to provide a clear and coherent direction, in accordance with business goals and objectives 1.2 Identify work health and safety (WHS) and environmental issues, and implement strategies to minimise risk factors

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ELEMENT	PERFORMANCE CRITERIA
	1.3 Develop a quality system for the business in line with industry standards, compliance requirements and cultural criteria
	1.4 Develop performance measures and operational targets to conform with the business plan
	1.5 Develop strategies for innovation, including utilisation of existing, new or emerging technologies, where practicable, to optimise business performance
2. Implement operational strategies and procedures	2.1 Implement systems and key performance indicators/targets to monitor business performance and customer satisfaction
	2.2 Implement systems to control stock, expenditure/cost, wastage/shrinkage and risks to health and safety in accordance with the business plan
	2.3 Maintain staffing requirements, where applicable, within budget, to maximise productivity
	2.4 Carry out provision of goods/services in accordance with established legal, ethical cultural and technical standards
	2.5 Provide goods/services in accordance with time, cost and quality specifications, and customer requirements
	2.6 Apply quality procedures to address product/service and customer requirements
3. Monitor business performance	3.1 Regularly monitor/review achievement of operational targets to ensure optimum business performance, in accordance with business plan goals and objectives
	3.2 Review systems and structures, with a view to more effectively supporting business performance
	3.3 Investigate and analyse operating problems to establish causes and implement changes as required, as part of the business quality system
	3.4 Amend operational policies and procedures to incorporate corrective action
4. Review business operations	4.1 Review and adjust business plan, as required, to maintain business viability, in accordance with business goals and objectives
	4.2 Clearly record proposed changes to aid future planning and evaluation
	4.3 Undertake ongoing research into new business opportunities and adjust business goals and objectives as new business opportunities arise

    Service and Creative Skills Australia

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.3, 1.5, 2.1, 2.2, 2.4, 2.5, 3.1, 4.1	• Evaluates complex text to determine legislative, regulatory and workplace documentation
Writing	1.1, 1.3-1.5, 3.2, 3.4, 4.1, 4.2	• Prepares written reports and workplace documentation that communicate complex information clearly and effectively
Oral Communication	3.2	• Articulates clearly using specific and relevant language suitable to audience to convey requirements, and employs listening and questioning techniques to confirm understanding
Numeracy	2.2, 2.3, 2.5	• Interprets numerical information to manage performance information and regulate cash flow
Navigate the world of work	1.1-1.3, 2.2, 2.4, 4.1	• Develops and revises organisational policies and procedures • Appreciates implications of legal and regulatory responsibilities related to own work with specific reference to safety
Get the work done	1.1, 1.3-1.5, 2.1-2.3, 2.5, 2.6, 3.1-3.3, 4.1, 4.3	• Plans, organises and implements tasks required to implement strategies and procedures • Reflects on how digital systems and tools are used or could be used to achieve work goals • Identifies concepts, principles and features of approaches in use in other contexts and considers how these may suit own situation • Uses experiences to reflect on how variables impact decision outcomes, and to gain insights into what constitutes 'good' judgement and an effective decision in different contexts

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBSMB405 Monitor and manage small business operations	BSBSMB405B Monitor and manage small business operations	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

Assessment Requirements for BSBSMB405 Monitor and manage small business operations

Modification History

Release	Comments
Release 2	This version first released with BSB Business Services Training Package Version 1.1. Version created to correct mapping table information
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- develop strategies and procedures to successfully manage business operations, including:
    - developing an action plan
    - identifying risk management procedures
    - developing a quality system
    - implementing performance measures
    - utilising technologies to optimise business performance
- implement and monitor strategies and procedures developed, including:
    - analysing and correcting business problems
    - reviewing and adjusting the business plan
- record and research business improvements
- make appropriate adjustments to business operations as required.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain methods for implementing operation and revenue control systems
- summarise methods for monitoring performance and implementing improvements

- outline work health and safety (WHS) responsibilities and procedures for managing hazards
- identify relevant principles of risk management, including risk assessment
- clarify quality system principles and methods
- explain relevant marketing, sales and financial concepts
- summarise relevant performance measures
- outline systems to manage staff, stock, expenditure, services and customer service
- identify technical or specialist skills relevant to business operations.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the Management and Leadership – Small and Micro Business field of work and include access to:

- office equipment and resources
- relevant legislation, regulations, standards and codes
- relevant workplace documentation
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

BSBSMB406 Manage small business finances

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to implement and review financial management strategies on a regular basis.

It applies to individuals who operate a small business that stands alone, or is part of a department within a larger organisation. Individuals in this role are skillful communicators and interpret financial reports and other numerical data with ease.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Management and Leadership – Small and Micro Business

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Implement financial plan	1.1 Identify financial information requirements and obtain specialist services, as required, to profitably operate and extend the business in accordance with the business plan
	1.2 Produce financial budgets/projections, including cash flow estimates, as required for each forward period, and distribute to relevant people in accordance with legal requirements
	1.3 Negotiate, secure and manage business capital to best enable implementation of the business plan and to meet requirements of

ELEMENT	PERFORMANCE CRITERIA
	financial backers
	1.4 Develop and maintain strategies to enable adequate financial provision for taxation in accordance with legal requirements
	1.5 Develop, monitor and maintain client credit policies, including contingencies for debtors in default, to maximise cash flow
	1.6 Select key performance indicators to enable ongoing monitoring of financial performance
	1.7 Record and communicate financial procedures to relevant people to facilitate implementation of the business plan
2. Monitor financial performance	2.1 Regularly monitor and report on financial performance targets, and analyse data to establish extent to which the financial plan has been met
	2.2 Monitor marketing and operational strategies for their effects on the financial plan
	2.3 Calculate and evaluate financial ratios according to own/industry benchmarks
	2.4 Assess financial plan to determine whether variations or alternative plans are needed, and change as required

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1-1.4, 2.1, 2.4	• Evaluates complex text to determine legislative, regulatory and workplace documentation
Writing	1.2-1.5, 1.7, 2.1	• Prepares written reports and workplace documentation that communicate complex information clearly and effectively
Oral Communication	1.3, 1.7	• Provides clear explanations using language and features suitable to the audience • Uses listening and questioning techniques to confirm understanding
Numeracy	1.1-1.5, 2.1, 2.3, 2.4	• Interprets numerical information to calculate all relevant financial information

Navigate the world of work	1.2, 1.4	• Appreciates implications of legal and regulatory responsibilities related to own work
Interact with others	1.3, 1.7	• Selects appropriate form, channel and mode of communication for a specific purpose relevant to own role • Uses effective negotiation skills to achieve outcomes
Get the work done	1.1, 1.2, 1.4-1.6, 2.2, 2.4	• Plans, organises and implements tasks required to manage finances • Makes a range of critical and non-critical decisions in relatively complex situations, taking a range of factors into account • Uses formal and informal processes to monitor implementation of ideas and reflect on outcomes

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBSMB406 Manage small business finances	BSBSMB406A Manage small business finances	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

Assessment Requirements for BSBSMB406 Manage small business finances

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- operate and extend the business according to the business plan, including:
  - adhering to legal requirements
  - meeting requirements of financial backers
  - defining strategies for contingencies for debtors
  - defining key performance indicators
  - communicating with relevant personal
- monitor the business against financial plan and make changes as required.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- discuss benchmarking
- explain financial decision-making relevant to the business
- summarise significant financial indicators
- outline purposes of financial reports
- clarify preparation and interpretation of budget/actual reports
- identify principles for preparing balance sheets and their interpretation
- characterise principles for preparing profit and loss statements and their interpretation
- discuss stock records / stock control relevant to the business.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the Management and Leadership – Small and Micro Business field of work and include access to:

- office equipment and resources
- relevant workplace documentation
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

BSBSMB407 Manage a small team

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to select, induct, train and develop staff members to enhance business operations within the parameters of all relevant legislative requirements.

It applies to individuals who operate a small business that stands alone, or is part of a department within a larger organisation. Individuals in this role have a good knowledge of industrial relations and team management and use effective, responsive and supportive communication in workplace interactions.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Management and Leadership – Small and Micro Business

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Develop staffing plan	1.1 Determine staffing requirements to allow the business to run effectively, in accordance with requirements outlined in the business plan
	1.2 Identify and compare existing skills/competencies of owner/s and staff with business requirements to identify any gaps
	1.3 Develop policies and procedures for owner/s and staff, in

ELEMENT	PERFORMANCE CRITERIA
	accordance with the business plan
2. Recruit, induct, train and retain team	2.1 Develop job/position descriptions, competencies required and selection criteria to meet business' needs
	2.2 Judge information obtained from each candidate against specified selection criteria, and select according to business needs and legal requirements
	2.3 Induct new staff members in accordance with policies and procedures of the business
	2.4 Make team members aware of their responsibilities and performance requirements as soon as practicable, and take opportunities to coach team members who are unfamiliar with procedures of the business
	2.5 Develop and implement a staff development program and career paths based on requirements of business and staff competencies
	2.6 Advertise staff vacancies appropriately in accordance with staffing plan
3. Comply with industrial relations obligations	3.1 Clarify workplace rights and obligations of employers and employees, in accordance with legal requirements and codes of practice
	3.2 Counsel staff, if required, in a positive and constructive manner and record outcomes accurately
4. Maintain staff records	4.1 Develop staff records system to provide timely and accurate information, in accordance with confidentiality, legal and taxation requirements
	4.2 Monitor and accurately maintain system for recording and retrieving personnel and payroll information, and seek specialist advice where required
5. Manage staff	5.1 Regularly review contribution and skills of self and other team members to ensure performance is in line with agreed performance measures
	5.2 Monitor and adjust staffing requirements to respond to any changes in tasks and functions required by the business
	5.3 Support and encourage staff, and acknowledge and reward their contribution
	5.4 Regularly provide opportunities for staff to discuss work related issues
	5.5 Develop contingency plans to cope with unexpected or extreme

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ELEMENT	PERFORMANCE CRITERIA
	situations and take appropriate corrective action as required
6. Review team performance	6.1 Develop positive and constructive relationships with and between team members
	6.2 Review and update team objectives in support of business goals on a regular basis in consultation with team members
	6.3 Identify strengths and weaknesses of team against current and expected work requirements
	6.4 Schedule time, on a regular basis, for team members to review work operations to maintain and improve operational efficiency
	6.5 Encourage team members to monitor their own performance, suggest improvements and identify professional development needs, in accordance with personal and business requirements
	6.6 Monitor and review staff turnover rate

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1-1.3, 2.2, 2.3, 2.5, 2.6, 3.1, 4.1, 4.2, 5.1, 6.3, 6.5, 6.6	• Evaluates complex text to determine legislative, regulatory and workplace documentation
Writing	1.3, 2.1-2.6, 3.1, 3.2, 4.1, 4.2, 5.5, 6.1-6.3, 6.5	• Prepares written reports and workplace documentation that communicate complex information clearly and effectively
Oral Communication	1.2, 2.3, 2.4, 3.2, 4.2, 5.3, 5.4, 6.1, 6.2, 6.5	• Articulates clearly using specific and relevant language suitable to audience to convey requirements, and employs listening and questioning techniques to confirm understanding • Participates in verbal negotiations and coaching using language suitable to audience
Numeracy	6.4	• Uses basic mathematical formulas to review staff performances within available work schedules
Navigate the	1.3, 2.2, 2.3, 3.1, 4.1	• Applies understanding of legal responsibilities to the planning and implementation of tasks

world of work		• Develops and revises organisational policies and procedures
Interact with others	1.2, 2.4, 3.2, 5.3, 5.4, 6.1, 6.2, 6.5	• Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group interaction and influencing direction • Looks for ways of establishing connections and building genuine understanding with a diverse range of people • Actively identifies important communication exchanges, selecting appropriate channels and format to suit purpose and audience
Get the work done	1.1, 1.2, 2.2, 2.3, 2.5, 4.2, 5.1, 5.2, 5.5, 6.3, 6.4, 6.6	• Plans, organises and implements tasks required to manage a team • Makes a range of critical and non-critical decisions in relatively complex situations, taking a range of constraints into account • Uses formal and informal processes to monitor implementation of ideas and reflect on outcomes • Anticipates potential problems and has contingency plans ready for implementation • Uses digital technologies and systems to enter, store and access information

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBSMB407 Manage a small team	BSBSMB407A Manage a small team	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

Assessment Requirements for BSBSMB407 Manage a small team

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- use the business plan to:
    - determine staffing requirements
    - conduct skill-gap staff training
    - develop policies and procedures
- develop job descriptions and selection criteria
- determine induction processes
- implement staff development program
- adhere to legal requirements and codes of practice
- develop staff records system
- conduct ongoing performance measures
- communicate effectively with staff members
- develop contingency plans
- develop strategies to review team performance
- monitor and review staff performance.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- discuss legislative requirements relating to the business operation
- explain work health and safety responsibilities and procedures for managing hazards
- summarise relevant industry awards/enterprise agreements
- outline approaches to staff development and career planning
- summarise staff counselling, grievance and disciplinary procedures
- identify unfair dismissal legislation and procedures.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the Management and Leadership – Small and Micro Business field of work and include access to:

- office equipment and resources
- relevant legislation, regulations, standards and codes
- relevant workplace documentation
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

BSBSUS201 Participate in environmentally sustainable work practices

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to effectively measure current resource use and carry out improvements, including reducing the negative environmental impact of work practices.

It applies to individuals, working under supervision or guidance, who are required to follow workplace procedures and instructions, and work in an environmentally sustainable manner within scope of competency, authority and own level of responsibility.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Industry Capability – Sustainability

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify current resource use	1.1 Identify workplace environmental and resource efficiency issues
	1.2 Identify resources used in own work role
	1.3 Document and measure current usage of resources using appropriate techniques
	1.4 Record and file documentation measuring current usage, using

ELEMENT	PERFORMANCE CRITERIA
	technology (such as software systems) where applicable
	1.5 Identify and report workplace environmental hazards to appropriate personnel
2. Comply with environmental regulations	2.1 Follow workplace procedures to ensure compliance
	2.2 Report breaches or potential breaches to appropriate personnel
3. Seek opportunities to improve resource efficiency	3.1 Follow organisational plans to improve environmental practices and resource efficiency
	3.2 Work as part of a team, where relevant, to identify possible areas for improvements to work practices in own work area
	3.3 Make suggestions for improvements to workplace practices in own work area

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.3, 2.1, 3.1	• Recognises and interprets textual information to establish job requirements from relevant information
Writing	1.3, 1.4, 1.5, 2.2	• Completes documents using required formats
Oral Communication	1.5, 2.2, 3.3	• Articulates ideas clearly and uses simple and relevant language to identify and report issues to designated person
Numeracy	1.3	• Calculates basic metric measurements to determine resource usage
Navigate the world of work	2.1	• Understands and adheres to legal and regulatory responsibilities related to own work
Interact with others	1.5, 2.2, 3.2, 3.3	• Selects and uses appropriate conventions and protocols when communicating with co-workers in range of work contexts • Collaborates and cooperates with others to achieve joint outcomes
Get the work	1.1-1.4, 3.1, 3.3	• Implements actions as per plan, taking some responsibility for sequencing and timing of tasks

done		• Uses main features and functions of digital tools to complete work tasks and access information • Analyses current practices to identify opportunities for improvement.

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBSUS201 Participate in environmentally sustainable work practices	BSBSUS201A Participate in environmentally sustainable work practices	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

Assessment Requirements for BSBSUS201 Participate in environmentally sustainable work practices

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- locate and interpret a range of environment/sustainability legislation and procedural requirements
- participate in and support discussions for an improved resource efficiency process
- identify, document and measure usage of resources
- collaborate with team members on suggestions for improving workplace practices.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify environmental and resource hazards/risks as well as environmental or sustainability legislation, regulations and codes of practice applicable to own role
- outline sustainability requirements in the workplace
- identify reporting channels and procedures to report breaches and potential issues
- identify where to find environmental and resource efficiency systems and procedures.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the sustainability field of work and include access to:

- documentation, information and resources related to workplace environmental and resource efficiency issues
- office equipment and resources
- case studies and, where possible, real situations

- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

BSBSUS301 Implement and monitor environmentally sustainable work practices

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to effectively analyse the workplace in relation to environmentally sustainable work practices and to implement improvements and monitor their effectiveness.

It applies to individuals with responsibility for a specific area of work or who lead a work group or team and addresses the knowledge, processes and techniques necessary to implement and monitor environmentally sustainable work practices, including the development of processes and tools.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Industry Capability – Sustainability

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Investigate current practices in relation to resource usage	1.1 Identify environmental regulations applying to the enterprise
	1.2 Analyse procedures for assessing compliance with environmental/sustainability regulations
	1.3 Collect information on environmental and resource efficiency systems and procedures, and provide to the work group where

ELEMENT	PERFORMANCE CRITERIA
	appropriate
	1.4 Collect, analyse and organise information from a range of sources to provide information/advice and tools/resources for improvement opportunities
	1.5 Measure and document current resource usage of members of the work group
	1.6 Analyse and document current purchasing strategies
	1.7 Analyse current work processes to access information and data to assist in identifying areas for improvement
2. Set targets for improvements	2.1 Seek input from stakeholders, key personnel and specialists
	2.2 Access external sources of information and data as required
	2.3 Evaluate alternative solutions to workplace environmental issues
	2.4 Set efficiency targets
3. Implement performance improvement strategies	3.1 Source and use appropriate techniques and tools to assist in achieving efficiency targets
	3.2 Apply continuous improvement strategies to own work area of responsibility, including ideas and possible solutions to communicate to the work group and management
	3.3 Implement and integrate environmental and resource efficiency improvement plans for own work group with other operational activities
	3.4 Supervise and support team members to identify possible areas for improved practices and resource efficiency in work area
	3.5 Seek suggestions and ideas about environmental and resource efficiency management from stakeholders and act upon where appropriate
	3.6 Implement costing strategies to fully utilise environmental assets
4. Monitor performance	4.1 Use and/or develop evaluation and monitoring, tools and technology
	4.2 Document and communicate outcomes to report on efficiency targets to key personnel and stakeholders
	4.3 Evaluate strategies and improvement plans
	4.4 Set new efficiency targets, and investigate and apply new tools and strategies
	4.5 Promote successful strategies and reward participants where possible

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1-1.4, 1.6, 1.7, 2.3, 3.1	• Identifies and analyses complex texts to determine legislative, regulatory and business requirements • Reviews reported information to evaluate workplace strategies and improvement practices
Writing	1.5, 1.6, 2.1, 2.2, 2.4, 3.1-3.3, 4.4, 4.5	• Documents findings of investigations from written and oral sources according to organisational requirements • Provides updates about progress using formats and language appropriate to the audience and context
Oral Communication	2.1, 2.2, 3.3-3.5, 4.4, 4.5	• Presents information and seeks advice using structure and language appropriate to audience • Participates in discussions using listening and questioning to elicit the views of others and to clarify or confirm understanding
Numeracy	1.5, 2.4, 3.1, 3.6, 4.4	• Analyses numerical information to measure usage and calculates metric measurements, quantities/ratios and financial data using appropriate tools
Navigate the world of work	1.1, 1.2	• Recognises and follows legislative requirements and organisational policies and procedures associated with own role
Interact with others	1.3, 2.1, 2.2, 3.3-3.5, 4.2, 4.4, 4.5	• Selects and uses appropriate conventions and protocols when communicating with internal and external stakeholders to seek or share information • Collaborates and consults with a range of stakeholders to achieve shared understanding of individual roles in meeting objectives
Get the work done	1.2, 1.4-1.7, 2.3, 2.4, 3.1, 3.2, 3.3, 3.5, 3.6, 4.1, 4.3, 4.4	• Develops plans to manage routine and non-routine tasks for own work group with an awareness of how they contribute to the broader organisation • Uses systematic, analytical processes to set environmental targets, gather relevant information, identify and evaluate alternative approaches • Evaluates outcomes of decisions to identify opportunities for improvement • Uses the main features and functions of digital tools to

		complete work tasks and access information

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBSUS301 Implement and monitor environmentally sustainable work practices	BSBSUS301A Implement and monitor environmentally sustainable work practices	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

Assessment Requirements for BSBSUS301 Implement and monitor environmentally sustainable work practices

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- analyse information from a range of sources to identify current procedures, practices and compliance requirements in relation to environmental and resource sustainability
- consult   and communicate with relevant stakeholders to seek input and encourage engagement   with developing and implementing sustainability improvements, encourage feedback and suggestions and report on outcomes
- plan and organise work group activities to:
    - measure current resource usage
    - solve problems and generate ideas for improvements
    - evaluate and implement strategies to improve resource usage
    - plan, implement and integrate improvements into operations
    - meet environmental requirements
- apply continuous improvement   approach to sustainability performance
- apply change management techniques to support sustainability performance.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify relevant internal and external sources of information and explain how they can be used to identify sustainability improvements
- explain the compliance requirements   for the work area with reference to legislation, regulations, codes of practice and workplace procedures that relate to environmental and resource issues
- outline common environmental and energy efficiency issues within the industry

- give examples of benchmarks   for environmental and resource sustainability that are relevant to the organisation
- outline organisational systems and procedures that relate to environmental and resource sustainability improvements including:
  - supply chain, procurement and purchasing
  - quality assurance
  - making recommendations and seeking approvals

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the sustainability field of work and include access to:

- relevant legislation, regulations, standards and codes
- relevant workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

BSBSUS501 Develop workplace policy and procedures for sustainability

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to develop and implement a workplace sustainability policy and to modify the policy to suit changed circumstances.

It applies to individuals with managerial responsibilities who undertake work developing approaches to create, monitor and improve strategies and policies within workplaces and engage with a range of relevant stakeholders and specialists.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Industry Capability – Sustainability

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Develop workplace sustainability policy	1.1 Define scope of sustainability policy
	1.2 Gather information from a range of sources to plan and develop policy
	1.3 Identify and consult stakeholders as a key component of the policy development process
	1.4 Include appropriate strategies in policy at all stages of work for

ELEMENT	PERFORMANCE CRITERIA
	minimising resource use, reducing toxic material and hazardous chemical use and employing life cycle management approaches
	1.5 Make recommendations for policy options based on likely effectiveness, timeframes and cost
	1.6 Develop policy that reflects the organisation's commitment to sustainability as an integral part of business planning and as a business opportunity
	1.7 Agree to appropriate methods of implementation, outcomes and performance indicators
2. Communicate workplace sustainability policy	2.1 Promote workplace sustainability policy, including its expected outcome, to key stakeholders
	2.2 Inform those involved in implementing the policy about expected outcomes, activities to be undertaken and assigned responsibilities
3. Implement workplace sustainability policy	3.1 Develop and communicate procedures to help implement workplace sustainability policy
	3.2 Implement strategies for continuous improvement in resource efficiency
	3.3 Establish and assign responsibility for recording systems to track continuous improvements in sustainability approaches
4. Review workplace sustainability policy implementation	4.1 Document outcomes and provide feedback to key personnel and stakeholders
	4.2 Investigate successes or otherwise of policy
	4.3 Monitor records to identify trends that may require remedial action and use to promote continuous improvement of performance
	4.4 Modify policy and or procedures as required to ensure improvements are made

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description

Reading	1.1, 1.2, 4.2, 4.3	• Identifies, analyses and evaluates complex textual information to determine legislative and regulatory requirements, trends and outcomes
Writing	1.2-1.7, 2.1, 2.2, 3.1, 3.3, 4.1, 4.3, 4.4	• Researches, plans and prepares documentation using format and language appropriate to context, organisational requirements and audience
Oral Communication	1.2, 1.3, 2.1, 2.2, 3.1, 4.1	• Presents information and seeks advice using language appropriate to audience • Participates in discussions using listening and questioning to elicit the views of others and to clarify or confirm understanding
Numeracy	1.5, 4.3	• Interprets and uses mathematical equations to calculate numerical information relating to time durations and costs
Navigate the world of work	1.1-1.6, 3.1, 4.4	• Develops, monitors and modifies organisational policies and procedures in accordance with legislative requirements and organisation goals
Interact with others	1.2, 1.3, 2.1, 2.2, 3.1, 3.3, 4.1, 4.3	• Selects and uses appropriate conventions and protocols when communicating with internal and external stakeholders to seek or share information • Plays a lead role in consulting and negotiating positive outcomes with a range of stakeholders
Get the work done	1.2, 1.4-1.7, 2.3, 2.4, 3.1, 3.2, 3.3, 3.5, 3.6, 4.1, 4.3, 4.4	• Plans, organises and implements work activities of self and others that ensure compliance with organisational policies and procedures, and legislative requirements • Sequences and schedules complex activities, monitors implementation, and manages relevant communication • Uses systematic, analytical processes in relatively complex, situations, setting goals, gathering relevant information, and identifying and evaluating options against agreed criteria • Evaluates outcomes of decisions to identify opportunities for improvement

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBSUS501 Develop workplace policy and	BSBSUS501A Develop workplace policy and procedures	Updated to meet Standards for Training Packages	Equivalent unit

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Code and title current version	Code and title previous version	Comments	Equivalence status
procedures for sustainability	for sustainability	Minor edits to clarify performance criteria	

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

Assessment Requirements for BSBSUS501 Develop workplace policy and procedures for sustainability

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- scope and develop organisational policies and procedures that comply with legislative requirements and support the organisation's sustainability goals covering at a minimum:
    - minimising resource use
    - resource efficiency
    - reducing toxic material and hazardous chemical use
    - employing life cycle management approaches
    - continuous improvement
- plan and implement sustainability policy   and procedures including:
    - agreed outcomes
    - performance indicators
    - activities to be undertaken
    - assigned responsibilities
    - record keeping, review and improvement processes
- consult and communicate with relevant stakeholders to generate engagement with sustainability policy development, implementation and continuous improvement
- review and improve sustainability policies.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline the environmental or sustainability legislation, regulations and codes of practice applicable to the organisation identify internal and external sources of information and explain how they can be used to plan and develop the organisation's sustainability policy

- explain policy development processes and practices
- outline organisational systems and procedures that relate to sustainability
- outline typical barriers to implementing policies and procedures in an organisation and possible strategies to address them.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the sustainability field of work and include access to:

- relevant legislation, regulations, standards and codes
- relevant workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

BSBWOR202 Organise and complete daily work activities

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to seek feedback for performance improvement and use current technology appropriate to the task.

It applies to individuals working under direct supervision who develop basic skills and knowledge for working in a broad range of settings.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Unit Sector

Industry Capability – Workplace Effectiveness

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Organise work schedule	1.1 Discuss and agree on work goals and plans with assistance from appropriate persons
	1.2 Develop an understanding of the relationship between individual work goals and plans, and organisational goals and plans
	1.3 Plan and prioritise workload within allocated timeframes
2. Complete work tasks	2.1 Complete tasks within designated timelines and in accordance with organisational requirements and instructions

ELEMENT	PERFORMANCE CRITERIA
	2.2 Use effective questioning to seek assistance from colleagues when difficulties arise in achieving allocated tasks
	2.3 Identify factors affecting work requirements and take appropriate action
	2.4 Use business technology efficiently and effectively to complete work tasks
	2.5 Communicate progress on task to supervisor or colleagues as required
3. Review work performance	3.1 Seek feedback on work performance from supervisors or colleagues
	3.2 Monitor and adjust work according to feedback obtained through supervision and comparison with established team and organisational standards
	3.3 Identify and plan opportunities for improvement in liaison with colleagues

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.2, 2.1, 3.2	• Recognises and interprets textual information to determine and adhere to organisational and task requirements
Writing	1.3, 2.5, 3.3	• Completes required documents using organisational formats
Oral Communication	1.1, 2.1, 2.2, 2.5, 3.1	• Uses listening and questioning techniques to seek information and confirm understanding • Participates in verbal interactions using language and features suitable to audience and context
Numeracy	1.3, 2.1	• Interprets numerical information related to timeframes
Navigate the world of work	1.2, 2.1, 3.2	• Complies with organisational policies, procedures and standards
Get the work	1.1, 1.3, 2.1-2.4, 3.2,	• Prioritises work and completes activities within designated timeframes

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| done | 3.3 | • Identifies and solves routine problems |
| | | • Selects and uses appropriate digital tools to complete tasks |

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBWOR202 Organise and complete daily work activities	BSBWOR202A Organise and complete daily work activities	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBWOR202 Organise and complete daily work activities

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- plan and organise workload with the assistance of others
- complete tasks, using appropriate digital tools, within specified timelines seeking assistance as required
- use effective communication skills to seek assistance or feedback from others
- seek and use feedback from others to monitor and improve work performance.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline the organisational standards, policies and procedures that relate to own work role
- explain the relationship between an individual's work goals and plans and the organisation's goals and plans
- list some factors that can affect the ability to get work done, and explain the action to take
- explain how to plan and manage time.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the industry capability – workplace effectiveness field of work and include access to:

- office equipment and resources
- workplace documentation
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

CUVACD201A Develop drawing skills to communicate ideas

Modification History

Version	Comments
CUVACD201A	This version first released with *CUV11 Visual Arts, Craft and Design Training Package version 1.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to develop simple drawing techniques for representing and communicating ideas. It does not relate to drawing as an art form. In a work or learning context this unit may relate to visually communicating ideas about objects, as well as the use of space, narratives or the steps in a process.

Application of the Unit

People working in many industries apply the skills and knowledge in this unit.

At this level, a limited range of techniques would be expected, and work would normally be completed under supervision.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Element	Performance Criteria

Elements describe the essential outcomes of a unit of competency.	*Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.*

Elements and Performance Criteria

1. Prepare to use a range of drawing techniques	1.1 Clarify purpose of drawings with *appropriate people*
	1.2 Identify suitable techniques to represent *ideas*
	1.3 Select *tools* and *materials* required for selected techniques
	1.4 Take *presentation context* into account when selecting techniques, tools and materials
2. Produce simple drawings	2.1 Explore ways of representing ideas through application of different techniques
	2.2 Seek feedback from others on different drawing techniques
	2.3 Select techniques best suited to represent ideas
	2.4 Draw ideas using selected techniques
	2.5 Respond positively to feedback from others on own work and take action to improve own skills as required

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to confirm and discuss purpose of drawings
- learning skills to:
  - improve techniques for producing drawings through practice
  - respond appropriately to feedback on own work
- literacy skills to read product labels and instructions
- numeracy skills to deal with basic scaling and layout issues

- planning and organising skills to organise resources for simple drawing projects.

Required knowledge

- physical properties and capabilities of tools and materials commonly used for drawing
- different approaches to drawing and how other practitioners use drawing to represent ideas
- elements and principles of design
- intellectual property issues and legislation in relation to drawing
- ways of minimising waste in drawing projects
- OHS issues associated with tools and materials used for drawing.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	
	 • produce multiple drawings that:
	     • demonstrate a basic command of nominated techniques
	     • communicate ideas
	     • are appropriate for the presentation context.

Context of and specific resources for assessment	Assessment must ensure access to: • equipment and materials used to produce drawings.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct observation of work in progress • evaluation of drawings • oral or written questioning to assess knowledge of drawing techniques and materials • review of portfolios of evidence • review of third-party reports from experienced practitioners. Assessment methods should closely reflect workplace demands (e.g. literacy) and the needs of particular groups (e.g. people with disabilities, and people who may have literacy or numeracy difficulties, such as speakers of languages other than English,

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	remote communities and those with interrupted schooling).
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Appropriate people may include:	• colleagues • mentors • supervisors • teachers.
Techniques may include:	• digital drawing techniques • integration of text and drawing • linear marks of differing intensity and character • linear marks to produce illusion of form in space • linear perspective • scaling techniques • tonal range to produce illusion of form in space • use of positive and negative space.
Ideas may relate to:	• crafted objects • design concepts • digital work • installations • movement sequences • narrative • paintings and prints • performance • sculptures • story • technical solutions for a design or work.
Tools may include:	• blades • brushes • digital technology

	• drawing and design applications • measuring tools • printer • rags • scanner • sponges • sticks.
Materials may include:	• boards • charcoal • coloured pencils • crayons • graphite pencils • inks • natural ochres • pastels and chalks • pigments • range of papers • solvents • watercolour • wood or bark.
Presentation context may include:	• design proposal • proposal for product or work development • proposal in response to a brief • visualisation of an idea.

Unit Sector(s)

Visual communication – art, craft and design

CUVACD301A Produce drawings to communicate ideas

Modification History

Version	Comments
CUVACD301A	This version first released with *CUV11 Visual Arts, Craft and Design Training Package version 1.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to produce drawings that represent and communicate ideas. It does not relate to drawing as an art form.

Application of the Unit

People working in many industries apply the skills and knowledge in this unit.

Ideas for communication are diverse and may include design concepts for objects, processes or spaces, or movement sequences for performances or screen productions. Drawings may be for personal use or for presentation in exhibitions, tender bid proposals or publications. Drawing may be electronic or hand drawn.

At this level, the individual would take some responsibility for experimentation with a range of drawing techniques and be expected to show some command of those techniques.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	*Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.*

Elements and Performance Criteria

1. Plan drawing work	1.1 Explore *drawing requirements* with reference to relevant *reference material* and *appropriate people* when required
	1.2 Identify *factors* that may impact on how drawing work is undertaken
	1.3 Gather information about drawing *techniques, materials* and *equipment* from a range of *sources* and determine how they may be used to communicate *ideas*
	1.4 Evaluate information for its application to specific drawing briefs
2. Experiment to represent ideas	2.1 Assess the capabilities of techniques, materials and equipment through exploration
	2.2 Select approaches that best suit the purpose of drawings and their *presentation context*
	2.3 Follow safety procedures for particular techniques, materials and equipment
3. Create drawings	3.1 Organise materials, tools and equipment for selected techniques
	3.2 Produce preliminary drawings and discuss their effectiveness with relevant people
	3.3 Finalise drawings, incorporating feedback on work in progress as required
	3.4 *Prepare* drawings for the presentation context

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to impart information through drawing
- learning skills to improve own drawing technique through feedback and experimentation
- literacy skills to interpret varied information about drawing as a visual representation tool
- numeracy skills to:
    - determine layout issues
    - calculate measurements
- planning and organising skills to:
    - organise resources
    - prepare drawings for presentation
- problem-solving skills to select drawing techniques that best meet project needs
- technical skills to use a range of drawing techniques.

Required knowledge

- physical properties and capabilities of the range of materials, tools and equipment used in drawing
- different approaches to drawing and how other practitioners use drawing to represent ideas
- cleaning and maintenance techniques for tools used in drawing
- elements and principles of design and their specific application to drawing
- intellectual property issues and legislation in relation to drawing
- ways to minimise waste in drawing projects
- OHS issues associated with tools and materials used for drawing.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	
	• produce a series of drawings that:
	  • show a command of selected techniques
	  • successfully communicate the required ideas.

Context of and specific resources for assessment	Assessment must ensure access to: • equipment and materials required to produce drawings.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct observation of the development of drawings • evaluation of drawings in terms of their effectiveness in communicating ideas • questioning and discussion about candidate's intentions and the work outcome • review of portfolios of evidence • review of third-party reports from experienced practitioners. Assessment methods should closely reflect workplace demands (e.g. literacy) and the needs of particular groups (e.g. people with disabilities, and people who may have literacy or numeracy difficulties, such as speakers of languages other than English, remote communities and those with interrupted schooling).
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Drawing requirements may include:	• diagrams • illustrations • sketches.

Reference material may include briefs or specifications with information, such as:	• audience
	 • background information about clients
	 • budget
	 • clients' needs
	   • considerations, such as:
	   • contractual

	• copyright • ethical • legal • creative objectives • materials • personnel involved in the project • purpose • technology • timeframe.
Appropriate people may include:	• clients • colleagues • industry practitioners • managers • mentors • supervisors • teachers.
Factors may include:	• aesthetic considerations • availability of personnel • availability of resources • available budget • complexity of project • expectations of target users of drawings • own level of skill • presentation context • technical requirements • timelines.
Techniques may include:	• digital drawing techniques • integration of text and drawing • linear marks of differing intensity and character • linear marks to produce illusion of form in space • linear perspective • positive and negative space • scaling techniques • tonal range to produce illusion of form in space • washes.
Materials may include:	• boards • charcoal • coloured pencils • crayons • graphite pencils • inks

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	• natural ochres • pastels and chalks • pigments • range of papers • solvents • watercolour • wood or bark.
Equipment may include:	• blades • computer • digital camera • drawing and design applications • printer • rags • range of brushes, including air brushes • scanner • sponges • sticks.
Sources may include:	• catalogues • colour charts and boards • nature • stories or narratives • technical texts • work of other artists and designers.
Ideas may relate to:	• crafted objects • design concepts • digital work • installations • movement sequences • narrative • paintings or prints • performance • sculptures • story • technical solutions for a work or design.
Presentation contexts may include:	• exhibition proposals • grant applications • projections • proposals for product development • proposals in response to a brief • publications • visualisation of an object, product or idea.

Preparing drawings for presentation may include:	• adding captions or text to drawings • cleaning drawings • mounting drawings • preparing drawings for printing or reproducing • scanning drawings and preparing them for electronic storage or transmission.

Unit Sector(s)

Visual communication – art, craft and design

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CUVACD302A Produce computer-aided drawings

Modification History

Version	Comments
CUVACD302A	This version first released with *CUV11 Visual Arts, Craft and Design Training Package version 1.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to use a range of computer-aided design and drafting (CADD) program functions to produce drawings.

The focus of this unit is on the technical skills required to operate CADD, not on design skills which are covered in other units in CUV11 Visual Arts, Craft and Design Training Package.

Application of the Unit

People working in many industries apply the skills and knowledge outlined in this unit.

In the cultural industries, computer-aided drawing skills are required in many design disciplines, and in contexts such as stage and set design. In the visual arts, computer-aided drawings could be used to develop concepts for artworks or for mounting installations and exhibitions.

At this level, work is undertaken independently but within established parameters. Supervision or guidance is available as required.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	*Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.*

Elements and Performance Criteria

1. Prepare for computer-aided drawing work	1.1 Clarify drawing requirements with reference to concept or project *information*
	1.2 Identify hardware, software, tools and equipment required for *computer-aided design* and drafting projects
	1.3 Set up hardware and software according to operating instructions and organisational procedures
	1.4 Identify and retrieve digitised information relevant to projects
2. Gather object parameters and/or measurements	2.1 Establish and record critical dimensions and data for required designs
	2.2 Identify requirements in relation to accuracy, tolerances and other critical information
3. Prepare plots or drawings	3.1 Access and use *CADD functions and features* according to operating instructions
	3.2 Access and use *peripheral equipment* required for projects
	3.3 Prepare and review preliminary drawings in consultation with relevant colleagues as required
4. Finalise drawings	4.1 Check designs against project objectives and specifications according to organisational procedures
	4.2 Identify and make required adjustments to designs based on review and consultation with relevant colleagues as required
	4.3 Store data files according to operating instructions and organisational procedures
	4.4 Submit final drawings within agreed time parameters

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- learning skills to improve own skills through feedback and review
- literacy skills to interpret and use digital information, including instructions required for the production of computer-aided drawings
- numeracy skills to interpret and correctly apply calculations and measurements required for the production of computer-aided drawings
- planning and organising skills to plan work tasks in a logical sequence
- problem-solving skills to identify and respond to the need for adjustments in drawings
- self-management skills to complete work within agreed timeframes
- technology skills to use a range of features of CADD software.

Required knowledge

- ways in which CADD is used within specific industry contexts
- basic principles of CADD
- typical features and functions of CADD programs, including drawing tools, view displays, edit functions, working with layers, plotting and printing
- intellectual property issues and legislation associated with the use of CADD
- OHS issues associated with the use of computers.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • use the standard features and functions of a CADD program to produce drawings for a specific workplace purpose • apply knowledge of CADD capabilities and uses in a specific industry context.
Context of and specific resources for assessment	Assessment must ensure access to: • CADD equipment and software.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are

	appropriate for this unit:
	• evaluation of drawings produced by the candidate
	• oral or written questioning to assess knowledge of CADD features and functions
	• direct observation of the candidate undertaking CADD work
	• review of portfolios of evidence
	• review of third-party reports from experienced practitioners.
	Assessment methods should closely reflect workplace demands and the needs of particular groups (e.g. people with disabilities, and people who may have literacy or numeracy difficulties, such as speakers of languages other than English, remote communities and those with interrupted schooling).
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Information may relate to:	• creative objectives • measurements/dimensions of objects or space • scope for making adjustments • statutory requirements • technical objectives • timelines.

Computer-aided design may be required for a wide range of work situations which may include:	• costume or fashion design
	• layouts:
	  • rooms
	  • sites
	  • stage
	• lighting plots
	• object or product design
	• set design
	• visual arts projects:

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	• artworks in any form • community installations • public art.

CADD functions and features must include:	• drawing tools to support methods for drawing:
	  • lines
	  • arcs
	  • polylines
	  • texts
	  • dimensions
	• edit functions
	• plotting and printing
	• view displays
	• working with layers.

CADD functions and features may include:	• three-dimensional (3-D) techniques:
	  • displaying 3-D views
	  • entering coordinates
	• how CADD works in an integrated environment
	• isometrics and perspectives
	• macros
	• use of attributes to make project reports.

Peripheral equipment may include:	• plotters • printers • scanners.

Unit Sector(s)

Visual communication – art, craft and design

CUVACD401A Integrate colour theory and design processes

Modification History

Version	Comments
CUVACD401A	This version first released with *CUV11 Visual Arts, Craft and Design Training Package version 1.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to explore and integrate colour theory and design processes into two-dimensional or three-dimensional work.

Application of the Unit

Any person working with the design process in a visual communication context applies the skills and knowledge in this unit.

At this level, work would be undertaken independently, with supervision and guidance as required.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	*Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold*

	italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

1. Research information on colour theory and design processes	1.1 Identify and access relevant *sources of information* on colour theory and design processes
	1.2 Research historical and contemporary approaches to colour and design in the context of the work project
	1.2 Evaluate information with consideration of how colour and design issues may be integrated into the design process
2. Communicate ideas through the application of colour and design theory	2.1 Select, combine and explore *materials, tools and equipment* to determine ways in which colour theory and design processes may be integrated
	2.2 Explore and develop new ideas through a process of experimentation
	2.3 Achieve solutions by working with the fundamental *elements and principles of design* and different *aspects of colour*
3. Evaluate design work	3.1 Reflect on own application of design process and success in communicating concepts and ideas
	3.2 Identify areas for future improvement, especially in terms of own skill development
	3.3 Communicate about completed work with others and respond positively to feedback

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to present and discuss ideas about design
- critical thinking and analytical skills to evaluate information from a wide range of sources in order to develop design ideas

- initiative and enterprise skills to consider new and different ways of achieving required design outcomes
- literacy skills to interpret information about design and colour from a range of sources
- problem-solving skills to identify and resolve technical and conceptual design issues
- numeracy skills to use numerical aspects of software programs
- self-management skills to plan and coordinate own work
- technology skills to use the internet as a research tool.

Required knowledge

- awareness of the notion of individual interpretation and choice within the design process, including the potential limitations of sticking too closely to theory
- ways in which colour theory and design processes can be explored and combined to meet the needs of a brief
- materials, tools and equipment required for the production of samples that integrate colour theory and design processes
- how other artists and designers have applied colour theory and design processes
- intellectual property issues and legislation and their impact on aspects of design
- role and nature of a brief within the design process, including different types of briefs and how designers use them
- sustainability considerations for the design process in the relevant context
- OHS procedures relevant to design context.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: - solve design challenges through the application of colour theory and design processes - apply knowledge of the ways in which colour theory and design processes may be used in the production of design or artwork.
Context of and specific resources for assessment	Assessment must ensure access to: - tools, materials and equipment used in the design process in the relevant context.
Method of assessment	Assessment may incorporate a range of methods to assess performance and the application of essential underpinning

	knowledge, and might include:
	• evaluation of processes used by the candidate to solve design challenges
	• evaluation of a candidate's visual diary or other forms of documentation showing the development of the designs
	• questioning and discussion about candidate's intentions and the work outcome
	• review of portfolios of evidence
	• review of third-party reports from experienced practitioners.
	Assessment methods should closely reflect workplace demands (e.g. literacy) and the needs of particular groups (e.g. people with disabilities, and people who may have literacy or numeracy difficulties, such as speakers of languages other than English, remote communities and those with interrupted schooling).
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Sources of information may include:	• art and design work • books and magazines • manufactured structures • natural and architectural forms • optics • personal observation • scientific texts • software programs.

Materials may include:	• clays and plaster
	• drawing media and implements
	• hard materials, such as:
	  • metal
	  • stone
	  • wood

	• fabrics and textiles • fixing agents and mechanisms • paints and inks • papers and cardboard
Tools and equipment may include:	• air guns and brushes • clamps • cutting blades • digital equipment • hand tools • light sources • pens and nibs • receptacles • rulers • scissors • spatulas • sponges.
Elements and principles of design relate to:	• alignment • balance • coherence • colour • composition • contrast • direction • dominance • emphasis • form • line • movement • negative and positive space • pattern • proportion • proximity • repetition • rhythm • shape • simplicity and complexity • subordination • texture • unity.
Aspects of colour may relate to:	• addition and subtraction • chroma

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	- colour mix - complementary colours - desaturation - high key - intensity - low key - saturation - temperature - transparency - value.

Unit Sector(s)

Visual communication – art, craft and design

CUVDIG301A Produce digital images

Modification History

Version	Comments
CUVDIG301A	This version first released with *CUV11 Visual Arts, Craft and Design Training Package version 1.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to produce digital images through the exploration and application of a range of techniques, tools, equipment and materials.

Application of the Unit

People who produce digital images in any context may apply the skills and knowledge outlined in this unit. They are still developing their expertise with digital imagery and could be producing photo images or digital art.

At this level, work is usually undertaken under supervision, though some autonomy and judgement can be expected within established parameters.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Element	Performance Criteria
Elements describe the essential outcomes	*Performance criteria describe the*

of a unit of competency.	*performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.*

Elements and Performance Criteria

1. Plan digital imaging work through exploration	1.1 Explore *ideas* and *techniques* for digital imagery in consultation with *key people* as required
	1.2 Review historical and contemporary digital imaging practice as a potential source of ideas
	1.3 Clarify ideas for digital imaging based on exploration and discussion
	1.4 *Assess* the capabilities of digital imaging techniques through practice and adaptation
	1.5 Select techniques that best support the ideas for the work
2. Prepare, maintain and store digital imaging resources	2.1 Select and organise digital imaging tools, *equipment* and *materials* suited to the chosen work
	2.2 Prepare and maintain resources based on the *needs of the work*
	2.3 Take responsibility for the safe and sustainable use of resources
	2.4 Store resources according to the needs of different items
3. Create finished digital images	3.1 Safely use and adapt digital imaging techniques to create desired effects
	3.2 Review work in progress and make adjustments as required to produce final work
	3.3 Add value to the current work process and future work by documenting the work progress
	3.4 Liaise with others to obtain feedback on work in terms of its technical proficiency and success in communicating ideas

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to discuss ideas for digital imaging with others
- learning skills to:
    - improve techniques to produce digital images through practice and some experimentation
    - respond constructively to feedback
- literacy skills to interpret information about historical and contemporary digital image practice
- numeracy skills to calculate quantities of materials
- planning and organising skills to organise resources required to produce digital images
- self-management skills to take responsibility for the process of creating work.

Required knowledge

- ways of exploring techniques and materials to achieve different effects in digital imaging
- physical properties and capabilities of a range of materials, tools and equipment used in digital imaging
- work space requirements for digital imaging, including ways of organising and maintaining space
- cleaning, maintenance and storage procedures for digital imaging tools, materials and equipment
- historical and theoretical contexts for digital imaging
- elements and principles of design and their particular application to digital image work
- intellectual property considerations for any person making creative work
- sustainability considerations associated with the use of digital tools, materials and equipment
- OHS procedures that apply to digital imaging work.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	
Critical aspects for assessment and	Evidence of the ability to:

evidence required to demonstrate competency in this unit	• produce multiple digital images or a single major work that shows some technical proficiency in chosen techniques • work with ideas and techniques and bring them together in finished work • adapt the capabilities of digital imaging techniques and resources.
Context of and specific resources for assessment	Assessment must ensure access to: • equipment and materials used in digital imaging work.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • evaluation of technical execution of work pieces produced by the candidate • direct observation of digital imaging in progress • questioning and discussion of the candidate's intentions and work outcome • review of portfolios of evidence • review of third-party reports from experienced practitioners. Assessment methods should closely reflect workplace demands (e.g. literacy) and the needs of particular groups (e.g. people with disabilities, and people who may have literacy or numeracy difficulties, such as speakers of languages other than English, remote communities and those with interrupted schooling).
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CUVPRP301A Produce creative work.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Ideas may be influenced by:	- current capability with techniques - historical and theoretical contexts - subject matter or theme for the work, such as: - built environment - land and place - natural world - political, cultural and social issues - the body - spiritual concerns.
Within this unit, the candidate would generally build on and combine a range of *techniques* which may include:	- acquiring images: - from the internet - through digital photography - through scanning - manipulating images using a range of imaging applications - outputting image as: - a print - CD - other storage medium - uploading images to the internet - using the most appropriate file format.
Key people may include:	- mentors - other artists - peers - supervisors - teachers.
Strategies used to *assess* the capabilities of techniques may involve:	- experimenting directly with work in progress - further practice with techniques to acquire, manipulate and print images while also manipulating variables, such as: - brightness - colour depth - contrast - resolution - producing practice prints or samples - testing imaging features of the software in use.
Equipment may include:	- computer - digital camera - digital imaging software - guillotine - output device - scanner.

Materials may include:	• a range of printing surfaces:
	  • acetate
	  • fabrics
	  • papers
	• hard copy source material:
	  • magazine clippings
	  • paintings
	• photos.

Needs of the work may relate to:	• availability of different resources • budget • creative goals • preparation time • process-specific requirements • recycling • safety • sustainability.

Unit Sector(s)

Visual communication – digital content and imaging

Service and Creative Skills Australia

CUVPRP303A Select and prepare creative work for exhibition

Modification History

Version	Comments
CUVPRP303A	This version first released with *CUV11 Visual Arts, Craft and Design Training Package version 1.0*

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to select and prepare creative work for display or exhibition.

Application of the Unit

Exhibitions take place in many different contexts and environments across both business and community contexts. The skills and knowledge outlined in this unit could be applied by exhibition venue staff or by people working independently to assist with the preparation of works for exhibition in galleries or other spaces, including virtual spaces. Exhibitions may be temporary or permanent in nature.

At this level, work is usually undertaken under supervision or within the context of established exhibition criteria, though some autonomy and judgement can be expected within established parameters.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	*Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.*

Elements and Performance Criteria

1. Select works for exhibition	1.1 Review *criteria* for selecting works for exhibition
	1.2 Clarify issues about the criteria in consultation with *appropriate people*
	1.3 Select works according to criteria
	1.4 Confirm final selection with appropriate people as required
2. Organise selected works for presentation	2.1 Check *completeness of work* to be displayed and take action as required
	2.2 Determine specific *exhibition requirements* of selected works in consultation with appropriate people
	2.3 Identify steps and processes required to prepare selected works for *exhibition*
	2.4 Prepare works using appropriate techniques or arrange for the services of others as required
	2.5 Provide accurate information on works to appropriate people
	2.6 Submit works for exhibition within agreed timeframe and according to other agreed requirements
	2.7 Provide *assistance* with installation or hanging of works as required
	2.8 Use feedback from others to improve own performance in preparing works for display

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

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Required skills

- communication skills to liaise with colleagues on straightforward, practical issues associated with preparing works for exhibition
- initiative and enterprise skills to select works for display that best meet exhibition criteria
- literacy skills to interpret exhibition or display requirements
- planning and organising skills to prepare works for exhibition in a logical sequence
- problem-solving skills to identify and rectify aspects of works that need attention before being exhibited
- self-management skills to prioritise work tasks and complete work within agreed timeframes

Required knowledge

- exhibition, display or presentation contexts relevant to different creative work and contexts
- techniques for display or exhibition of work relevant to the area of creative practice
- ways in which space is planned for physical and virtual display or exhibition purposes
- basic elements and principles of design and their specific application to the layout of an exhibition or display
- intellectual property issues relevant to the exhibition of creative work
- sustainability considerations for the exhibition of work
- OHS issues relating to exhibitions

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • select works for exhibition that are consistent with given criteria • prepare works for exhibition according to established guidelines • apply knowledge of exhibition practice in one or more areas of creative work.
Context of and specific resources for assessment	Assessment must ensure access to: • a selection of works for exhibition • tools, material and technologies used to prepare works for exhibition.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • evaluation of work prepared for exhibition by the candidate • questioning and discussion of candidate's intentions and work outcomes • review of portfolios of evidence • review of third-party reports from experienced practitioners. Assessment methods should closely reflect workplace demands (e.g. literacy) and the needs of particular groups (e.g. people with disabilities, and people who may have literacy or numeracy difficulties, such as speakers of languages other than English, remote communities and those with interrupted schooling).
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Criteria may relate to:	• characteristics of works:
	   • dimension
	   • medium
	   • number of pieces
	   • size
	• criteria provided by creators of works
	• criteria provided by exhibition organiser
	• personal preferences
	• physical characteristics of display area:
	   • access
	   • light
	   • ventilation
	• quality of completed work
	• theme.

Appropriate people may include:	• creators of works • curators • exhibition or display organisers • industry practitioners • clients • graphic artists • managers • marketing personnel • mentors.
Completeness of work may involve checking that:	• all elements are present • resolution requirements for web presentation have been addressed • touch up requirements have been satisfied • works are tidy and clean.

Exhibition requirements may include:	• accompanying documentation:
	  • artist statements
	  • consignment notes
	• attaching fixtures for hanging or mounting
	• cleaning works
	• framing
	• selecting and painting plinths
	• taking account of the display environment:
	  • light
	  • humidity
	  • temperature
	  • power sources
	• website information.

Exhibition of work occurs in a variety of contexts, including:	• artist-run spaces • contribution to an exhibition via submission to a competition • group exhibition at regional venues • local community spaces • retail display • studio spaces • website.
Assistance may involve:	• contributing to safely hanging, installing and dismantling work • labelling work • planning the exhibition space • planning the location of work within the space • wrapping and storing works at the conclusion of the display or exhibition.

Unit Sector(s)

Industry capability – professional practice

Service and Creative Skills Australia

SFLDEC001 Maintain floristry tools and equipment

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to complete and document regular maintenance activities for floristry tools and equipment. It requires the ability to maintain the cleanliness of tools and equipment, identify maintenance and repair requirements, complete basic non-specialist repairs and appropriately store items. Complex repairs would be referred to specialist service technicians.

This unit applies to all floristry industry businesses including retail floristry shops, studio or online businesses and those that specialise in corporate or special events. It applies to florists working at all levels including junior and senior florists, studio florists and floral designers.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil.

Competency Field

Design and Construction

Unit Sector

Floristry

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Clean tools and equipment.	1.1 Maintain cleanliness of floristry tools and equipment to avoid corrosion and deterioration.

	1.2 Remove residual flower and plant materials from tools and equipment using appropriate cleaning agents.
	1.3 Clean, sterilise or disinfect tools before and after use to avoid spoilage of flower and plant materials.
	1.4 Use energy and water resources efficiently and safely dispose of waste to reduce negative environmental impacts.
2. Identify maintenance requirements for tools and equipment.	2.1. Check cutting tools regularly for bluntness.
	2.2. Check all electrical equipment regularly for loose wires.
	2.3. Recognise and report unsafe or faulty equipment or rectify according to level of individual responsibility.
	2.4. Write and attach labels to faulty equipment according to organisational procedures.
3. Maintain tools.	3.1. Complete work periodically to restore equipment to optimum working condition.
	3.2. Use equipment safety guards and personal protective equipment when maintaining tools and equipment.
	3.3. Complete minor and non-specialist repairs to tools and equipment according to manufacturer instructions.
	3.4. Check tools and equipment regularly and replace consumable items.
	3.5. Refer complex repairs to technical specialists in consultation with relevant personnel.
	3.6. Organise technical specialists to complete scheduled maintenance.
	3.7. Complete maintenance documents.
4. Store tools and equipment.	4.1. Choose and prepare correct conditions and store tools and equipment in appropriate location.
	4.2. Use safe manual handling techniques to avoid injury when moving and storing tools and equipment.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed below:

Skill:	**Description:**
Numeracy skills to:	• complete basic calculations involving ratios to dilute cleaning products • identify tension measurements of tools.
Planning and organising skills to:	• schedule time into day-to-day activities to complete maintenance activities as part of a logical and time-efficient work flow.
Self-management skills to:	• take responsibility for the regular identification of maintenance requirements for floristry tools and equipment.

Unit Mapping Information

SFLDEC303A Maintain floristry tools and equipment

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1fbe7a66-4c60-4b1c-8616-a3e693d9d8b9

Assessment Requirements for SFLDEC001 Maintain floristry tools and equipment

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- clean and perform basic non-specialist maintenance techniques for a commercial range of floristry tools used for the preparation, construction and maintenance of floristry products
- complete each of the following minor, non-specialist reports on at least one occasion:
  - oiling equipment
  - sharpening of cutting tools.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- key features of floristry tools:
  - cutting tools:
    - knives
    - rose de-thorners
    - scissors
    - secateurs
  - glue guns
  - pliers
  - wire cutters
- for each type of tool, where applicable:
  - general repair or maintenance requirements
  - cleaning techniques
  - correct environmental storage conditions
- common types of cleaning, sterilising, disinfecting and conditioning products:
  - use on different tools and equipment
  - safe practices for using and storing
  - environmentally sound disposal methods for hazardous waste
- safe manual handling techniques for moving and storing floristry equipment; those for bending, lifting and carrying heavy equipment

- types and correct use of personal protection equipment for maintaining floristry equipment
- floristry industry and organisational procedures for:
    - safe and secure storage of tools and equipment
    - work health and safety practices for maintaining equipment
- a range of formats for, inclusions and uses of maintenance documents as appropriate to the commercial floristry environment
- potential environmental impacts of maintaining tools and equipment and practices for reducing water and energy use.

Assessment Conditions

Skills must be demonstrated in a floristry design, preparation and product construction environment with storage facilities for tools and equipment. This can be:

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

Assessment must ensure use of:

- a commercial range of floristry tools and equipment:
    - cutting tools:
        - knives
        - rose de-thorners
        - scissors
        - secateurs
    - glue guns
    - pliers
    - wire cutters
- cleaning, sterilisation, disinfection and conditioning products for tools and equipment
- containers to mix cleaning products
- personal protective equipment for maintaining floristry equipment
- manufacturer cleaning, repair and maintenance instructions
- maintenance documents as appropriate to the commercial floristry environment
- organisational procedures for the maintenance of tools and equipment.

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

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

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1fbe7a66-4c60-4b1c-8616-a3e693d9d8b9

SFLDEC002 Design floristry products

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to design a range of key and frequently sold floristry products. This primary design function requires the ability to determine the product function and style, generate and assess ideas for product design, and determine and document the final design so that job specifications can be followed during the construction phase.

Products could be custom made in response to customer briefs or display or stock items made for general sale. They could be individual floristry products or part of a range of products for a special occasion.

This unit applies to all floristry industry businesses including retail floristry shops, studio or online businesses and those that specialise in corporate or special events. It applies to florists who work with some level of independence and under limited supervision and guidance from others.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Design and Construction

Unit Sector

Floristry

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA

Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Determine product style and construction components.	1.1 Generate initial design ideas for product style, considering product function, brief and budget. 1.2 Apply elements and principles of design when generating initial and ongoing design ideas until final product plans are achieved. 1.3 Itemise all proposed product components. 1.4 Identify potential problems for product construction, discuss and resolve issues with relevant personnel.
2. Develop and assess ideas for production of floristry products.	2.1 Develop a range of creative ideas for constructing floristry products in consultation with relevant personnel, if appropriate. 2.2 Generate alternative ideas for production considering alternative materials, techniques and presentation. 2.3 Consider practices to minimise negative environmental impact from use of materials and techniques. 2.4 Evaluate merits and implications of design ideas on technical feasibility, cost, style and function of product. 2.5 Create notes and sketches of design ideas to assist with construction. 2.6. Maintain accurate records of all designs produced during concept development process.
3. Evaluate and record the floral design.	3.1 Review design options to ensure product is consistent with creative and costing requirements and incorporates all required component elements. 3.2 Consider different approaches and select best product style and technique for construction. 3.3 Develop job specifications for use during construction phase. 3.4 Evaluate own performance in floristry product design and note areas for future self-improvement.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed below:

Skill	Description
Reading skills to:	• interpret detailed in-house and supplier product information documents.

Oral communication skills to:	• clearly represent design ideas to customers and other florists involved in design process • ask open and closed probe questions and actively listen to elicit input and feedback on design ideas.
Numeracy skills to:	• interpret budgetary constraints • complete routine calculations for dimensions of floristry products and time required for construction.
Planning and organising skills to:	• collect and evaluate information on product style, function and budget to develop design ideas • manage own timing and productivity to complete designs within deadlines.
Technology skills to:	• use computers and software programs to develop and record design details and job specifications.

Unit Mapping Information

SFLDEC302A Design floristry products

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1fbe7a66-4c60-4b1c-8616-a3e693d9d8b9

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Assessment Requirements for SFLDEC002 Design floristry products

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- design these key and frequently sold floristry products:
  - hand tied floristry products:
    - bunch (spiralled and straight stemmed)
    - posy (spiralled stemmed)
    - bouquet (spiralled stemmed)
    - single flower presentation
    - boxed presentation
    - funeral sheaf
    - presentation sheaf
    - linear bouquet (vertical line)
  - wired floristry products:
    - button hole
    - corsage
    - posy
    - trail
    - shower
    - shoulder spray
    - wrist spray
    - circlet
    - head piece
    - cake decoration
  - floristry products using a base medium:
    - posy bowl
    - posy box
    - symmetrical line arrangement (vertical line)
    - vertical parallel arrangement
    - table arrangement
    - casket spray

- wreath using floral foam and other base
- funeral spray
- asymmetrical arrangement
- floral foam bouquet holder
- a product incorporating a hamper
- prepare product designs which use these construction techniques across the above suite of products:
    - hand tied techniques:
        - spiral stem
        - straight stem
        - finishing and binding
    - wiring techniques:
        - support wiring for flower and plant materials with a stem
        - wiring for flower and plant materials with minimal or no stem
        - stitching
        - pinning
        - specialised wiring
        - cross wiring
    - base medium techniques:
        - cutting and shaping base media
        - support wiring for flower and plant materials
        - securing
- include fresh and dry flower and plant materials across the above suite of designs:
    - non-Australian species whether they are grown in Australia or overseas
    - Australian species.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- key features of current and emerging trends for floral designs and their use in frequently sold products
- key characteristics of the elements and principles of design, their key interrelationships and effects on the style and function of frequently sold floristry products:
    - elements of design:
        - texture
        - form
        - colour
        - space
        - line
    - principles of design:

- harmony
- rhythm
- balance
- dominance
- scale
- proportion
- contrast
- essential features and use of these design guidelines or forms and their effects on the style and function of key and frequently sold floristry products:
  - decorative
  - vegetative
  - formal-linear
  - radial
  - parallel
- essential features and use of these floral construction techniques:
  - hand tied techniques:
    - spiral stem
    - straight stem
    - finishing and binding
  - wired techniques:
    - support wiring for flower and plant materials with a stem
    - wiring for flower and plant materials with minimal or no stem
    - stitching
    - pinning
    - specialised wiring
    - cross wiring
  - base medium techniques:
    - cutting and shaping base media
    - support wiring for flower and plant materials
    - securing
  - techniques for:
    - using ribbons and ties
    - wrapping for enhancement
    - packaging and protecting flower and plant materials
    - constructing presentation boxes
- key characteristics of the colour wheel to explore the use of colour and determine colour combinations
- complementary nature of varieties of flowers including integrating Australian species with non-Australian species

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- essential features and use of a wide variety of fresh, dry and preserved flower and plant materials used in key and frequently sold floristry products:
    - non-Australian species whether they are grown in Australia or overseas
    - Australian species
- essential features and use of a wide variety of ancillary floristry products and presentation materials used to enhance floristry products
- requirement to comply with a product style or theme
- environmental requirements, including spatial, applicable to the display venue
- methods of sketching or digitally representing floral designs
- a range of formats for and inclusions of job specifications for floristry products
- primary components of copyright, intellectual property and design laws:
    - business rights over original designs
    - business responsibility to comply with laws that protect copyrighted products
- potential environmental impacts of constructing and maintaining floristry products and practices for:
    - reducing water and energy use
    - reducing wastage of floristry raw materials
    - disposal of floristry raw materials.

Assessment Conditions

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

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

Assessment must ensure use of:

- computers and general software programs to record design details and job specifications
- sketching materials and tools
- a commercial range of these floristry tools and equipment:
    - decorative containers and vessels
    - floral foam products
- a diverse, commercial range of fresh and dry flower and plant materials:
    - non-Australian species whether they are grown in Australia or overseas
    - Australian species
- a diverse, commercial range of:
    - ancillary items
    - wrapping and packaging materials
- customer briefs
- information about the spatial parameters of venues or sites to allow the individual to design appropriate products for display

- either electronic or hard copies of grower and other supplier brochures and information sheets
- templates to record job specifications
- current plain English regulatory documents distributed by government regulators for copyright, intellectual property and design laws
- other florists with whom the individual can interact to discuss initial and evolving design ideas; these can be:
    - florists in an industry workplace or
    - people who participate in project activities, role plays or simulated activities, set up for the purpose of assessment, within a training organisation
- assessment activities that allow the individual to work with commercial speed, timing and productivity to complete and document designs within nominated deadlines.

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

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

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1fbe7a66-4c60-4b1c-8616-a3e693d9d8b9

SFLDEC003 Design complex floristry products

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to design a range of small to large-scale complex floristry products. This key design function requires the ability to determine the product function and style, generate product design ideas, experiment with and evaluate a range of design concepts and determine and document the final design so that job specifications can be followed during the construction phase.

Complex products could be custom made in response to customer briefs or original display or stock items made for general sale. They could be small or large-scale floristry products, those of a complex nature, those using complex techniques or part of a range of products and displays for a special or themed event.

This unit applies to all floristry industry businesses including retail floristry shops, and studio floristry businesses and those that specialise in corporate or special events. It applies to senior florists and floral designers who work independently or with limited guidance from others, have considerable experience across product categories and have a design focus as key part of their job role.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Design and Construction

Unit Sector

Floristry

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Determine product style and construction requirements.	1.1 Generate initial design ideas for product style considering product function, brief and budget.
	1.2 Apply elements and principles of design when generating initial and ongoing design ideas until final product plans are achieved.
	1.3 Itemise and analyse all proposed product components.
	1.4 Identify potential problems for product construction, analyse and consider solutions.
	1.5 Assess self and organisation's capability to construct proposed product and identify additional required resources.
2. Develop and assess concepts.	2.1 Develop a range of design concepts and provide creative solutions for constructing the floristry product.
	2.2 Assess concepts and collaborate with relevant personnel to maximise contribution of ideas to concepts.
	2.3 Review and assess design concepts for implications on technical feasibility, cost, style and function of floristry product.
	2.4 Research current and emerging technologies, market and design trends in floristry and incorporate additional concepts into the floral design.
	2.5 Create notes, plans and sketches of all concepts.
3. Experiment with concepts.	3.1 Select and experiment with differing flower and plant materials considering and applying elements and principles of design.
	3.2 Test and experiment with different style concepts considering and applying elements and principles of design.
	3.3 Test and experiment with construction materials, techniques and ancillary items considering and applying elements and principles of design.
	3.4 Test and experiment with presentation materials to enhance floristry product considering and applying elements and principles of design.
	3.5 Consider practices to minimise negative environmental impact from use of materials and techniques.
	3.6 Maintain accurate records of all designs produced during experimentation process.

4. Evaluate and record the floral design.

   4.1 Evaluate design concepts to ensure product is consistent with creative and budgetary requirements and incorporates all required component elements.

   4.2 Consider different design concepts subjected to experimentation and their technical feasibility; select best product style and technique for construction.

   4.3 Develop job specifications for use during construction phase.

   4.4 Evaluate own performance in the design process and note areas for future self-improvement.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed below:

Skill	Description
Reading skills to:	• interpret complex documents about floral design trends.
Oral communication skills to:	• clearly represent complex design concepts to customers and other florists involved in the design process • ask open and closed probe questions and actively listen to elicit input and feedback on design concepts.
Numeracy skills to:	• interpret budgetary constraints • calculate dimensions of display areas and appropriate size of floristry products to suit • complete complex calculations for production resources and time required for construction.
Planning and organising skills to:	• collect and evaluate information on product style, function and budget to develop design concepts • manage own timing and productivity to complete designs within deadlines.
Self-management skills to:	• critically analyse input from self, colleagues and customers.
Technology skills to:	• use computers and software programs to develop and record design details and job specifications.

Unit Mapping Information

SFLDEC407A Design complex floristry products

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1fbe7a66-4c60-4b1c-8616-a3e693d9d8b9

Service and Creative Skills Australia

Assessment Requirements for SFLDEC003 Design complex floristry products

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- design these complex floristry products:
  - two custom-made complex floristry products in response to customer briefs
  - products to be fully constructed and displayed on-site at the floristry business:
    - one complex display or stock item
    - one complex window display
    - one large scale corporate display including components to be constructed off-site at the floristry business and assembled and displayed at corporate site
    - themed displays for an event including components to be constructed off-site at the floristry business and assembled and displayed at event venue
- adapt to different display contexts by designing complex floristry products for three different site environments
- design products incorporating these construction techniques across the above suite of products:
  - complex and other base medium techniques
  - complex and other hand tied techniques
  - complex, decorative and other wired floristry techniques
  - integrated hand tied, wired and base medium techniques
  - new and emerging techniques
- use fresh and dry flower and plant materials across the above suite of designs:
  - non-Australian species whether they are grown in Australia or overseas
  - Australian species.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- intricacies of current and emerging trends for floral designs and their use in complex products
- intricate characteristics and interrelationships of the elements and principles of design, and their effects on the style and function of complex floristry products:

- elements of design:
  - texture
  - form
  - colour
  - space
  - line
- principles of design:
  - harmony
  - rhythm
  - balance
  - dominance
  - scale
  - proportion
  - contrast
- intricacies and use of these design guidelines or forms and categories and their effects on the style and function of complex floristry products:
  - decorative
  - vegetative
  - formal-linear
  - radial
  - parallel
- intricacies and use of these floral construction techniques for complex products:
  - complex and other base medium techniques
  - complex and other hand tied techniques
  - complex, decorative and other wired floristry techniques
  - integrated hand tied, wired and base medium techniques
  - new and emerging techniques
  - techniques for:
    - wrapping for enhancement
    - packaging and protecting flower and plant materials
    - packaging and protecting partially constructed displays during transportation
- complexities of the colour wheel to explore the use of colour and determine colour combinations
- complementary nature of varieties of flowers including integrating Australian species with non-Australian species
- intricacies and use of an extensive range of fresh and dry flower and plant materials used in complex floristry products:
  - non-Australian species whether they are grown in Australia or overseas
  - Australian species
- intricacies and use of an extensive range of ancillary floristry products and presentation materials used to enhance complex floristry products

- essential features and use of fabrication and structural support components of complex floristry products
- requirement to comply with a current product style or theme
- environmental requirements, including spatial, applicable to corporate and event venue display sites
- methods of sketching or digitally representing floral designs
- a range of formats for and inclusions of comprehensive job specifications for complex floristry products
- primary components of copyright, intellectual property and design laws:
  - business rights over original designs
  - business responsibility to comply with laws that protect copyrighted products
- potential environmental impacts of constructing and maintaining floristry products and practices for:
  - reducing water and energy use
  - reducing wastage of floristry raw materials
  - disposal of floristry raw materials.

Assessment Conditions

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

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

Assessment must ensure use of:

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

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

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

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

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1fbe7a66-4c60-4b1c-8616-a3e693d9d8b9

SFLDEC004 Design and produce innovative floristry products

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to creatively design and produce a diverse range of small to large-scale innovative floristry products.

It requires the ability to identify opportunities to develop innovative products, generate innovative design concepts and to experiment with, evaluate, select and document the final design in detailed job specifications. It also requires the ability to construct innovative products, supervise production team members and to continually re-evaluate and refine existing design and construction skills through professional discussion and practice.

Innovative products could be custom made in response to customer briefs or original display or stock items made for general sale. They could be small or large-scale floristry products, those of a complex nature, those using complex techniques or part of a range of products and displays for a special or themed event or exhibition.

This unit applies to all floristry industry businesses including retail floristry shops, studio businesses and those that specialise in corporate or special events. It applies to senior florists and specialist floral designers and floral stylists who operate with significant autonomy, have considerable experience across product categories and have a strategic design focus as part of their job role.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Design and Construction

Unit Sector

Floristry

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Explore opportunities to develop innovative products.	1.1 Investigate brief, need or opportunity for innovation and clarify context for the product.
	1.2 Generate ideas for innovative and creative solutions in response to function of and intended audience for floristry product.
	1.3 Challenge brief or style ideas of customers by suggesting innovative designs outside scope of their creativity.
	1.4 Challenge own past design practice and personal style; identify opportunities to diversify through design of innovative products.
	1.5 Challenge assumptions about product range and develop entrepreneurial attitudes towards innovative products.
2. Develop a range of creative design concepts.	2.1 Use creative thinking techniques to generate a range of innovative and creative concepts.
	2.2 Apply elements and principles of design when generating initial and ongoing design ideas until final product plans are achieved.
	2.3 Encourage and assess contribution of creative and innovative ideas by colleagues and customers.
	2.4 Review and assess different concepts for technical feasibility, innovation, creativity and acceptability to audience.
	2.5 Identify potential problems and check concepts against constraints to determine feasibility.
	2.6 Select concepts that achieve an innovative and feasible outcome and maintain notes, plans and sketches of all design concepts.
3. Refine and resolve the innovative design through experimentation.	3.1 Experiment with differing flower and plant materials, styles, construction materials and techniques considering and applying elements and principles of design.
	3.2 Expand creative and innovative product opportunities through exploration of opportunities beyond the obvious.

3.3 Critically analyse all tested concepts for technical feasibility, innovation, creativity and acceptability to audience and select best design for construction.

3.4 Develop detailed job specifications for use during construction phase.

4. Construct innovative floral designs.

4.1 Use job specifications to select and organise resources to achieve production according to time, budgetary and technical requirements.

4.2 Coordinate and supervise production staff to ensure quality standards are met.

4.3 Select and adapt appropriate construction techniques for innovative floristry products considering and applying elements and principles of design.

4.4 Assess, determine and use appropriate support methods and secure all components of floristry products according to job specifications.

4.5 Monitor construction to ensure integrity of design is maintained; challenge, interrogate own design work and modify according to need.

5. Refine design and construction skills through innovation.

5.1 Evaluate, on a continuing basis, innovative products developed and own role in design and construction process.

5.2 Evaluate and refine approaches to work by continually researching current and emerging design trends, new technology, tools, equipment and techniques for development of new and innovative products.

5.3 Build upon existing design and construction skills and experience across product categories through development of highly creative and innovative products.

5.4 Use practice, professional discussion and ongoing evaluation to continuously improve skills

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed below:

Reading skills to:
- interpret complex documents about floral design trends, new technology, tools, equipment and techniques.

Oral communication skills to:
- clearly represent complex and innovative design concepts to customers and other florists
- ask open and closed probe questions and actively listen to collaborate with other florists to generate and refine ideas.

Numeracy skills to:	• calculate dimensions of display areas and appropriate size of floristry products to suit
	• complete complex calculations for production resources and time required for construction.
Learning skills to:	• use practice, professional discussion and self-evaluation to improve design and construction skills.
Initiative and enterprise skills to:	• develop and use entrepreneurial attitudes towards design and realisation of innovative products.
Planning and organising skills to:	• manage own timing and productivity to complete design and realisation of products within deadlines.
Self-management skills to:	• critically analyse input from self, colleagues and customers.
Technology skills to:	• use computers and software programs to develop and record design details and job specifications.

Unit Mapping Information

SFLDEC510A Design and produce innovative floristry products

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1fbe7a66-4c60-4b1c-8616-a3e693d9d8b9

Assessment Requirements for SFLDEC004 Design and produce innovative floristry products

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- design and construct these types of innovative floristry products:
  - two custom made floristry products in response to customer briefs
  - one complex and creative stock display
  - one innovative display for windows or exhibition within the business
  - one floral display produced to exhibition criteria
- adapt to different display contexts by designing and constructing innovative floristry products for three different site environments
- design and construct products using these techniques across the above suite of products:
  - base medium techniques ranging from basic to complex
  - hand tied techniques ranging from basic to complex
  - decorative and other wired floristry techniques ranging from basic to complex
  - integrated hand tied, wired and base medium techniques
  - unusual combinations of multiple types of floristry construction techniques
- use combinations of basic to innovative materials, across the above suite of products
- use innovative combinations of fresh and dry flower and plant materials across the above suite of products:
  - non-Australian species whether they are grown in Australia or overseas
  - Australian species.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- intricacies of current and emerging trends for floral designs and their use in innovative products
- intricate characteristics and interrelationships of the elements and principles of design, and their effects on the style and function of innovative floristry products:
  - elements of design:
    - texture
    - form

- colour
- space
- line
  - principles of design:
    - harmony
    - rhythm
    - balance
    - dominance
    - scale
    - proportion
    - contrast
- intricacies and use of these design guidelines or forms and categories and their effects on the style and function of innovative floristry products:
  - decorative
  - vegetative
  - formal-linear
  - radial
  - parallel
  - overlapping/crossing
  - free arrangement
  - winding
- intricacies and use of these floral construction techniques for innovative products:
  - base medium construction techniques ranging from basic to complex
  - hand tied techniques ranging from basic to complex
  - decorative and other wired floristry techniques ranging from basic to complex
  - integrated hand tied, wired and base medium construction techniques
  - unusual combinations of multiple types of floristry construction techniques
  - packaging and protecting partially constructed displays during transportation
- complexities of the colour wheel to explore the use of colour and determine colour combinations
- complementary nature of varieties of flowers including integrating Australian species with non-Australian species
- intricacies and use of an extensive range of fresh and dry flower and plant materials used in innovative floristry products:
  - non-Australian species whether they are grown in Australia or overseas
  - Australian species
- essential features and use of fabrication and structural support components of innovative floristry products
- environmental requirements, including spatial, applicable to corporate and event venue display sites
- methods of sketching or digitally representing floral designs

- a range of formats for, and inclusions of, comprehensive job specifications for innovative floristry products
- primary components of copyright, intellectual property and design laws:
  - business rights over original designs
  - business responsibility to comply with laws that protect copyrighted products
- potential environmental and site impacts of constructing and maintaining floristry products and practices for:
  - reducing water and energy use
  - reducing wastage of floristry raw materials
  - disposal of floristry raw materials.

Assessment Conditions

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

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

Assessment must ensure use of:

- computers and general software programs to record design details and job specifications
- sketching materials and tools
- a commercial range of these floristry tools and equipment:
  - decorative containers and vessels
- fabrication and structural supports for innovative floristry products
- a diverse, commercial range of fresh and dry flower and plant materials:
  - non-Australian species whether they are grown in Australia or overseas
  - Australian species
- a diverse, commercial range of:
  - wrapping and packaging materials
- customer briefs
- information about the spatial parameters of venues or sites to allow the individual to design appropriate innovative products for display
- either electronic or hard copies of grower and other supplier brochures and information sheets
- templates to record job specifications
- current plain English regulatory documents distributed by government regulators for copyright, intellectual property and design laws
- a team of other florists with whom the individual can interact to coordinate production team outcomes and discuss initial and evolving design concepts; florists can be:
  - florists in an industry workplace or

- people who participate in project activities, role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation
- assessment activities that allow the individual to work with commercial speed, timing and productivity to complete design and construction activities within nominated deadlines.

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

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

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1fbe7a66-4c60-4b1c-8616-a3e693d9d8b9

SFLDEC005 Assemble floristry products

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to assemble a range of fundamental floristry products to predetermined designs. This fundamental construction function requires the ability to follow job specifications, prepare for the assembly, select the correct components, and assemble and present a range of floral arrangements.

Products could be custom made in response to a customer brief or display or stock items made for general sale.

This unit applies to all floristry industry businesses including retail floristry shops, studio or online businesses. It applies to floristry assistants who work under close supervision and with guidance from others. They apply little discretion and judgement and assemble floristry products using predefined instructions and procedures with work checked by more experienced or senior florists.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Design and Construction

Unit Sector

Floristry

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA

Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Access and confirm job specifications.	1.1 Access job specifications and itemised job costing.
	1.2 Discuss and confirm, with relevant personnel, assembly requirements including cost and production deadlines.
	1.3 Read, view or discuss job specifications regularly during construction phase to comply with product requirements.
2. Select flower, plant and presentation materials.	2.1 Recognise and select flower, plant and presentation materials according to job specifications and costing.
	2.2 Sort items in preparation for construction.
	2.3 Identify potential problems and communicate to relevant personnel for a solution.
3. Prepare to assemble the floristry product.	3.1 Use floristry tools, equipment and hazardous substances safely and use personal protective equipment to avoid injury.
	3.2 Clean product construction area to avoid spoilage of flower and plant materials.
	3.3 Check flower and plant materials have been correctly prepared and conditioned.
	3.4 Recognise and report any spoilt materials.
	3.5 Select tools, equipment and other construction components.
	3.6 Use energy and water resources efficiently during preparation and assembly to reduce negative environmental impacts.
4. Assemble hand tied flower and plant materials.	4.1 Select hand tied floristry techniques according to job specifications.
	4.2 Produce fundamental hand tied floristry products considering and applying elements and principles of design.
	4.3 Secure floral arrangement according to job specifications
5. Assemble wired flower and plant materials.	5.1 Select wired floristry techniques according to job specifications.
	5.2 Produce fundamental wired floristry products considering and applying elements and principles of design.
	5.3 Secure floral arrangement according to job specifications.
6. Assemble flower and plant materials in a base medium.	6.1 Identify suitable support methods and materials according to job specifications.
	6.2 Select base medium construction techniques according to job specifications.
	6.3 Select, fix and form the appropriate base medium.

     Service and Creative Skills Australia

	6.4	Produce fundamental floristry products with a base medium considering and applying elements and principles of design.
7. Check and present the floristry product.	7.1	Review finished floristry product, present to supervisor for quality check and alter as necessary.
	7.2	Attach and secure presentation items to floral product.
	7.3	Select and use wrapping and packaging materials according to job specifications, adjust to enhance presentation and to ensure safe transportation, as required.
	7.4	Dispose of hazardous and other waste safely to minimise negative environmental impacts.
	7.5	Review presentation of finished floristry product, present for quality check before displaying, despatching or providing to the customer.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed below:

Skill	Description
Reading skills to:	• comprehend simple job specifications for assembling fundamental floristry products.
Writing skills to:	• record basic notes about job specifications and assembly requirements.
Oral communication skills to:	• ask questions and actively listen to clarify and confirm job specification requirements and selection of components and assembly techniques • make simple verbal reports about problems that arise during assembly.
Numeracy skills to:	• calculate required quantity of flower, plant and other materials from job specifications, for each arrangement and for multiples.
Teamwork skills to:	• hold discussions and work with more experienced or senior florists to ensure the production of quality floristry products.
Planning and organising skills to:	• logically sequence the stages of preparation and production using job specifications to guide activities.

Unit Mapping Information

SFLDEC201A Assemble floristry products

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1fbe7a66-4c60-4b1c-8616-a3e693d9d8b9

Assessment Requirements for SFLDEC005 Assemble floristry products

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- correctly comprehend, confirm and follow job specifications to assemble each of these fundamental floristry products which must be of consistent quality and varying sizes:
  - fundamental hand tied products:
    - bunch (spiralled and straight stemmed)
    - posy (spiralled stemmed)
    - bouquet (spiralled stemmed)
    - single flower presentation
    - boxed presentation
  - fundamental wired floristry products:
    - button hole
    - corsage
  - fundamental floristry products with a base medium:
    - posy bowl
    - posy box
    - symmetrical line arrangement (vertical line)
- assemble hand tied floristry products using these techniques across the above suite of products:
  - spiral stem
  - straight stem
- assemble wired floristry products using these techniques across the above suite of products:
  - wiring for flower and plant materials without a stem
  - stitching
  - cross wiring
- assemble floristry products with a base medium using these techniques across the above suite of products:
  - support wiring for flower and plant materials with a stem
  - cutting and shaping base media
  - securing

- use fresh and dry   flower and plant materials across the above suite of products:
  - non-Australian species whether they are grown in Australia or overseas
  - Australian species.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- fundamental characteristics of elements and principles of design, their primary interrelationships and use in fundamental floristry products;
  - elements of design:
    - texture
    - form
    - colour
    - space
    - line
  - principles of design:
    - harmony
    - rhythm
    - balance
    - dominance
    - scale
    - proportion
    - contrast
- general features and use of these floral assembly techniques for fundamental floristry products:
  - bunching
  - hand tied
  - using a base medium
  - wiring for fundamental products
  - using ribbons and ties
  - wrapping for enhancement
  - packaging and protecting flower and plant materials
  - constructing presentation boxes
- general features and use of a variety of fresh and dry flower and plant materials:
  - non-Australian species whether they are grown in Australia or overseas
  - Australian species
- features of spoilt and unsuitable flower and plant materials
- handling techniques to avoid spoilage of flower, plant and presentation materials
- general features and use of a variety of presentation materials used to enhance fundamental floristry products

- types and correct use of personal protection equipment for assembling floristry products
- safe handling techniques for:
    - toxic flower and plant materials
    - flower and plant materials treated with toxic fungicides and pesticides
    - cleaning products
    - floristry tools
- cleaning techniques and uses of cleaning products for floristry construction areas
- cleaning products:
    - safe practices for storing
    - environmentally sound disposal methods for hazardous waste
- potential environmental impacts of assembling fundamental floristry products and practices for:
    - reducing water and energy use
    - reducing wastage of floristry raw materials
- environmentally sound disposal methods for these types of floristry construction waste:
    - wrapping and packaging materials
    - recyclable materials
    - spoiled and diseased flower and plant materials
    - flower and plant materials that have a propensity to propagate weeds.

Assessment Conditions

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

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

Assessment must ensure use of:

- a commercial range of these floristry tools and equipment:
    - baskets
    - binding and floral tape
    - bowls
    - decorative containers and vessels
    - containers to mix cleaning products
    - cutting tools:
        - knives
        - scissors
        - rose de-thorners
        - secateurs
    - floral foam products

- glue gun and glue
- fine to heavy gauge wire
- stapler and staples
- vases
- wire cutters
- a diverse, commercial range of fresh and dry flower and plant materials:
  - non-Australian species whether they are grown in Australia or overseas
  - Australian species
- a diverse, commercial range of:
  - cleaning products
  - gift cards
  - wrapping and packaging materials:
    - bows
    - boxes
    - cellophane
    - paper
    - polypropylene and decorative wraps
    - ribbons and decorative tying materials
- basic job specifications for the required range of fundamental floristry products
- cleaning product Safety Data Sheets (SDS) or plain English workplace documents or diagrams that interpret SDS content
- assessment activities that allow the individual to work with commercial speed, timing and productivity to assemble floristry products within nominated deadlines.

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

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

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1fbe7a66-4c60-4b1c-8616-a3e693d9d8b9

SFLDEC006 Construct hand tied floristry products

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to construct a range of hand tied floristry products to predetermined designs. This key construction function requires the ability to access and interpret job specifications, adapt as required, prepare for construction, select the correct components and assemble, evaluate and present a range of floral arrangements.

Products could be custom made in response to a customer brief or display or stock items made for general sale. They could be individual floristry products or part of a range of products for a special occasion.

This unit applies to all floristry industry businesses including retail floristry shops, studio or online businesses. It applies to florists who work with some level of independence and under limited supervision and guidance from others.

The florist constructing the product may or may not have designed it but will evaluate and modify the floral design during construction to resolve technical problems or make enhancements.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Design and Construction

Unit Sector

Floristry

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Interpret the design and job specifications.	1.1 Interpret job specifications and itemised job costing. 1.2 Discuss, with relevant personnel, design and construction requirements, including cost and production deadlines. 1.3 Read, view or discuss job specifications regularly during construction phase to comply with product requirements.
2. Select flower, plant and presentation materials.	2.1 Recognise and select flower, plant and presentation materials according to job specifications and costing. 2.2 Sort items in preparation for construction. 2.3 Identify potential problems for meeting design requirements and adjust as required.
3. Prepare to construct the floristry product.	3.1 Use floristry tools, equipment and hazardous substances safely and use personal protective equipment to avoid injury. 3.2 Clean product construction area to avoid spoilage of flower and plant materials. 3.3 Check flower and plant materials have been correctly prepared and conditioned. 3.4 Recognise and report any spoilt materials and rectify according to level of individual responsibility. 3.5 Select tools, equipment and other construction components. 3.6 Use energy and water resources efficiently during preparation and construction to reduce negative environmental impacts.
4. Construct hand tied floral designs.	4.1 Select hand tied floristry techniques according to job specifications. 4.2 Produce hand tied floristry products considering and applying elements and principles of design. 4.3 Determine and use appropriate support methods. 4.4 Secure floral arrangement according to job specifications. 4.5 Evaluate and modify the floral design according to need, considering and applying elements and principles of design.
5. Evaluate and present the hand tied floristry product.	5.1 Assess finished floristry product for compliance with job specifications, for technical and aesthetic quality and adjust as required. 5.2 Attach and secure presentation items to floral product.

     Service and Creative Skills Australia

5.3 Select and use wrapping and packaging materials according to job specifications, adjust to enhance presentation and to ensure safe transportation, as required.

5.4 Consider and apply elements and principles of design when wrapping, packing and varying presentation of the hand tied floristry product.

5.5 Dispose of hazardous and other waste safely to minimise negative environmental impacts.

5.6 Evaluate presentation of finished hand tied floristry product before displaying, despatching or providing to the customer.

5.7 Prepare basic reports to justify variations to original design and to inform future improvements.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed below:

Skill	Description
Reading skills to:	• interpret sometimes unfamiliar and detailed job specifications for constructing floristry products.
Oral communication skills to:	• ask detailed questions and actively listen to clarify and confirm design and job specification requirements • make simple verbal reports about problems that arise during construction.
Numeracy skills to:	• calculate required quantity of flower, plant and other materials, from job specifications, for each arrangement and for multiples • interpret job specification measurements for floristry products and complete routine calculations to adapt.
Teamwork skills to:	• discuss job specifications with other florists to ensure common understanding of production requirements.
Planning and organising skills to:	• manage own timing and productivity to construct floristry products within deadlines.

Unit Mapping Information

SFLDEC304A Construct hand tied floristry products

Links

Companion Volume implementation guides are found in VETNet -
https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1fbe7a66-4c60-4b1c-8616-a3e693d9d8b9

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Assessment Requirements for SFLDEC006 Construct hand tied floristry products

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- correctly interpret designs and follow job specifications to construct each of these hand tied floristry products which must be of consistent quality and varying sizes:
  - bunch (spiralled and straight stemmed)
  - posy (spiralled stemmed)
  - bouquet (spiralled stemmed)
  - single flower presentation
  - boxed presentation
  - funeral sheaf
  - presentation sheaf
  - linear bouquet (vertical line)
- construct hand tied floristry products using these techniques across the above suite of products:
  - spiral stem
  - straight stem
  - finishing and binding
- use fresh and dry flower and plant materials across the above suite of products:
  - non-Australian species whether they are grown in Australia or overseas
  - Australian species.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- key characteristics of elements and principles of design, their key interrelationships and use in hand tied floristry products:
  - elements of design:
    - texture
    - form
    - colour

- space
- line
  - principles of design:
    - harmony
    - rhythm
    - balance
    - dominance
    - scale
    - proportion
    - contrast
- essential features and use of these design guidelines or forms and categories for hand tied floristry products:
  - decorative
  - vegetative
  - formal-linear
  - radial
  - parallel
- essential features and use of these construction techniques for hand tied floristry products:
  - hand tied techniques:
    - spiral stem
    - straight stem
    - finishing and or binding
    - for formal and informal, structured and unstructured designs
  - techniques for:
    - using ribbons and ties
    - wrapping for enhancement
    - packaging and protecting flower and plant materials
    - constructing presentation boxes
- essential features and use of a wide variety of fresh and dry flower and plant materials:
  - non-Australian species whether they are grown in Australia or overseas
  - Australian species
- features of spoilt and unsuitable flower and plant materials
- complementary nature of flower and plant materials to modify design during construction
- handling techniques to avoid spoilage of flower, plant and presentation materials
- essential features and use of a wide variety of presentation materials used to enhance hand tied floristry products
- types and correct use of personal protection equipment for constructing floristry products
- safe handling techniques for:
  - toxic flower and plant materials
  - flower and plant materials treated with toxic fungicides and pesticides

- cleaning products
- floristry tools
- cleaning techniques and uses of cleaning products for floristry construction areas
- cleaning products:
  - role, use and basic content of Safety Data Sheets (SDS) or plain English workplace documents or diagrams that interpret SDS content
  - safe practices for storing
  - environmentally sound disposal methods for hazardous waste
- potential environmental impacts of constructing hand tied floristry products and practices for:
  - reducing water and energy use
  - reducing wastage of floristry raw materials
- environmentally sound disposal methods for these types of floristry construction waste:
  - wrapping and packaging materials
  - recyclable materials
  - spoiled and diseased flower and plant materials
  - flower and plant materials that have a propensity to propagate weeds.

Assessment Conditions

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

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

Assessment must ensure use of:

- a commercial range of these floristry tools and equipment:
  - binding and floral tape
  - containers to mix cleaning products
  - cutting tools:
    - knives
    - rose de-thorners
    - scissors
    - secateurs
  - decorative containers and vessels
  - various gauge wire
  - stapler and staples
  - vases
  - wire cutters
- a diverse, commercial range of fresh and dry flower and plant materials:

- non-Australian species whether they are grown in Australia or overseas
    - Australian species
- a diverse, commercial range of:
    - cleaning products
    - gift cards
    - wrapping and packaging materials:
        - bows
        - cellophane
        - paper
        - polypropylene
        - ribbons and decorative tying materials
- detailed job specifications for the required range of hand tied floristry products
- cleaning product Safety Data Sheets (SDS) or plain English workplace documents or diagrams that interpret SDS content
- assessment activities that allow the individual to work with commercial speed, timing and productivity to construct floristry products within nominated deadlines.

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

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

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1fbe7a66-4c60-4b1c-8616-a3e693d9d8b9

SFLDEC007 Construct wired floristry products

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to construct a range of wired floristry products to pre-determined designs. This key construction function requires the ability to access and interpret job specifications, adapt as required, prepare for construction, select the correct components, and assemble, evaluate and present a range of floral arrangements.

Products could be custom made in response to a customer brief or display or stock items made for general sale. They could be individual floristry products or part of a range of products for a special occasion.

This unit applies to all floristry industry businesses including retail floristry shops, studio or online businesses. It applies to florists who work with some level of independence and under limited supervision and guidance from others.

The florist constructing the product may or may not have designed it but will evaluate and modify the floral design during construction to resolve technical problems or make enhancements.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Design and Construction

Unit Sector

Floristry

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Interpret the design and job specifications.	1.1 Interpret job specifications and itemised job costing.
	1.2 Discuss, with relevant personnel, design and construction requirements, including cost and production deadlines.
	1.3 Read, view or discuss job specifications regularly during construction phase to comply with product requirements.
2. Select flower, plant and presentation materials.	2.1 Recognise and select flower, plant and presentation materials according to job specifications and costing.
	2.2 Sort items in preparation for construction.
	2.3 Identify potential problems for meeting design requirements and adjust as required.
3. Prepare to construct the floristry product.	3.1 Use floristry tools, equipment and hazardous substances safely and use personal protective equipment to avoid injury.
	3.2 Clean product construction area to avoid spoilage of flower and plant materials.
	3.3 Check flower and plant materials have been correctly prepared and conditioned.
	3.4 Recognise and report any spoilt materials and rectify according to level of individual responsibility.
	3.5 Select tools, equipment and other construction components.
	3.6 Use energy and water resources efficiently during preparation and construction to reduce negative environmental impacts.
4. Construct wired floral designs.	4.1 Select wired floristry techniques according to job specifications.
	4.2 Produce wired floristry products considering and applying elements and principles of design.
	4.3 Determine and use appropriate support methods.
	4.4 Secure floral arrangement according to job specifications.
	4.5 Evaluate and modify the floral design according to need, considering and applying elements and principles of design.
5. Evaluate and present the wired floristry product.	5.1 Assess finished floristry product for compliance with job specifications, for technical and aesthetic quality and adjust as required.
	5.2 Attach and secure presentation items to floral product.
	5.3 Select and use wrapping and packaging materials according

ELEMENTS	PERFORMANCE CRITERIA
	to job specifications, adjust to enhance presentation and to ensure safe transportation, as required.
	5.4 Consider and apply elements and principles of design when wrapping, packing and varying presentation of the wired floristry product.
	5.5 Dispose of hazardous and other waste safely to minimise negative environmental impacts.
	5.6 Evaluate presentation of finished wired floristry product before displaying, despatching or providing to the customer.
	5.7 Prepare basic reports to justify variations to original design and to inform future improvements.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed below:

Skill	Description
Reading skills to:	• interpret sometimes unfamiliar and detailed job specifications for constructing floristry products.
Oral communication skills to:	• ask detailed questions and actively listen to clarify and confirm design and job specification requirements • make simple verbal reports about problems that arise during construction.
Numeracy skills to:	• calculate required quantity of flower, plant and other materials, from job specifications, for each arrangement and for multiples • interpret job specification measurements for floristry products and complete routine calculations to adapt.
Teamwork skills to:	• discuss job specifications with other florists to ensure common understanding of production requirements.
Planning and organising skills to:	• manage own timing and productivity to construct floristry products within deadlines.

Unit Mapping Information

SFLDEC305A Construct wired floristry products

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1fbe7a66-4c60-4b1c-8616-a3e693d9d8b9

Assessment Requirements for SFLDEC007 Construct wired floristry products

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- correctly interpret designs and follow job specifications to construct each of these wired floristry products which must be of consistent quality and varying sizes:
  - button hole
  - corsage
  - posy
  - trail
  - shower
  - shoulder spray
  - wrist spray
  - circlet
  - head piece
  - cake decoration
- construct wired floristry products using these techniques across the above suite of products:
  - support wiring for flower and plant materials with a stem
  - wiring for flower and plant materials without a stem
  - stitching
  - pinning
  - specialised wiring
  - cross wiring
- use fresh flower and plant materials across the above suite of products:
  - non-Australian species whether they are grown in Australia or overseas
  - Australian species.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- key characteristics of elements and principles of design, their key interrelationships and use in wired floristry products:
  - elements of design:
    - texture
    - form
    - colour
    - space
    - line
  - principles of design:
    - harmony
    - rhythm
    - balance
    - dominance
    - scale
    - proportion
    - contrast
- essential features and use of these design guidelines or forms and categories for wired floristry products:
  - decorative
  - vegetative
  - formal-linear
  - radial
  - parallel
- essential features and use of these construction techniques for wired floristry products:
  - wiring techniques:
    - support wiring for flower and plant materials with a stem
    - wiring for flower and plant materials without a stem
    - stitching
    - pinning
    - specialised wiring
    - cross wiring
  - techniques for:
    - wrapping for enhancement
    - packaging and protecting flower and plant materials
- essential features and use of a wide variety of fresh and dry flower and plant materials:
  - non-Australian species whether they are grown in Australia or overseas
  - Australian species
- features of spoilt and unsuitable flower and plant materials
- complementary nature of flower and plant materials to modify design during construction
- handling techniques to avoid spoilage of flower, plant and presentation materials

- essential features and use of a wide variety of presentation materials used to enhance wired floristry products
- types and correct use of personal protection equipment for constructing floristry products
- safe handling techniques for:
    - toxic flower and plant materials
    - flower and plant materials treated with toxic fungicides and pesticides
    - cleaning products
    - floristry tools
- cleaning techniques and uses of cleaning products for floristry construction areas
- cleaning products:
    - role, use and basic content of Safety Data Sheets (SDS) or plain English workplace documents or diagrams that interpret SDS content
    - safe practices for storing
    - environmentally sound disposal methods for hazardous waste
- potential environmental impacts of constructing wired floristry products and practices for:
    - reducing water and energy use
    - reducing wastage of floristry raw materials
- environmentally sound disposal methods for these types of floristry construction waste:
    - wrapping and packaging materials
    - recyclable materials
    - spoiled and diseased flower and plant materials
    - flower and plant materials that have a propensity to propagate weeds.

Assessment Conditions

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

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

Assessment must ensure use of:

- a commercial range of these floristry tools and equipment:
    - binding and floral tape
    - containers to mix cleaning products
    - cutting tools:
        - knives
        - rose de-thorners
        - scissors
        - secateurs
    - fine to heavy gauge wire

- wire cutters
- a diverse, commercial range of fresh flower and plant materials:
  - non-Australian species whether they are grown in Australia or overseas
  - Australian species
- a diverse, commercial range of:
  - cleaning products
  - wrapping and packaging materials:
    - bows
    - boxes
    - cellophane
    - paper
    - polypropylene and decorative wraps
    - ribbons and decorative tying materials
  - detailed job specifications for the required range of wired floristry products
  - cleaning product Safety Data Sheets (SDS) or plain English workplace documents or diagrams that interpret SDS content
  - assessment activities that allow the individual to work with commercial speed, timing and productivity to construct floristry products within nominated deadlines.

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

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

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1fbe7a66-4c60-4b1c-8616-a3e693d9d8b9

SFLDEC008 Construct floristry products with a base medium

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to construct a range of floristry products with a base medium to predetermined designs. This key construction function requires the ability to access and interpret job specifications, adapt as required, prepare for construction, select the correct components, and assemble, evaluate and present a range of floral arrangements.

Products could be custom made in response to a customer brief or display or stock items made for general sale. They could be individual floristry products or part of a range of products for a special occasion.

This unit applies to all floristry industry businesses including retail floristry shops, studio or online businesses. It applies to florists who work with some level of independence and under limited supervision and guidance from others.

The florist constructing the product may or may not have designed it but will evaluate and modify the floral design during construction to resolve technical problems or make enhancements.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Design and Construction

Unit Sector

Floristry

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Interpret the design and job specifications.	1.1 Interpret job specifications and itemised job costing. 1.2 Discuss, with relevant personnel, design and construction requirements, including cost and production deadlines. 1.3 Read, view or discuss job specifications regularly during construction phase to comply with product requirements.
2. Select flower and plant materials and ancillary items.	2.1 Recognise and select ancillary items, flower, plant and presentation materials according to job specifications and costing. 2.2 Sort items in preparation for construction. 2.3 Identify potential problems for meeting design requirements and adjust as required.
3. Prepare to construct the floristry product.	3.1 Use floristry tools, equipment and hazardous substances safely and use personal protective equipment to avoid injury. 3.2 Clean product construction area to avoid spoilage of flower and plant materials. 3.3 Check flower and plant materials have been correctly prepared and conditioned. 3.4 Recognise and report any spoilt materials and rectify according to level of individual responsibility. 3.5 Select tools and equipment and other construction components. 3.6 Use energy and water resources efficiently during preparation and construction to reduce negative environmental impacts.
4. Construct floral designs using a base medium.	4.1 Select base medium construction techniques according to job specifications. 4.2 Produce floristry products using a base medium considering and applying elements and principles of design. 4.3 Determine and use appropriate support methods. 4.4 Prepare, cut, shape and or position the base medium to secure the floral arrangement according to job specifications. 4.5 Evaluate and modify the floral design according to need, considering and applying elements and principles of design.

5. Evaluate and present the base medium floristry product

5.1 Assess finished floristry product for compliance with job specifications, for technical and aesthetic quality and adjust as required.

5.2 Attach and secure ancillary and presentation items to floral product.

5.3 Select and use wrapping and packaging materials according to job specifications, adjust to enhance presentation and to ensure safe transportation, as required.

5.4 Consider and apply elements and principles of design when wrapping, packing and varying the presentation of the base medium floristry product.

5.5 Dispose of hazardous and other waste safely to minimise negative environmental impacts.

5.6 Evaluate presentation of finished base medium floristry product before displaying, despatching or providing to the customer.

5.7 Prepare basic reports to justify variations to original design and to inform future improvements.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed below:

Skill	Description
Reading skills to:	• interpret sometimes unfamiliar and detailed job specifications for constructing floristry products.
Oral communication skills to:	• ask detailed questions and actively listen to clarify and confirm design and job specification requirements • make simple verbal reports about problems that arise during construction.
Numeracy skills to:	• calculate required quantity of flower, plant and other materials, from job specifications, for each arrangement and for multiples • interpret job specification measurements for floristry products and complete routine calculations to adapt.
Teamwork skills to:	• discuss job specifications with other florists to ensure common understanding of production requirements.
Planning and organising skills to:	• manage own timing and productivity to construct floristry products within deadlines.

Unit Mapping Information

SFLDEC306A Construct floristry products with a base medium

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1fbe7a66-4c60-4b1c-8616-a3e693d9d8b9

Assessment Requirements for SFLDEC008 Construct floristry products with a base medium

Modification History

Not applicable.

Performance Evidence

Evidence of the ability complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- correctly interpret designs and follow job specifications to construct each of these floristry products with a base medium which must be of consistent quality and varying sizes:
  - posy bowl
  - posy box
  - symmetrical line arrangement (vertical line)
  - vertical parallel arrangement
  - table arrangement
  - casket spray
  - wreath using floral foam and other base
  - funeral spray/sheaf
  - asymmetrical arrangement
  - floral foam bouquet holder
  - a product incorporating a hamper
- construct floristry products with a base medium using these techniques across the above suite of products:
  - cutting and shaping base media
  - support wiring for flower and plant materials
  - securing
- use these types of base media across the above suite of floristry products:
  - floral foam for fresh flowers and plant materials
  - wreath frame (floral foam)
- use fresh and dry flower and plant materials across the above suite of products:
  - non-Australian species whether they are grown in Australia or overseas
  - Australian species.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- key characteristics of elements and principles of design, their key interrelationships and use in floristry products with a base medium:
  - elements of design:
    - texture
    - form
    - colour
    - space
    - line
  - principles of design:
    - harmony
    - rhythm
    - balance
    - dominance
    - scale
    - proportion
    - contrast
- essential features and use of these design guidelines or forms and categories for floristry products with a base medium:
  - decorative
  - vegetative
  - formal-linear
  - radial
  - parallel
- essential features and use of these construction techniques for floristry products with a base medium:
  - base medium techniques:
    - cutting and shaping base media
    - support wiring for flower and plant materials
    - securing
  - techniques for:
    - using ribbons and ties
    - wrapping for enhancement
    - packaging and protecting flower and plant materials
    - constructing presentation boxes
- essential features and use of a wide variety of fresh and dry flower and plant materials:
  - non-Australian species whether they are grown in Australia or overseas
  - Australian species
- features of spoilt and unsuitable flower and plant materials
- complementary nature of flower and plant materials to modify design during construction

- handling techniques to avoid spoilage of ancillary items, flower, plant and presentation materials
- essential features and use of a wide variety of ancillary floristry products and presentation materials used to enhance floristry products with a base medium
- types and correct use of personal protection equipment for constructing floristry products
- safe handling techniques for:
    - toxic flower and plant materials
    - flower and plant materials treated with toxic fungicides and pesticides
    - cleaning products
    - floristry tools
- cleaning techniques and uses of cleaning products for floristry construction areas
- cleaning products:
    - role, use and basic content of Safety Data Sheets (SDS) or plain English workplace documents or diagrams that interpret SDS content
    - safe practices for storing
    - environmentally sound disposal methods for hazardous waste
- potential environmental impacts of constructing floristry products with a base medium and practices for:
    - reducing water and energy use
    - reducing wastage of floristry raw materials
- environmentally sound disposal methods for these types of floristry construction waste:
    - wrapping and packaging materials
    - recyclable materials
    - spoiled and diseased flower and plant materials
    - flower and plant materials that have a propensity to propagate weeds.

Assessment Conditions

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

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

Assessment must ensure use of:

- a commercial range of these floristry tools and equipment:
    - binding and floral tape
    - bowls
    - decorative containers and vessels
    - containers to mix cleaning products
    - cutting tools:
        - knives

- - rose de-thorners
  - scissors
  - secateurs
- fine to heavy gauge wire
- floral foam products for fresh and dry flower and plant materials
- glue gun and glue
- polystyrene
- stapler and staples
- vases
- wire cutters
- a diverse, commercial range of fresh and dry flower and plant materials:
  - non-Australian species whether they are grown in Australia or overseas
  - Australian species
- a diverse, commercial range of:
  - cleaning products
  - ancillary items:
    - gift cards
    - gifts
    - novelties
    - food
  - wrapping and packaging materials:
    - bows
    - boxes
    - cellophane
    - paper
    - polypropylene and decorative wraps
    - ribbons and decorative materials
- detailed job specifications for the required range of floristry products with a base medium
- cleaning product Safety Data Sheets (SDS) or plain English workplace documents or diagrams that interpret SDS content
- assessment activities that allow the individual to work with commercial speed, timing and productivity to construct floristry products within nominated deadlines.

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

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

Links

Companion Volume implementation guides are found in VETNet -
https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1fbe7a66-4c60-4b1c-8616-a3e693d9d8b9

SFLDEC009 Construct complex floristry products

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to construct a range of small to large-scale complex floristry products to predetermined designs. This high order construction function requires the ability to access and interpret job specifications, adapt as required, prepare for construction, select the correct components, and assemble and present a range of complex floristry products. Work at this level involves preparing a production plan and coordinating the work of a production team.

Complex products could be custom made in response to customer briefs or original display or stock items made for general sale. They could be small or large scale floristry products, those of a complex nature, those using complex techniques or part of a range of products and displays for a special and or themed event.

This unit applies to all floristry industry businesses including retail floristry shops, and studio floristry businesses and those that specialise in corporate or special events. It applies to senior florists and floral designers who work independently or with limited guidance from others, have considerable experience across product categories and are responsible for making a range of operational and team decisions.

The florist constructing the product may or may not have designed it but will evaluate and modify the floral design during construction to resolve technical problems or make enhancements.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Design and Construction

Unit Sector

Floristry

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Interpret the design and job specifications	1.1 Interpret job specifications and itemised job costing.
	1.2 Discuss, with relevant personnel, design and construction requirements including cost and production deadlines.
	1.3 Read, view or discuss job specifications regularly during construction phase to comply with product requirements.
2. Plan the production stages.	2.1 Prepare a production plan for construction and display.
	2.2 Source and roster staff for construction of complex floristry products.
	2.3 Source, purchase or hire fabrication and structural support requirements according to job specifications and costing.
3. Select flower and plant materials and ancillary items.	3.1 Recognise and select ancillary items, flower, plant and presentation materials according to job specifications and costing.
	3.2 Sort items in preparation for construction.
	3.3 Identify potential problems for meeting design requirements and adjust as required.
4. Prepare to construct the floristry product.	4.1 Use floristry tools, equipment and hazardous substances safely and use personal protective equipment to avoid injury.
	4.2 Clean product construction area to avoid spoilage of flower and plant materials.
	4.3 Check flower and plant materials have been correctly prepared and conditioned.
	4.4 Recognise, rectify and report any spoilt materials.
	4.5 Select tools and equipment and other construction components.
	4.6 Use energy and water resources efficiently during preparation and construction to reduce negative environmental impacts.
5. Construct complex floral designs.	5.1 Select appropriate floristry techniques according to job specifications.
	5.2 Coordinate staff involved in team construction of complex

floristry products.

5.3 Produce complex floristry products considering and applying elements and principles of design.

5.4 Determine and use appropriate support methods.

5.5 Secure all components of complex floristry products according to job specifications.

5.6 Evaluate and modify the floral design according to need, considering and applying elements and principles of design.

6. Finalise and evaluate the complex floristry product.	6.1 Attach and secure ancillary and presentation items to floral product.
	6.2 Select and use wrapping and packaging materials according to job specifications and make required adjustments to enhance or protect presentation.
	6.3 Dispose of hazardous and other waste safely to minimise negative environmental impacts.
	6.4 Review and evaluate the complex floristry product for compliance with job specifications, for technical and aesthetic quality and make required adjustments.
	6.5 Consider and apply elements and principles of design when wrapping, packing and altering the complex floristry product.
	6.6 Prepare basic reports to justify variations to original design and to inform future improvements.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed below:

Skill	Description
Reading skills to:	• interpret sometimes unfamiliar and complex job specifications for constructing complex floristry products.
Writing skills to:	• develop and document comprehensive production plans using language and format easily understood by floristry production team.
Oral communication skills to:	• provide clear production instructions to floristry team.
Numeracy skills to:	• calculate required quantity of flower, plant and other materials, from job specifications, for each arrangement and for multiples
	• complete complex calculations to interpret and adapt job

		specification measurements for small to large-scale floristry products.
Teamwork skills to:	•	assist floristry team to ensure quality outcomes.
Planning and organising skills to:	•	manage timing and productivity for self and others to construct floristry products within deadlines.
Technology skills to:	•	use computers and software programs to develop and record production plans and rosters.

Unit Mapping Information

SFLDEC408A Construct complex floristry products

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1fbe7a66-4c60-4b1c-8616-a3e693d9d8b9

Assessment Requirements for SFLDEC009 Construct complex floristry products

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- correctly interpret designs and follow job specifications to construct these types of complex floristry products which must be of consistent quality:
  - two custom-made complex floristry products in response to customer briefs
  - products fully constructed and displayed on-site at the floristry business:
    - one complex display or stock item
    - one complex window display
  - one large scale corporate display including components constructed off-site at the floristry business and assembled and displayed at corporate site
  - themed displays for an event including components constructed off-site at the floristry business and assembled and displayed at event venue
- adapt to different display contexts by constructing complex floristry products in three different site environments
- construct complex floristry products using these techniques across the above suite of products:
  - complex and other base medium construction techniques
  - complex and other hand tied techniques
  - complex, decorative and other wired floristry techniques
  - integrated hand tied, wired and base medium construction techniques
  - new and emerging techniques
- use fresh and dry flower and plant materials across the above suite of products:
  - non-Australian species whether they are grown in Australia or overseas
  - Australian species.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- intricate characteristics and interrelationships of elements and principles of design and use in complex floristry products:
  - elements of design:

- texture
- form
- colour
- space
- line
  - principles of design:
    - harmony
    - rhythm
    - balance
    - dominance
    - scale
    - proportion
    - contrast
- intricacies and use of these design guidelines or forms and categories for complex floristry products:
  - decorative
  - vegetative
  - formal-linear
  - radial
  - parallel
- intricacies and use of these floral construction techniques for complex products:
  - complex and other base medium construction techniques
  - complex and other hand tied techniques
  - complex, decorative and other wired floristry techniques
  - integrated hand tied, wired and base medium construction techniques
  - new and emerging techniques
  - techniques for:
    - wrapping for enhancement
    - packaging and protecting flower and plant materials
    - packaging and protecting partially constructed displays during transportation
- intricacies and use of an extensive range of fresh and dry flower and plant materials:
  - non-Australian species whether they are grown in Australia or overseas
  - Australian species
- features of spoilt and unsuitable flower and plant materials
- complementary nature of flower and plant materials to modify design during construction
- handling techniques to avoid spoilage of ancillary items, flower, plant and presentation materials
- intricacies and use of an extensive range of ancillary floristry products and presentation materials used to enhance complex floristry products
- essential features and use of fabrication and structural support components of complex floristry products

- staffing requirements to service the construction of complex floristry products
- a range of formats for and inclusions of production plans for complex floristry products
- types and correct use of personal protection equipment for constructing floristry products
- safe handling techniques for:
  - toxic flower and plant materials
  - flower and plant materials treated with toxic fungicides and pesticides
  - cleaning products
  - floristry tools
- cleaning techniques and uses of cleaning products for floristry construction areas
- cleaning products:
  - role, use and basic content of Safety Data Sheets (SDS) or plain English workplace documents or diagrams that interpret SDS content
  - safe practices for storing
  - environmentally sound disposal methods for hazardous waste
- potential environmental and site impacts of constructing complex floristry products and practices for:
  - reducing water and energy use
  - reducing wastage of floristry raw materials
- environmentally sound disposal methods for these types of floristry construction waste:
  - wrapping and packaging materials
  - recyclable materials
  - spoiled and diseased flower and plant materials
  - flower and plant materials that have a propensity to propagate weeds.

Assessment Conditions

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

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

Assessment must ensure use of:

- a commercial range of these floristry tools and equipment:
  - decorative containers and vessels
  - cutting tools:
    - knives
    - scissors
    - rose de-thorners
    - secateurs

- floral foam products for fresh and dry flower and plant materials
- fabrication and structural supports
- a diverse, commercial range of fresh and dry flower and plant materials:
  - non-Australian species whether they are grown in Australia or overseas
  - Australian species
- a diverse, commercial range of:
  - cleaning products
  - ancillary items
  - wrapping and packaging materials
- comprehensive job specifications for the required range of complex floristry products
- templates to record production plans and rosters
- cleaning product Safety Data Sheets (SDS) or plain English workplace documents or diagrams that interpret SDS content
- a team of other florists with whom the individual can interact to coordinate production team outcomes; florists can be:
  - florists in an industry workplace or
  - people who participate in project activities, role plays or simulated activities, set up for the purpose of assessment, within a training organisation
- assessment activities that allow the individual to work with commercial speed, timing and productivity to construct floristry products within nominated deadlines.

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

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

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1fbe7a66-4c60-4b1c-8616-a3e693d9d8b9

SFLDEC010 Coordinate floristry products for special occasions

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to plan the provision of floristry products and services for special occasions including small, large or themed weddings, parties, religious celebrations and funerals. It requires the ability to identify customer operational needs and style preferences, prepare and confirm proposals, prepare and implement operational plans and manage the staging of floral displays at the venue.

This unit applies to all floristry industry businesses including retail floristry shops and studio floristry businesses.   It applies to senior florists and floral designers who work independently, have considerable experience across product categories and are responsible for making a range of operational and team decisions.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Design and Construction

Unit Sector

Floristry

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Identify scope of special	1.1. Discuss and clarify, with customer, purpose of

occasion.	special occasion and design preferences for theme and style.
	1.2. Liaise with customer to determine budget and key venue and operational issues for special occasion.
2. Prepare and present proposal.	2.1. Develop options and ideas for special occasion theme and style and incorporate creative elements.
	2.2. Verify operational practicality of floristry concept through consultation with colleagues, venue staff, and other special occasion service providers.
	2.3. Consider options to reduce negative environmental impacts of production and staging.
	2.4. Present creative and descriptive proposal including accurate information on range and style of floristry products.
	2.5. Negotiate final cost and details and obtain customer approval to proceed with specific designs.
3. Prepare and implement operational plan for special occasion products and services	3.1. Prepare operational plan identifying purchasing budget and logistics for production and delivery of products and services.
	3.2. Incorporate risk management issues into plan.
	3.3. Review, verify and finalise details with customer.
	3.4. Provide accurate information on operational plan to floristry team to ensure timely and effective planning and implementation.
	3.5. Implement, monitor and adjust operational plan throughout production and delivery of products and services.
4. Coordinate staging of floral displays at special occasion.	4.1. Coordinate delivery or transport arrangements.
	4.2. Monitor loading and unloading of all floristry products.
	4.3. Coordinate on-site assembly and display of floristry products according to job specifications and operational plan.
	4.4. Discuss product displays with customer and venue staff and adjust as required.
	4.5. Monitor and maintain floristry products to ensure optimum appearance throughout life of special occasion.
5. Dismantle floral products.	5.1. Coordinate transport arrangements.
	5.2. Coordinate removal and disposal of floristry products and ensure minimal environmental impacts.

5.3. Obtain post-occasion feedback to evaluate satisfaction and use to enhance future service provision.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed below:

Skill	Description
Reading skills to:	• interpret unfamiliar venue information.
Oral communication skills to:	• ask open and closed probe questions and actively listen to customers about desired product theme and style.
Numeracy skills to:	• calculate dimensions of display areas and appropriate size of floristry products to suit • calculate timeframes for production and staging of special occasion products and services.
Planning and organising skills to:	• produce and use cohesive operational plans to guide production and staging activities for self and others • efficiently manage operational logistics for delivery of special occasion products and services for self and others.
Technology skills to:	• use computers and software programs to develop and document proposals and operational plans.

Unit Mapping Information

SFLDEC409A Coordinate floristry products for a special occasion

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1fbe7a66-4c60-4b1c-8616-a3e693d9d8b9

Assessment Requirements for SFLDEC010 Coordinate floristry products for special occasions

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- respond to customer briefs for special occasions and prepare:
  - two proposals, each for a different special occasion and different site environment
  - two operational plans, each for a different special occasion and different site environment
- use one of the above plans to coordinate staging of floristry displays for one special occasion to be chosen from the following types:
  - a funeral
  - a party
  - a religious celebration
  - a wedding.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- key features of these different types of special occasion:
  - funerals
  - parties
  - religious celebrations
  - weddings
- for each type of special occasion, these key features:
  - customer cultural and religious protocols and preferences for flowers, plant materials and designs
  - floristry product options, themes and styles
  - roles and responsibilities of different family members, officials and venue personnel
- intricate characteristics and interrelationships of elements and principles of design and use in floral products and displays for special occasions and venues:
  - elements of design:
    - texture
    - form

- colour

- space

- line

    - principles of design:

        - harmony

        - rhythm

        - balance

        - dominance

        - scale

        - proportion

        - contrast

- staffing requirements to service floral production and staging for special occasions

- operational constraints for:

    - display of floristry products in different climatic conditions

    - floral styling within different types of venue or sites:

        - on-site assembly and display

        - maintenance for optimum appearance

        - disposal of floristry products

- space and equipment requirements to construct special occasion products off-site at the floristry business and assemble and display at venue

- risk management issues to be considered for floral production and staging for special occasions

- a range of formats for, inclusions and uses of:

    - descriptive proposals for the floral styling of special occasions

    - operational plans to guide production and staging activities for special occasions

- potential environmental impacts of assembling and maintaining floral displays at venues and practices for:

    - reducing water and energy use

    - reducing wastage of floristry raw materials

- environmentally sound disposal methods for these types of floristry construction waste at venues:

    - hazardous substances

    - spoiled and diseased flower and plant materials

    - flower and plant materials that have a propensity to propagate weeds.

Assessment Conditions

Skills must be demonstrated in a floristry design and special occasion display environment. This can be:

- an industry workplace or special occasion venue

- a simulated industry environment operated within a training organisation. This includes special occasion venues operated within a training organisation such as function rooms, restaurants, outdoor courtyards or gardens.

Assessment must ensure use of:

- computers and general software programs to document proposals and operational plans
- customer briefs for special occasions
- information about the spatial parameters and constraints of special occasion venues to allow the individual to consider appropriate floral styling concepts
- templates to record proposals and operational plans
- customers with whom the individual can consult; these can be:
  - paying customers an industry workplace with whom the individual consults during the assessment process or
  - people who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation
- a team of other florists with whom the individual can interact to coordinate production team outcomes
- venue staff with whom the individual can interact to manage on-site assembly and display of floristry products; team and venue staff can be:
  - florists and venue staff in an industry workplace or
  - people who participate in project activities, role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation
- assessment activities that allow the individual to:
  - work with commercial speed, timing and productivity to complete proposals within nominated deadlines
  - coordinate on-site assembly and display of floristry products in live time where time pressures and constraints play a key factor.

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

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

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1fbe7a66-4c60-4b1c-8616-a3e693d9d8b9

Service and Creative Skills Australia

SFLDEC011 Style and manage floristry for events

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to plan the provision of floristry products and services for events including large or themed social or corporate events, exhibitions and festivals. It requires the ability to identify event objectives and scope, customer operational needs and style preferences, prepare and confirm concept proposals, prepare and implement operational plans and manage the staging of floral displays at the venue.

This unit applies to all floristry industry businesses including retail floristry shops, studio floristry businesses and those that specialise in corporate or special events. It applies to senior florists, specialist floral designers and stylists who operate with significant autonomy, have considerable experience across product categories and are responsible for making a range of strategic design, operational and team decisions.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Design and Construction

Unit Sector

Floristry

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

1. Identify event objectives and scope	1.1 Discuss and clarify, with event planner, event objectives and scope and design preferences for theme and style.
	1.2 Liaise with event planner to determine budget and key venue and operational issues for event.
2. Prepare and present concept proposal.	2.1 Analyse and document event staging requirements based on detailed review of customer brief.
	2.2 Contribute ideas to event concept, theme and format.
	2.3 Identify and define key floristry styling requirements in consultation with event planner to reflect event objectives and requirements.
	2.4 Develop options and ideas for floral styling theme and incorporate creative elements.
	2.5 Analyse and verify operational practicality of floristry concept through consultation with colleagues and event planner.
	2.6 Consider options to reduce negative environmental impacts of production and staging.
	2.7 Present creative and descriptive proposal including accurate information on floral styling concept, range and style of floristry products.
	2.8 Negotiate final cost and details and obtain event planner approval to proceed with specific designs.
3. Prepare and implement operational plan for floral styling of event.	3.1 Prepare operational plan identifying purchasing budget and logistics for production and staging of event products and services.
	3.2 Incorporate appropriate risk management issues into plan.
	3.3 Review, verify and finalise details with event planner.
	3.4 Provide accurate information on operational plan to floristry team to ensure timely and effective planning and implementation.
	3.5 Implement, monitor and adjust operational plan throughout production and staging of products and services.
4. Coordinate staging of floral displays at event.	4.1 Coordinate delivery or transport arrangements.
	4.2 Monitor loading and unloading of all floristry products.
	4.3 Coordinate on-site assembly and display of floristry products according to job specifications and operational plan.
	4.4 Evaluate quality of display and negotiate changes

with venue staff and event planner.

4.5 Monitor and maintain floristry products to ensure optimum appearance throughout life of event.

5. Dismantle floral styling.

5.1 Coordinate transport arrangements.

5.2 Coordinate removal and disposal of floristry products and ensure minimal environmental impacts.

5.3 Obtain post-event feedback to evaluate satisfaction and use to enhance future service provision.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed below:

Skill	Description
Reading skills to:	• interpret complex briefs and unfamiliar and complex event and venue information.
Oral communication skills to:	• ask open and closed probe questions and actively listen to discuss and negotiate key floristry styling requirements.
Numeracy skills to:	• calculate dimensions of display areas and appropriate size of floristry products to suit • calculate timeframes for production and staging of event products and services.
Problem solving skills to:	• anticipate and review production, service and venue difficulties and abandon unfeasible ideas before submitting proposals.
Planning and organising skills to:	• produce and use cohesive operational plans to guide production and staging activities for self and others • efficiently manage operational logistics for delivery of event products and services for self and others.
Self-management skills to	• critically analyse event objectives, staging requirements and input from self, colleagues and event planners.
Technology skills to:	• use computers and software programs to develop and document concept proposals and operational plans.

Unit Mapping Information

SFLDEC511A Style and manage an event

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1fbe7a66-4c60-4b1c-8616-a3e693d9d8b9

Assessment Requirements for SFLDEC011 Style and manage floristry for events

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- respond to customer briefs, event objectives and prepare:
  - two concept proposals, each for a different event and different site environment
  - two operational plans, each for a different event and different site environment
- use one of the above plans to coordinate staging of floristry displays for one event to be chosen from the following types:
  - a large themed social event
  - a corporate event
  - an exhibition.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- key features of these different types of events:
  - large themed social events
  - corporate events
  - exhibitions
  - community and other festivals
- for each type of event, these key features:
  - interrelationship between floral styling and other event aspects
  - types of customer attendees and quality expectations
  - floristry product options, themes and styles
  - roles and responsibilities of event planners, on-site event managers, technical staging and venue personnel
- intricate characteristics and interrelationships of elements and principles of design and use in large, complex or themed floral products and displays for events and event venues:
  - elements of design:
    - texture
    - form

- colour

- space

- line
    - principles of design:
        - harmony
        - rhythm
        - balance
        - dominance
        - scale
        - proportion
        - contrast
- staffing requirements to service floral production and staging for events
- operational constraints for:
    - display of floristry products in different climatic conditions
    - floral styling within different types of venue or sites:
        - on-site assembly and display
        - maintenance for optimum appearance
        - disposal of floristry products
- space and equipment requirements to construct event products off-site at the floristry business and assemble and display at event site
- risk management issues to be considered for floral production and staging for events
- a range of formats for, inclusions and uses of:
    - descriptive concept proposals for the floral styling of events
    - operational plans to guide production and staging activities for events
- potential environmental impacts of assembling and maintaining floral displays at event venues and sites and practices for:
    - reducing water and energy use
    - reducing wastage of floristry raw materials
- environmentally sound disposal methods for these types of floristry construction waste at event venues and sites:
    - hazardous substances
    - spoiled and diseased flower and plant materials
    - flower and plant materials that have a propensity to propagate weeds.

Assessment Conditions

Skills must be demonstrated in a floristry design and event display environment. This can be:

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

Assessment must ensure use of:

- computers and general software programs to document concept proposals and operational plans
- customer briefs for events
- information about the spatial parameters and constraints of event venues to allow the individual to consider appropriate floral styling concepts
- templates to record concept proposals and operational plans
- clients or event planners with whom the individual can consult
- a team of other florists with whom the individual can interact to coordinate production team outcomes
- venue staff with whom the individual can interact to manage on-site assembly and display of floristry products; clients, event planners and venue staff can be:
  - clients, event planners, florists and venue staff in an industry workplace or
  - people who participate in project activities, role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation
- assessment activities that allow the individual to:
  - work with commercial speed, timing and productivity to complete concept proposals within nominated deadlines
  - coordinate on-site assembly and display of floristry products in live time where time pressures and constraints play a key factor.

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

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

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1fbe7a66-4c60-4b1c-8616-a3e693d9d8b9

SFLDEC012 Interpret floristry design briefs

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to interpret customer needs and product preferences for custom made floristry products. It requires the ability to determine initial design specifications, to contribute ideas and present options through ongoing customer liaison until final design briefs are agreed.

This unit applies to all floristry industry businesses including retail floristry shops, studio and online businesses and those that specialise in corporate or special events. It applies to florists who work with some level of independence and under limited supervision and guidance from others.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Design and Construction

Unit Sector

Floristry

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Determine customer needs and product	1.1 Discuss and clarify function and quantity of floristry products to be designed.

	expectations.	1.2	Identify any operational constraints for display or use of floristry products.
		1.3	Determine specific customer preferences for colour, style and flower and plant materials.
		1.4	Determine customer budget and define parameters.
		1.5	Contribute ideas to enhance customer proposal.
		1.6	Agree on timeframes for presentation of designs.
		1.7	Create records and notes to administer customer details and requirements.
2.	Adhere to design brief.	2.1	Work within identified design specifications to generate, trial and evaluate customer designs.
		2.2	Adapt designs within budgetary and operational constraints where customer brief is impractical.
3.	Liaise with customer to finalise design brief.	3.1	Hold ongoing discussions about designs to satisfy customer product expectations.
		3.2	Present creative ideas for floristry designs, accurately describe proposed design and use basic sketches and photographs as required.
		3.3	Present and negotiate different creative options to enhance customer brief.
		3.4	Seek and act on client feedback.
		3.5	Negotiate final cost and details and obtain customer approval to proceed with construction of specific designs.
		3.6	Ensure construction job specifications incorporate all details of finalised design brief.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed below:

Oral communication skills to:	• ask open and closed probe questions and actively listen to determine customer design preferences, budgets and operational requirements
	• clearly represent design ideas to customers.
Planning and organising skills to:	• collect, record and evaluate customer information to determine initial and final design brief
	• manage own timing and productivity to present design ideas within deadlines.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet -
https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1fbe7a66-4c60-4b1c-8616-a3e693d9d8b9

Assessment Requirements for SFLDEC012 Interpret floristry design briefs

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- interpret initial customer briefs and liaise with customers to finalise design briefs for custom made floristry products of two types to be chosen from the following list:
  - arrangements for a party
  - religious celebration products
  - Mother's Day gift
  - Valentine's Day gift
  - birthday gift.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- different ways that floristry industry customers present initial briefs:
  - verbal
  - written
- format, inclusions and terminology of typical written design briefs presented to florists
- different methods for presenting floristry design ideas in response to a brief:
  - verbal
  - written
  - using basic sketches and photographs
- key features of floristry products, themes and styles for:
  - parties
  - religious celebrations
  - mother's day
  - valentine's day
  - birthday gifts.

Assessment Conditions

Skills must be demonstrated in a floristry industry sales and design environment. This can be:

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

Assessment must ensure use of:

- sketching materials and tools
- cameras, which can include phone cameras
- customer briefs on which to work, including product and style preferences, budgets and operational constraints for display or use of floristry products
- customers with whom the individual can interact to discuss initial and evolving briefs; these can be:
  - paying customers in an industry workplace who are served by the individual during the assessment process or
  - people who participate in project activities, role plays or simulated activities, set up for the purpose of assessment, within a training organisation
- assessment activities that allow the individual to work with commercial speed, timing and productivity to present design ideas within nominated deadlines.

Assessment of this unit of competency must be conducted by assessors who:

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

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1fbe7a66-4c60-4b1c-8616-a3e693d9d8b9

SFLDEC013 Plan floristry designs with clients

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to work proactively with a client to develop and refine their design requirements for floristry products. At this level, floristry products would be complex, innovative, for an ongoing corporate contract or for events or exhibitions.

This unit applies to all floristry industry businesses including retail floristry shops, and studio floristry businesses. It applies to senior and specialist floral designers and floral stylists who operate with significant autonomy, have considerable experience across product categories and have a strategic design focus as part of their job role.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Design and Construction

Unit Sector

Floristry

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Identify scope of client requirements.	1.1 Consult with client to clarify overall objectives for floristry products, context for display and scope of required

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	products.
	1.2 Liaise with client to identify and define budget and key venue and operational issues for display.
	1.3 Determine deadlines for finalisation of concept proposals and presentation of designs.
	1.4 Negotiate and agree terms and conditions of the brief and design project.
2. Determine product expectations.	2.1 Discuss and clarify specific client preferences for colour, style and theme of floristry products to be designed.
	2.2 Determine quality expectations of client and client audience.
	2.3 Encourage and assess contribution of client ideas.
	2.4 Proactively suggest initial innovative and creative ideas to reflect client objectives.
	2.5 Evaluate client response to highly creative suggestions and determine threshold of acceptance.
	2.6 Agree on final nature of design brief and accurately document details.
3. Present and negotiate concept proposals.	3.1 Generate and evaluate design options based on detailed review of client requirements and preferences.
	3.2 Present creative proposals including accurate information on floral styling concept, range and style of floristry products.
	3.3 Use descriptive text, sketches and photographs to enhance client understanding.
	3.4 Analyse and verify operational and budgetary feasibility of floristry concepts in consultation with client.
	3.5 Engage in ongoing discussions and elicit client feedback on different design options to satisfy product expectations.
	3.6 Assist client to select concepts that achieve a creative and feasible outcome.
	3.7 Negotiate final cost and details and obtain customer approval to proceed with specific designs.
4. Adhere to design expectations.	4.1 Work within identified design specifications to generate, trial and evaluate designs.
	4.2 Present information on progression of designs within nominated deadlines.
	4.3 Adapt designs to changing client requirements or preferences within parameters of agreed costs and deadlines.

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Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed below:

Skill	Description
Oral communication skills to:	• ask open and closed probe questions and actively listen to clients to generate and refine designs • clearly represent complex and innovative design concepts to clients.
Problem solving skills to:	• anticipate and assess production and display difficulties and abandon unfeasible ideas before submitting proposals.
Initiative and enterprise skills to:	• develop and suggest creative design concepts to enhance customer proposals.
Planning and organising skills to:	• collect, record and evaluate client information to determine initial and final designs • manage own timing and productivity to present designs within deadlines.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1fbe7a66-4c60-4b1c-8616-a3e693d9d8b9

Assessment Requirements for SFLDEC013 Plan floristry designs with clients

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- work proactively with clients to develop and refine designs for floristry products of two types to be chosen from the following list:
  - large scale corporate displays
  - themed displays for an event or festival
  - themed displays for a wedding
  - floral displays for exhibitions
  - corporate supply contract (which could be provision of corporate weekly flowers or third party supply contract to an organisation which on-sells, e.g. a hotel banqueting department).

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- typical role boundaries of florists in developing and refining client design requirements
- principles of positive communication and negotiation
- open and closed questioning techniques used to elicit information and feedback
- communication methods which convey information clearly and concisely
- format, inclusions and terminology of typical written design briefs presented to florists
- a range of formats for, inclusions and uses of descriptive concept proposals for floristry designs
- methods of sketching or digitally representing floral designs
- key features of floristry products, themes and styles for:
  - corporate displays
  - themed displays for events and festivals
  - themed displays for weddings
  - floral displays for exhibitions.

Assessment Conditions

Skills must be demonstrated in a floristry industry sales and design environment. This can be:

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

Assessment must ensure use of:

- computers and general software programs to document concept proposals
- sketching materials and tools
- cameras, which can include phone cameras
- client briefs on which to work, including product and style preferences, budgets and operational constraints for display of floristry products
- clients with whom the individual can interact to discuss initial and evolving designs; these can be:
  - clients in an industry workplace or
  - people who participate in project activities, role plays or simulated activities, set up for the purpose of assessment, within a training organisation
- assessment activities that allow the individual to work with commercial speed, timing and productivity to present designs within nominated deadlines.

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

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

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1fbe7a66-4c60-4b1c-8616-a3e693d9d8b9

SFLDEC014 Research theories of creativity

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to research and critically evaluate theories of creativity and creative thinking techniques and to use that research as a way of extending expertise in creative and innovative floristry design.

This unit applies to all floristry industry businesses including retail floristry shops, and studio floristry businesses and those that specialise in corporate or special events. It applies to senior and specialist floral designers and floral stylists who work with significant autonomy, have considerable experience across product categories and have a strategic design focus as part of their job role.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Design and Construction

Unit Sector

Floristry

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Explore creativity.	1.1 Assess and select research strategies for exploration of theories of creativity.

	1.2	Identify and explore past and current information about creativity and creative thinking techniques.
	1.3	Research information on how designers and artists apply creativity to the design process.
2. Evaluate information to inform work practice.	2.1	Expand knowledge of creativity through critical analysis of information.
	2.2	Use information to challenge own past use of creativity and innovation in floristry designs.
	2.3	Analyse ways in which theories of creativity and creative thinking techniques may be used or adapted to current work practice.
	2.4	Assess the commercial viability of producing highly creative and innovative floristry designs.
	2.5	Use information to generate debate and critical analysis of creativity in floristry design.
	2.6	Develop position on theories of creativity and integrate into professional design practice.
3. Extend floristry designs using a creative approach.	3.1	Use information presented by research to extend and refine a creative approach to floristry designs.
	3.2	Practise and experiment with creative thinking techniques to choose preferred approaches to own creative practice.
	3.3	Collaborate with other professionals on a creative approach to floristry designs to support self-development.
	3.4	Use practice, feedback, professional discussion and evaluation to continually improve creativity of floristry designs.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed below:

Reading skills to:	•	interpret and analyse information about complex and conceptual ideas on creativity.
Oral communication skills to:	•	articulate and debate conceptual ideas with professional design colleagues.
Initiative and enterprise skills to:	•	proactively use opportunities to update knowledge of a creative approach to floristry designs.
Teamwork skills to:	•	use professional discussions with other florists to analyse

	creativity in floristry design.
Planning and organising skills to:	• establish a research process, collect and evaluate research data to inform professional development.
Self-management skills to:	• critically analyse information and formulate positions on theories of creativity.
Technology skills to:	• use computers and the Internet to research information.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1fbe7a66-4c60-4b1c-8616-a3e693d9d8b9

Assessment Requirements for SFLDEC014 Research theories of creativity

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- complete a research project using information from at least three different sources to:
  - identify and explore:
    - theories of creativity
    - creative thinking techniques
    - how florists, designers and artists apply creativity to the design process
  - develop a report which covers:
    - analysis of theories of creativity and creative thinking techniques
    - impacts on own current design practice
    - implications for the commercial viability of producing highly creative and innovative floristry designs
    - experience of experimenting with creative thinking techniques and chosen options
    - information on discussions and debates and the individual's position on theories of creativity
    - plans for integrating creativity to own professional design practice
    - any experiences where design skills have been extended by using new creative thinking techniques during or post research.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- research strategies
- sources of reliable information on theories of creativity and creative thinking techniques:
  - innovative business organisations
  - industry journals and trade magazines
  - published articles and conference papers
  - text books
  - university publications
- methods for engaging in professional discussion and debate
- definitions of creativity

- different theories of creativity:
  - historical perspectives
  - current and emerging thinking
- relationship of theories of creativity and creativity in practice
- benefits of creativity for individuals and businesses
- a range of creative thinking techniques:
  - brainstorming
  - daydreaming and mental wandering
  - lateral thinking games
  - making associations
  - mind mapping
  - trigger words
  - use of metaphors and analogies
  - visualisation
  - wishful thinking.

Assessment Conditions

Assessment must ensure use of:

- computers and the Internet to research information
- publications and texts on creativity
- people with whom the individual can engage in professional discussion; these can be:
  - people in an industry workplace or
  - people who participate in project activities, role plays or simulated activities, set up for the purpose of assessment, within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1fbe7a66-4c60-4b1c-8616-a3e693d9d8b9

SFLDEC015 Research global floristry trends

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to research and critically evaluate global floristry design trends and practice at a strategic level, and to use that research as a way of extending expertise in floristry design and construction.

This unit applies to all floristry industry businesses including retail floristry shops, and studio floristry businesses and those that specialise in corporate or special events. It applies to senior and specialist floral designers and floral stylists who work with significant autonomy, have considerable experience across product categories and have a strategic design focus as part of their job role.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Design and Construction

Unit Sector

Floristry

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Explore floristry design trends and practice.	1.1 Assess and select research strategies for exploration of global floristry design ideas and concepts.

	1.2 Identify and explore new and alternative sources of information.
	1.3 Research information on the history and evolution of the global floristry industry as a context for current work practice.
	1.4 Identify and explore current, emerging technology and innovative ideas in floristry design practice.
	1.5 Identify consumer markets for innovative floristry designs.
2. Evaluate information to inform work practice.	2.1 Use information to challenge own past design practice and personal style.
	2.2 Analyse ways in which trends may be used or adapted to current work practice and generate commercial opportunities.
	2.3 Assess the commercial viability of producing floristry designs that align to new and emerging trends.
	2.4 Use information to generate discussion and critical analysis of floristry design trends.
	2.5 Develop position on global design trends and emerging technology and integrate into professional design practice.
3. Extend floristry design skills and knowledge.	3.1 Assess implications of design trends, re-evaluate and refine approaches to own design practice.
	3.2 Use opportunities presented by research to extend and refine floristry design skills and knowledge.
	3.3 Collaborate with other professionals on floristry design practice to support self-development.
	3.4 Use practice, feedback, professional discussion and evaluation to continually improve skills.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed below:

Skill	Description
Reading skills to:	• interpret and analyse information about complex and strategic design concepts, floral design trends and emerging technology.
Oral communication skills to:	• articulate and debate conceptual ideas with professional design colleagues.
Initiative and enterprise	• proactively use opportunities to update knowledge of global

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skills to:	floristry design trends and emerging technology.
Teamwork skills to:	• use professional discussions with other florists to analyse floristry design trends.
Planning and organising skills to:	• establish a research process, collect and evaluate research data to inform professional development.
Self-management skills to:	• critically analyse information and formulate positions on design trends.
Technology skills to:	• use computers and the Internet to research information.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1fbe7a66-4c60-4b1c-8616-a3e693d9d8b9

Assessment Requirements for SFLDEC015 Research global floristry trends

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- complete a research project using information from at least three different sources to:
  - identify and explore current, emerging technology and innovative ideas in floristry design practice
  - develop a report which covers:
    - analysis of emerging floristry design trends and technology
    - implications for their adoption including implications for the commercial viability of floristry designs that align to new and emerging trends
    - impacts on current design practice
    - potential for generating commercial opportunities
    - information on discussions and debates and the individual's position on global design trends and emerging technology
    - plans for integrating new and emerging trends to own professional design practice
    - any experiences where design skills have been extended by using new and emerging trends during or post research.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- research strategies
- sources of reliable information on global floristry design trends and emerging technology:
  - grower associations
  - industry associations
  - professional design practitioners
  - industry journals and trade magazines
  - university publications
- primary functions of local, national and international design industry networks
- methods for engaging in professional discussion and debate
- evolution of the global and Australian floristry industry
- emerging floristry design trends and technology and:

- implications for their adoption
- impacts on current design practice
- potential for generating commercial opportunities.

Assessment Conditions

Assessment must ensure use of:

- computers and the Internet to research information
- trade magazines
- people with whom the individual can engage in professional discussion; these can be:
  - people in an industry workplace or
  - people who participate in project activities, role plays or simulated activities, set up for the purpose of assessment, within a training organisation.

Assessors must satisfy the Standards for Registered Training Organisation's requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1fbe7a66-4c60-4b1c-8616-a3e693d9d8b9

SFLMGT001 Coordinate floristry work teams

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to organise staffing levels to meet operational requirements, effectively communicate workplace requirements to team members, informally train team members in workplace skills and procedures and motivate team performance.

This unit applies to all floristry industry businesses including retail floristry shops, studio or online businesses and those that specialise in corporate or special events. It applies to senior florists who work independently and take a lead role in coordinating the day-to-day team, operational and business activities of small floristry businesses.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Management

Unit Sector

Floristry

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes of the unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Monitor and organise	1.1 Assess current and projected volume and type of work.

staffing levels.	1.2 Determine staffing levels to meet sales and production needs.
	1.3 Develop rosters according to relevant industrial arrangements and within wage budgets.
	1.4 Roster teams with the most effective skills mix to meet sales and operational requirements.
	1.5 Communicate rosters to team members in clear formats and within organisational timeframes.
	1.6 Adjust rosters, as required, according to staff availability.
	1.7 Maintain staffing records according to organisational procedures.
2. Inform team members.	2.1 Clearly communicate roles, responsibilities and expectations and advise individual and team work accountability.
	2.2 Inform team members of expected standards of work and behaviour required by organisational policies at a level and pace appropriate to the individual.
	2.3 Provide staff induction on key organisational and team requirements.
	2.4 Conduct staff meetings or briefings to address sales and production issues.
	2.5 Provide team members with information about relevant sales and production targets.
3. Coach on the job.	3.1 Identify need for coaching based on observation of team member's skills and knowledge and through discussion.
	3.2 Systematically explain and demonstrate specific skills and explain the workplace application.
	3.3 Communicate required knowledge and check team member understanding.
	3.4 Advise organisational procedures for completing workplace tasks.
	3.5 Provide team member with opportunity to practise skills and ask questions.
	3.6 Provide feedback in a constructive and supportive manner.
	3.7 Encourage and guide team member to evaluate own performance and self-diagnose areas for improvement.
	3.8 Monitor progress of new workplace skills and provide ongoing assistance.
4. Motivate the team.	4.1 Identify strengths and weaknesses of team against current and anticipated work requirements.

4.2 Encourage individuals to contribute to discussion and planning of team objectives and goals.

4.3 Update and review team objectives and goals regularly.

4.4 Develop positive and constructive relationships with and between team members.

4.5 Treat all team members fairly, equally and with respect.

4.6 Act as a positive role model through high standards of personal performance and ongoing development of own competencies.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed below:

Skill	Description
Reading skills to:	• interpret familiar and detailed organisational policies and procedures • interpret complex provisions of industrial awards and agreements.
Oral communication skills to:	• develop rapport with and nurture ongoing positive relationships with team members • ask open and closed probe questions and actively listen to determine team members' understanding of a range of complex workplace issues.
Numeracy skills to:	• complete complex analysis of volume of floristry work and calculate staffing requirements to meet workload.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1fbe7a66-4c60-4b1c-8616-a3e693d9d8b9

Assessment Requirements for SFLMGT001 Coordinate floristry work teams

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- evaluate given business data to forecast required staffing levels for:
  - general floristry business activities for the forthcoming month or
  - a given floristry production job which may be a special order, special occasion or event
- develop rosters to meet the above business or production requirements
- provide an individual staff induction covering information on:
  - a floristry industry job description, role boundaries and responsibilities
  - two key organisational policies that relate to general work practices and behaviours
- conduct a staff meeting or briefing to discuss issues associated with a given floristry production job
- complete one, half day coaching session with an individual for a chosen floristry skill and its associated workplace procedures.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- types of business data and methods used to forecast required staffing levels:
  - historical sales figures and peak trading periods
  - future confirmed special orders, special occasions and events
- for the business activity or event subject to rostering:
  - operational requirements
  - skills mix required of the team
  - wage budget
- sources of information on awards for the floristry industry and specific industrial agreements for the organisation
- the key provisions of applicable industrial awards or agreements:
  - minimum and maximum hours of work
  - meal and other breaks
  - mandated breaks between shifts

- - employment classifications and remuneration scales
  - standard, overtime and penalty pay rates
- a range of formats for and inclusions of staff rosters
- a range of methods used to communicate rosters
- format, content and use of key staffing records:
  - personnel files
  - accrued leave entitlements
  - rostering records
- for the floristry organisation:
  - key roles, role boundaries and responsibilities
  - expected standards of work and behaviour outlined in organisational policies
  - sales and production targets for different jobs
- methods used to provide on-the-job training:
  - explanation
  - demonstration
  - review
  - listening to trainee explanation
  - observing and evaluating trainee demonstration
  - providing feedback
- techniques for motivating team members and building a team-oriented environment.

Assessment Conditions

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

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

Assessment must ensure use of:

- computers, printers and general software programs used to produce rosters and maintain staff records
- business data for the forecasting of required staffing levels which can be:
  - actual data used by a floristry business or
  - generated by a registered training organisation for the purposes of project and assessment activities
- template documents:
  - staff rosters
  - personnel files
  - accrued leave entitlements
  - sales and production targets

- awards for floristry industry employees
- job descriptions outlining roles and responsibilities
- a range of organisational policies outlining requirements for workplace behaviour
- a team whose overall performance is the responsibility of the individual; this can be:
  - people in an industry workplace or
  - people who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

Aspects of this unit can either be assessed through:

- work activities within a floristry business or
- project activities and simulated business scenarios provided within a training organisation.

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

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

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1fbe7a66-4c60-4b1c-8616-a3e693d9d8b9

SFLSOP001 Source information on floristry products and services

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to source and use fundamental information about the floristry industry and the various products and services it provides. It requires the ability to identify appropriate information sources and to research, develop and maintain a knowledge base. This essential knowledge underpins effective performance for all sales, design and construction activities.

This unit applies to all floristry industry businesses including retail floristry shops, studio or online businesses and those that specialise in corporate or special events. It applies to florists working at all levels including junior and senior florists, studio florists and floral designers.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Sales and Operations

Unit Sector

Floristry

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Source and use	1.1 Identify the sales or operational need for industry and

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<tbody>
<tr>
<td>information about the floristry industry.</td>
<td>product information.</td>
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	1.2 Identify sources of information on the floristry industry.
	1.3 Access and interpret information about industry structure and operation and use to assist with sales and operational duties.
	1.4 Obtain information on laws specifically relevant to the floristry industry and work compliantly.
2. Source and use information on floristry products.	2.1 Use a range of methods to obtain information on products and services frequently sold by the floristry industry.
	2.2 Read and interpret specific product information to develop product knowledge and enhance quality of work performance.
	2.3 Identify features of the particular floristry product range of the business and use in day-to-day activities.
	2.4 Obtain information on suppliers of floristry materials and use in day-to-day activities.
	2.5 Record and store information for future use.
3. Update knowledge of floristry industry and products.	3.1 Update knowledge of floristry industry, products and services regularly.
	3.2 Seek feedback from colleagues and customers on experiences with floristry products and services.
	3.3 Share updated information with colleagues.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed below:

Skill	Description
Reading skills to:	• comprehend the content of plain English information about laws • interpret unfamiliar and detailed in-house and supplier product information documents.
Writing skills to:	• produce notes, summarise and record information in basic documents such as information sheets, portfolios and files.
Oral communication skills to:	• ask open and closed probe questions and actively listen to clarify information from other florists, suppliers and industry bodies.
Self-management skills to:	• take responsibility for sourcing and updating current and emerging floristry industry information and products and services.

Technology skills to: • use a computer and keyboard and the Internet to search for information.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1fbe7a66-4c60-4b1c-8616-a3e693d9d8b9

Service and Creative Skills Australia

Assessment Requirements for SFLSOP001 Source information on floristry products and services

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- access and interpret information about the structure and operation of the floristry industry from these sources:
  - an industry association
  - a trade magazine
  - a relay organisation
- obtain plain English information about laws specifically relevant to the floristry industry from:
  - local liquor licensing regulator
  - local food safety regulator
- use this range of methods to obtain information on products and services frequently sold by the floristry industry:
  - personal on-site observation of retail and online florists
  - accessing and reading promotional information including product brochures
  - reading trade magazines
  - sourcing information from growers
- use the Internet to research and obtain information on this range of suppliers of floristry materials:
  - major flower and plant material growers and wholesalers located:
    - locally
    - regionally
    - intra state
    - interstate
    - overseas
  - major local wholesale suppliers of:
    - foodstuffs and alcohol
    - horticultural items
    - novelties and toys
    - presentation materials
    - wrapping and packaging materials.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- sources of information on:
  - structure and operation of the floristry industry
  - products and services sold by the floristry industry
  - floristry industry suppliers
- structure of the floristry industry and for a range of business types:
  - key operational characteristics
  - business to business relationships
- primary functions of these types of organisations; especially those with which the organisation has a relationship:
  - distribution organisations
  - growers
  - industry associations
  - relay services
  - supply organisations
- basic aspects of local state or territory and commonwealth laws specifically relevant to the floristry industry:
  - environmental protection:
    - requirements that must be met by floristry businesses when sourcing and selling imported or rare, endangered, protected or quarantined plants
    - enforcement role of Australian Quarantine and Inspection Service (AQIS) and state or territory national parks and wildlife services
  - responsible service of alcohol provisions of liquor licensing law:
    - requirements that must be met when selling alcohol as part of gift hampers
  - food safety:
    - requirements that must be met when handling and selling food items as part of gift hampers
- major categories of floristry products and services sold by the industry and their key features:
  - ancillary merchandise
  - cash and carry arrangements
  - corporate products and services
  - custom-made products
  - design consultancy
  - event products and services
  - display or stock items
  - horticulture products
  - relay organisation

- special occasion products and services
- transportation and delivery
- methods and formats used to record and store information:
  - self-produced information sheets
  - portfolios
  - electronic or hard copy files.

Assessment Conditions

Assessment must ensure use of:

- computers and the Internet to source information
- either electronic or hard copies of:
  - trade magazines
  - grower and other supplier brochures and information sheets
- current plain English regulatory documents distributed by government regulators for:
  - environmental protection law
  - responsible service of alcohol provisions of liquor licensing law
  - food safety.

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

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

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1fbe7a66-4c60-4b1c-8616-a3e693d9d8b9

SFLSOP002 Work effectively in the floristry industry

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to work effectively in the floristry industry by integrating knowledge of workplace rights and responsibilities and organisational policies and procedures, and by using effective team and individual work practices to plan and organise daily work activities.

This unit applies to all floristry industry businesses including retail floristry shops, studio or online businesses and those that specialise in corporate or special events. It applies to florists working at all levels including junior and senior florists, studio florists and floral designers.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Sales and Operations

Unit Sector

Floristry

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Source and use information on employment rights and responsibilities.	1.1 Identify and access current information sources on employee and employer rights and responsibilities.
	1.2 Obtain and interpret key information on laws for

		anti-discrimination, harassment and equal employment opportunity.
	1.3	Source and interpret information on national employment standards and specific employment arrangements for current role.
	1.4	Comply with all employment requirements.
2. Work within organisational requirements.	2.1	Interpret and comply with key employment policies to support organisational culture.
	2.2	Seek advice from supervisors and managers to ensure understanding of organisational requirements.
	2.3	Interpret staff rosters and provide notice of availability according to organisational procedures.
	2.4	Use designated lines of communication and reporting.
3. Use effective work habits.	3.1	Plan and organise daily work activities within scope of responsibility.
	3.2	Act promptly on instructions, information and follow procedures relevant to the task.
	3.3	Seek advice and direction from appropriate staff to clarify workplace instruction and information.
	3.4	Prioritise and complete competing tasks within designated timeframes.
4. Work in a team.	4.1	Cooperatively participate in work-team tasks and goals.
	4.2	Work within own role boundaries and recognise roles and responsibilities of other staff.
	4.3	Seek assistance from team members, supervisors and managers when required.
	4.4	Offer assistance proactively, and respond to requests for assistance to maximise efficiency and quality of daily work-team outcomes.
	4.5	Encourage, acknowledge and act on constructive feedback provided by team members.
	4.6	Recognise, respect and accommodate cultural differences within the team.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed below:

Service and Creative Skills Australia

Skill	Description
Reading skills to:	• interpret detailed organisational policies and procedures • interpret unfamiliar plain English documents which describe workplace laws, rights and responsibilities.
Oral communication skills to:	• ask open and closed probe questions and actively listen to clarify workplace instruction, team needs and policies and procedures
Technology skills to:	• use a computer and keyboard and the Internet to search for information.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1fbe7a66-4c60-4b1c-8616-a3e693d9d8b9

Assessment Requirements for SFLSOP002 Work effectively in the floristry industry

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- access and interpret information about employment rights and responsibilities from these sources:
  - employer associations
  - Fair Work Commission
  - Fair Work Ombudsman
  - state and territory government boards and commissions for anti-discrimination and equal employment opportunity
  - staff handbooks
  - trade unions
- source information on this range of employee and employer workplace rights and responsibilities:
  - Fair Work Act 2009: minimum workplace entitlements provided by the National Employment Standards (NES)
  - relevant state or territory anti-discrimination or equal employment opportunity law:
    - harassment provisions: types of discrimination and harassment, rights and responsibilities of employees and employers and consequences of non-compliance with the law
    - equal employment opportunity (EEO) provisions: rights of employees and responsibilities of employers to make merit based employment decisions
    - role of relevant state or territory board or commission in managing complaints
  - industrial awards for floristry employees
- access and interpret this range of organisational policies and procedures that relate to general work practices:
  - accepting, declining and amending rostered hours
  - personal and carer's leave
  - counselling and discipline
  - grievances
  - equal employment opportunity
  - discrimination and harassment
  - terms and conditions of employment

- plan and organise daily work activities and work effectively as a team member across four three hour work, training or assessment periods which must be used to combine assessment of this unit with SFLSOP or SFLDEC coded units.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- sources of information on employment rights and responsibilities as specified in the performance evidence
- basic aspects of employment related laws covering rights and responsibilities of employees and employers as specified in the performance evidence
- basic aspects of industrial awards for floristry employees
- primary functions of trade unions for floristry employees
- organisational policies and procedures that relate to general work practices as specified in the performance evidence
- typical terms and conditions of employment for floristry businesses
- general role boundaries and responsibilities for key floristry industry staff:
  - floristry assistants
  - florists and senior florists
  - supervisors and managers within retail floristry shops, studios and online businesses
- basic principles of positive teamwork.

Assessment Conditions

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

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

Assessment must ensure use of:

- computers, keyboards and printers
- the Internet
- current plain English guidelines issued by regulatory bodies covering:
  - minimum workplace entitlements provided by the National Employment Standards (NES)
  - relevant state or territory anti-discrimination or equal employment opportunity law:
    - harassment provisions: types of discrimination and harassment, rights and responsibilities of employees and employers and consequences of non-compliance with the law
    - equal employment opportunity (EEO) provisions; rights of employees and responsibilities of employers to make merit based employment decisions

- role of relevant state or territory boards in managing complaints
- plain English information about industrial awards for floristry employees issued by regulatory bodies or unions
- organisational policies and procedures that relate to general work practices:
  - accepting, declining and amending rostered hours
  - personal and carer's leave
  - counselling and discipline
  - grievances
  - equal employment opportunity
  - discrimination and harassment
- team members with whom the individual can interact; these can be:
  - people in an industry workplace or
  - people who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

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

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

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1fbe7a66-4c60-4b1c-8616-a3e693d9d8b9

SFLSOP003 Recognise flower and plant materials

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to research and interpret details about flower and plant materials. It requires the ability to identify appropriate information sources and to develop and maintain a knowledge base in order to visually recognise and name flower and plant materials. This key workplace skill underpins effective performance for the design, construction and care of floristry products.

This unit applies to all floristry industry businesses including retail floristry shops, studio or online businesses and those that specialise in corporate or special events. It applies to florists working at all levels including junior and senior florists, studio florists and floral designers.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Sales and Operations

Unit Sector

Floristry

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Research and interpret information on flower and	1.1 Determine need and identify sources of information on flower and plant materials.

plant materials.	1.2 Use formal and informal research to source and select information on features of flower and plant materials.
	1.3 Interpret technical characteristics of flower and plant materials and use in day-to-day activities.
	1.4 Identify and interpret key information on seasonal availability of floristry materials.
	1.5 Record and store information for future use.
2. Identify and name flower and plant materials.	2.1 Visually recognise and use common and botanical names in day-to-day activities.
	2.2 Seek advice to accurately recognise and name flower and plant materials.
3. Update knowledge of flower and plant materials.	3.1 Continually update knowledge of flower and plant materials.
	3.2 Seek feedback from colleagues and customers on experiences with flower and plant materials.
	3.3 Share updated information with colleagues.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed below:

Skill	Description

Reading skills to:	• interpret:
	  • unfamiliar and detailed in-house and supplier product information documents
	  • reference books containing complex and unfamiliar technical information on flower and plant materials.

Writing skills to:	• produce notes, summarise and record information in basic documents such as information sheets, portfolios and files.
Oral communication skills to:	• ask open and closed probe questions and actively listen to clarify information from other florists and suppliers.
Self-management skills to:	• take responsibility for sourcing and updating current and emerging information on flower and plant materials.
Technology skills to:	• use a computer and keyboard and the Internet to search for information.

Unit Mapping Information

SFLSOP202A Recognise flower and plant materials

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1fbe7a66-4c60-4b1c-8616-a3e693d9d8b9

Assessment Requirements for SFLSOP003 Recognise flower and plant materials

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- access and select information about the features of flower and plant materials from:
  - growers' brochures and information sheets
  - trade magazines
  - product labels
  - reference books
- for a minimum of 70 fresh and dry flower and plant materials which must be a mix of non-Australian species whether they are grown in Australia or overseas and Australian species:
  - visually recognise and use common and botanical names
  - identify the:
    - features
    - technical characteristics
    - key information on seasonal availability.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- sources of information on flower and plant materials
- industry terminology and common abbreviations for flower and plant materials
- features, technical characteristics and key information on seasonal availability for an extensive range of fresh, dry and preserved flower and flower and plant materials:
  - non-Australian species whether they are grown in Australia or overseas
  - Australian species
- for each flower and plant material:
  - features:
    - appearance and colour of bloom, foliage, stem and bud
    - characteristics of the perfume
    - common and botanical nomenclature
    - common pests and diseases, their affects and post-harvest treatments

- country of origin
- toxicity and allergy characteristics
- vase life or lifespan
- technical characteristics:
  - conditioning requirements
  - handling requirements to avoid spoilage
  - impacts of fumigation on lifespan
  - post-harvest maintenance requirements
  - maturation requirements
  - preparation requirements
  - storage requirements
  - suitability for different special occasions or events
  - suitability of use for different floristry techniques
  - suitability of use in different styles of products
  - suitability to meet cultural or religious protocols and preferences
- key information on seasonal availability:
  - different seasons
  - availability to the floristry business
  - varieties out of season in the local region, state or territory that can be sourced interstate or overseas
- methods and formats used to record and store information:
  - self-produced information sheets
  - portfolios
  - electronic or hard copy files.

Assessment Conditions

Assessment must ensure use of:

- computers and the Internet to source information
- a diverse, comprehensive range of fresh and dry flower and plant materials:
  - non-Australian species whether they are grown in Australia or overseas
  - Australian species
  - potted plants
- either electronic or hard copies of:
  - growers' brochures and information sheets
  - trade magazines
  - product labels
  - reference books.

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

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

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1fbe7a66-4c60-4b1c-8616-a3e693d9d8b9

SFLSOP004 Receive and store floristry stock

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to receive and store all types of floristry stock including flowers, plant materials, perishable and non-perishable ancillary merchandise. It requires the ability to maintain the cleanliness of stock handling and storage areas, check and take delivery of floristry stock and appropriately store, rotate and maintain the quality of stock items.

This unit applies to all floristry industry businesses including retail floristry shops, studio or online businesses and those that specialise in corporate or special events. It applies to operational personnel who work with very little independence and under close supervision. However, in a small floristry business senior florists also undertake this function.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Sales and Operations

Unit Sector

Floristry

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Maintain cleanliness of	1.1. Clean and maintain stock handling and storage areas

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

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed below:

Skill	Description

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

Writing skills to:	• complete basic reports about stock discrepancies and quality issues.
Oral communication skills to:	• make accurate verbal reports on stock discrepancies and quality issues.
Numeracy skills to:	• count incoming, stored and rotated stock items • calculate and record numerical discrepancies • check supplier costs against order documents • complete basic calculations involving ratios to dilute cleaning products.
Planning and organising skills to:	• complete stock control activities in a logical and time-efficient sequence.
Technology skills to:	• use electronic equipment to control stock.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet -
https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1fbe7a66-4c60-4b1c-8616-a3e693d9d8b9

Assessment Requirements for SFLSOP004 Receive and store floristry stock

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- receive, store and rotate these types of perishable and non-perishable floristry stock over 3 supply periods:
  - fresh and dry flower and plant materials:
    - non-Australian species whether they are grown in Australia or overseas
    - Australian species
  - gift cards
  - gifts
  - novelties
  - perishable food
  - potted plants
  - wrapping and packaging materials:
    - bows
    - boxes
    - cellophane
    - paper
    - polypropylene
    - raffia
    - ribbons
- choose and prepare environmental conditions to:
  - store flowers, plant materials and perishable food items:
    - in cool rooms or refrigerators
    - at room temperature
  - protect flower and plant materials from exposure to:
    - accidental damage through pedestrian traffic
    - environmental heat and light
    - heating or air conditioning
    - winds and drafts.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- principles of stock control for perishable products:
  - rotation and replenishment
  - product life cycle and maximising the use of all stock
  - checking for slow moving items
  - segregation of food from non-food items that have potential to cross-contaminate
- functions and features of stock control systems:
  - computerised systems
  - electronic equipment
  - documentation
- floristry industry and organisational procedures for:
  - selection of quality incoming stock, including criteria
  - stock security
  - recording incoming stock
  - recording and reporting on discrepancies and quality deficiencies
  - recording stock levels
- key features of a wide variety of fresh, dry and preserved flower and plant materials:
  - visual characteristics to identify, handle and store appropriately
  - handling techniques to avoid spoilage
  - general care requirements
  - optimum environmental storage conditions, including temperature, light and humidity controls
- features of spoilt flower and plant materials
- characteristics of common flower and plant pests and diseases:
  - visual symptoms
  - segregation methods to avoid cross contamination
  - disposal methods
- optimum environmental storage conditions, including temperature, light and humidity controls, for perishable food commonly sold by the floristry industry
- types and correct use of personal protection equipment for stock control activities
- safe manual handling techniques for moving and storing floristry stock; those for bending, lifting and carrying heavy items
- health issues and safe handling techniques for:
  - toxic flower and plant materials
  - flower and plant materials treated with toxic fungicides and pesticides
  - cleaning and disinfection products
- cleaning techniques and uses of cleaning and disinfection products for floristry stock handling and storage areas

- cleaning and disinfection products:
  - role, use and basic content of Safety Data Sheets (SDS) or plain English workplace documents or diagrams that interpret SDS content
  - safe practices for storing
  - environmentally sound disposal methods for hazardous waste
- environmental impacts of cleaning stock handling and storage areas and practices for reducing water and energy use
- environmentally sound disposal methods for floristry waste:
  - recyclable materials
  - spoiled and diseased flower and plant materials
  - flower and plant materials that have a propensity to propagate weeds
- basic aspects of local state or territory environmental protection laws:
  - requirements for growers and harvesters to provide licence details to the floristry business
  - record keeping requirements for licensed products.

Assessment Conditions

Skills must be demonstrated in a floristry preparation and product construction environment with stock control and storage facilities for perishable and non-perishable floristry stock. This can be:

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

Assessment must ensure use of:

- a cool room or refrigerator
- fixed or moveable storage shelves
- personal protective equipment
- cleaning cloths
- cleaning equipment
- containers
- cutting tools
- a diverse, commercial range of floristry stock:
  - fresh and dry flower and plant materials:
    - non-Australian species whether they are grown in Australia or overseas
    - Australian species
  - gift cards
  - gifts
  - novelties
  - perishable food
  - potted plants

- wrapping and packaging materials
- a diverse, commercial range of cleaning products
- instructions for cleaning product use
- cleaning product Safety Data Sheets (SDS) or plain English workplace documents or diagrams that interpret SDS content
- stock control documentation:
  - orders
  - delivery dockets
- current plain English regulatory documents distributed by government regulators for managing licensed products
- organisational procedures for:
  - selection of quality incoming stock, including criteria
  - stock security
  - recording incoming stock
  - recording and reporting on discrepancies and quality deficiencies
  - recording stock levels
- assessment activities that allow the individual to work with commercial speed, timing and productivity to complete stock control activities within nominated deadlines.

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

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

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1fbe7a66-4c60-4b1c-8616-a3e693d9d8b9

Service and Creative Skills Australia

SFLSOP005 Prepare and care for floristry stock

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to prepare, monitor and maintain the quality of all types of floristry stock including flowers, plant materials, floral displays, perishable and non-perishable ancillary merchandise. It requires the ability to maintain the cleanliness of all preparation and display areas.

This unit applies to all floristry industry businesses including retail floristry shops, studio or online businesses and those that specialise in corporate or special events. It applies to operational personnel who work with very little independence and under close supervision. However, in a small floristry business senior florists also undertake this function.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Sales and Operations

Unit Sector

Floristry

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Maintain cleanliness of preparation and display	1.1 Clean and maintain preparation areas to avoid spoilage of flowers, plant materials and ancillary merchandise.

areas.	1.2 Clean and maintain containers and display areas.
	1.3 Use hazardous substances safely and use personal protective equipment to avoid personal injury.
	1.4 Use energy and water resources efficiently to reduce negative environmental impacts.
2. Prepare and condition flower and plant materials.	2.1 Handle flower and plant materials carefully to avoid personal health issues and spoilage.
	2.2 Select and use appropriate preparation and conditioning techniques according to product requirements.
	2.3 Prepare and use conditioning products according to product instructions.
	2.4 Prepare correct environmental conditions for storage or display of flower and plant materials.
3. Monitor and maintain the appearance of flower and plant materials.	3.1 Monitor condition of flowers, plant materials and floral displays to maintain optimum condition.
	3.2 Maintain food and water supplies according to flower and plant requirements.
	3.3 Maintain temperature and humidity conditions according to flower and plant requirements.
	3.4 Apply maturation techniques to flower and plant materials according to planned date of use.
	3.5 Dispose of spoilt stock, hazardous and other waste safely to minimise negative environmental impacts.
4. Monitor and maintain floral displays and ancillary merchandise.	4.1 Rotate displayed flower and plant materials for maximum use according to vase life and expiration dates.
	4.2 Inspect items for pests and diseases, identify other unsuitable or out of date displays; reset, replenish or remove.
	4.3 Identify and replace soiled, damaged, illegible or incorrect product labels and price tickets.
	4.4 Identify fragile, perishable or expensive stock and manage with extra care to prevent damage or spoilage.
	4.5 Check and adjust environmental conditions of storage and display areas regularly to maintain perishable displays and merchandise at optimum quality.
	4.6 Clean and care for ancillary merchandise, remove and replenish broken, spoilt or out of date items.
	4.7 Store displays, at end of trading, in correct environment to maintain optimum quality.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed below:

Skill	Description
Reading skills to:	• interpret basic product instructions for cleaning and conditioning products, use by dates and stock labels • interpret Safety Data Sheets (SDS) or plain English workplace equivalent documents or diagrams.
Writing skills to:	• complete basic monitoring and maintenance records and reports on pest and disease affected plants and spoilt stock disposal.
Oral communication skills to:	• make accurate verbal reports on spoilt stock.
Numeracy skills to:	• complete basic calculations involving ratios to dilute fertilisers, cleaning and conditioning products • read basic numerical settings for cool room and refrigerator meters to monitor and adjust temperature and humidity.
Planning and organising skills to:	• complete cleaning, preparation and maintenance activities in a logical and time-efficient sequence.

Unit Mapping Information

SFLSOP204A Prepare and care for floristry stock

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1fbe7a66-4c60-4b1c-8616-a3e693d9d8b9

Assessment Requirements for SFLSOP005 Prepare and care for floristry stock

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- monitor and maintain flower and plant materials in optimum condition over a period covering their storage and display life cycle
- care for these flower and plant materials, display items and ancillary merchandise:
    - fresh and dry flower and plant materials:
        - non-Australian species whether they are grown in Australia or overseas
        - Australian species
    - constructed floristry products; floral displays and stock items made for general sale
    - gift cards
    - gifts
    - novelties
    - perishable food
    - potted plants
- use each of these preparation and conditioning techniques for flowers, plant materials and display items:
    - bathing flowers
    - cooling
    - dusting or wiping
    - providing nutrients
    - removal or trimming foliage or buds
    - scalding
    - trimming or re-cutting stems
    - using cleaning agents
    - using conditioning solutions
    - using preservative solutions
- use each these maturation techniques for flowers and plant materials:
    - pinching out anthers and stamens
    - removal of foliage
    - storage in cool rooms and refrigerators
    - use of grow lamps, direct sunlight or heat

- choose and correctly prepare environmental conditions to:
  - store flowers, plant materials and displays:
    - in cool rooms or refrigerators
    - at room temperature
  - protect flowers, plant materials and displays from exposure to:
    - accidental damage through pedestrian traffic
    - environmental heat and light
    - heating or air conditioning
    - winds and drafts
- monitor and maintain floristry stock in optimum condition using these methods:
  - checking expiration dates
  - checking temperature sensors
  - cleaning
  - dusting or wiping
  - environmental monitoring
  - fertilising and or replenishing fertiliser
  - inspecting soil
  - maintaining correct humidity and temperature levels
  - maintaining light requirements
  - misting flowers
  - pruning
  - recycling
  - removing damaged stock and waste
  - replacing or replenishing water
  - staking
  - stock rotation and re-conditioning
  - using ethylene controls
  - watering and replacing preservatives.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- key preparation and care requirements for a wide variety of fresh and dry flower and plant materials:
  - handling techniques to avoid spoilage
  - preparation, conditioning and maturation techniques
  - application of different types of conditioning and post-harvest pest and disease control products
  - food and water supply requirements

- optimum environmental display and storage conditions, including temperature, light and humidity controls
- key care requirements for constructed floristry products, floral displays or stock items:
  - food and water supply requirements
  - optimum environmental display and storage conditions, including temperature, light and humidity controls
- features of spoilt flower and plant materials
- characteristics of common flower and plant pests and diseases:
  - visual symptoms
  - segregation methods to avoid cross contamination
  - disposal methods
- optimum environmental storage and display conditions, including temperature, light and humidity controls, for perishable food commonly sold by the floristry industry
- types and correct use of personal protection equipment for cleaning, preparation and maintenance activities
- health issues and safe handling techniques for:
  - toxic flower and plant materials
  - flower and plant materials treated with toxic fungicides and pesticides
  - cleaning, conditioning, pest and disease control products
- cleaning techniques and uses of cleaning products for:
  - floristry preparation and display areas
  - ancillary merchandise
- cleaning, conditioning, pest and disease control and preservative products:
  - role, use and basic content of Safety Data Sheets (SDS) or plain English workplace documents or diagrams that interpret SDS content
  - safe practices for storing
  - environmentally sound disposal methods for hazardous waste
- environmental impacts of cleaning premises, preparing and maintaining floristry stock and practices for reducing water and energy use
- environmentally sound disposal methods for these types of floristry waste:
  - spoiled and diseased flower and plant materials
  - flower and plant materials that have a propensity to propagate weeds.

Assessment Conditions

Skills must be demonstrated in a floristry preparation, maintenance, display and storage environment with storage facilities for perishable and non-perishable floristry stock. This can be:

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

Assessment must ensure use of:

- a cool room or refrigerator
- fixed or moveable storage shelves
- containers:
    - baskets
    - bowls
    - decorative containers and vessels
    - vases
- cutting tools
- personal protective equipment used to prepare and maintain floristry stock
- cleaning cloths
- cleaning equipment
- a diverse, commercial range of floristry stock:
    - fresh and dry flower and plant materials:
        - non-Australian species whether they are grown in Australia or overseas
        - Australian species
    - constructed floristry products; floral displays and stock items
    - gift cards
    - gifts
    - novelties
    - potted plants
    - perishable food
- a diverse, commercial range of:
    - cleaning products
    - conditioning products
    - fertiliser and plant food
    - post-harvest pest and disease control products
- instructions for cleaning, conditioning, pest and disease control product use
- cleaning, conditioning, pest and disease control product Safety Data Sheets (SDS) or plain English workplace documents or diagrams that interpret SDS content.

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

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

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1fbe7a66-4c60-4b1c-8616-a3e693d9d8b9

SFLSOP006 Display and merchandise floristry products

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to plan for, display and merchandise floristry stock items made for general sale as well as flowers, plants, perishable and non-perishable ancillary merchandise.

This unit applies to those floristry industry businesses which have a shop front presence or a display area to promote products including traditional retailers and online businesses that operate a retail outlet. It applies to florists who work with some level of independence and under limited supervision and guidance from others.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Sales and Operations

Unit Sector

Floristry

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Identify display requirements.	1.1 Determine promotional purpose of display and generate initial ideas for style.
	1.2 Discuss ideas with relevant personnel, seek advice and

	confirm display requirements.
	1.3 Consider and apply elements and principles of design when generating display ideas.
	1.4 Choose and adjust display area to best meet identified purpose; consider space and environmental constraints.
	1.5 Develop a simple plan, itemising display components.
2. Select display components.	2.1 Recognise and select flower and plant materials, ancillary and presentation items and sort in preparation for display.
	2.2 Check that flower and plant materials have been correctly prepared and conditioned.
	2.3 Recognise and report any spoilt materials and rectify according to level of individual responsibility
3. Display floristry stock and merchandise.	3.1 Prepare correct environmental conditions for display.
	3.2 Display floristry products considering and applying elements and principles of design.
	3.3 Ensure displays achieve a balanced, fully stocked appearance.
	3.4 Identify fragile, perishable or expensive stock and display with extra care to prevent damage or spoilage.
4. Prepare and arrange display labels and tickets.	4.1 Prepare product labels and price tickets using electronic equipment or neatly by hand.
	4.2 Place product labels and price tickets visibly on or near merchandise.
	4.3 Maintain correct and current pricing information for merchandise; correct and report errors.
5. Refine and rotate displays.	5.1 Review displays and refine as required.
	5.2 Ensure display meets promotional purpose; monitor sales and adjust as required.
	5.3 Rotate displayed flowers, plant materials and perishable goods for maximum use according to vase life and expiration dates.
	5.4 Replenish displays to ensure maximum sales.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed below:

Skill	Description
Reading skills to:	• interpret detailed organisational procedures for pricing.

Oral communication skills to:	•	ask open and closed probe questions and actively listen to clarify display purpose and seek ideas for and feedback on displays.
Numeracy skills to:	•	complete calculations for the display quantity of flower, plant and other materials
	•	calculate the dimensions of display areas and appropriate size of displays to suit
	•	interpret basic pricing information from in-house documents.
Teamwork skills to:	•	discuss display ideas with other florists and take account of their feedback.
Planning and organising skills to:	•	complete preparation and display activities in a logical and time-efficient sequence using a simple plan to guide activities.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1fbe7a66-4c60-4b1c-8616-a3e693d9d8b9

Assessment Requirements for SFLSOP006 Display and merchandise floristry products

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- plan for and create one display for each of the following shopfront areas which must be of consistent quality and of varying sizes and complexities:
  - counter
  - display fixture or cabinet
  - floor space
  - front of shop and other outdoor space
  - moveable shelves
  - window
- use these materials across the suite of displays:
  - fresh and dry flower and plant materials:
    - non-Australian species whether they are grown in Australia or overseas
    - Australian species
  - gift cards
  - gifts
  - novelties
  - potted plants.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- fundamental characteristics of elements and principles of design, their primary interrelationships and use in the display and merchandise of floristry products:
  - elements of design:
    - texture
    - form
    - colour
    - space
    - line

- principles of design:
  - harmony
  - rhythm
  - balance
  - dominance
  - scale
  - proportion
  - contrast
- optimum environmental display conditions, including temperature, light and humidity controls, for a wide variety of:
  - fresh and dry flower and plant materials:
    - non-Australian species whether they are grown in Australia or overseas
    - Australian species
  - potted plants
- features of spoilt flower and plant materials
- a range of formats for and inclusions of simple display plans for floristry products
- floristry industry and organisational procedures for pricing and labelling floristry stock items for general sale.

Assessment Conditions

Skills must be demonstrated in a floristry environment with a shop front presence or a display area for the promotion of products. This can be:

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

Assessment must ensure use of:

- counters
- display fixtures or cabinets
- moveable shelves
- containers:
  - decorative containers and vessels
  - vases
- ladders
- mechanical or electronic labelling equipment
- a diverse, commercial range of floristry stock:
  - fresh and dry flower and plant materials:
    - non-Australian species whether they are grown in Australia or overseas
    - Australian species
  - gift cards

- gifts
  - novelties
  - potted plants
- templates to record display plans
- organisational procedures for pricing
- product pricing information for display items:
  - price lists
  - product labels and price tickets
- other florists with whom the individual can interact to discuss display ideas; these can be:
  - florists in an industry workplace or
  - people who participate in project activities, role plays or simulated activities, set up for the purpose of assessment, within a training organisation
- assessment activities that allow the individual to work with commercial speed, timing and productivity to complete display plans and create displays within nominated deadlines.

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

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

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1fbe7a66-4c60-4b1c-8616-a3e693d9d8b9

SFLSOP007 Interact with floristry customers

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to deliver customer service to floristry customers. It requires the ability to greet and serve customers and cover a range of customer service enquiries including routine customer problems. Service provision could be face-to-face, via electronic means or over the telephone.

This unit applies to all floristry industry businesses including retail floristry shops, studio or online businesses. It applies to floristry assistants who work under close supervision and with guidance from more experienced and senior florists. They provide routine customer service and would not be expected to respond to complex customer requests or complaints.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Sales and Operations

Unit Sector

Floristry

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Greet and serve customers.	1.1 Prioritise customers over other workplace duties.
	1.2 Greet customers in a polite and friendly manner within

designated response times.

1.3 Communicate with customers clearly and concisely using appropriate communication medium.

1.4 Use questions and actively listen to customer responses to determine their needs.

1.5 Use appropriate non-verbal communication and adapt to cultural differences in verbal and non-verbal communication.

1.6 Show interest in customer needs and maintain a welcome customer environment during service delivery.

1.7 Explain and match floristry products and services to customer needs.

2. Work with others to deliver service.	2.1 Follow directions of supervisors and managers to deliver quality service.
	2.2 Identify personal limitations in serving needs of customers and seek assistance from others.
	2.3 Resolve routine customer problems according to level of individual responsibility and organisational policy.
	2.4 Refer other service issues to relevant staff for action.
	2.5 Provide customer feedback to supervisors or managers.
3. Maintain personal presentation and hygiene.	3.1 Identify appropriate personal presentation in line with organisational policy, customer expectations, work location and activities.
	3.2 Practise high standards of personal presentation and hygiene.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed below:

Skill	Description
Reading skills to:	• interpret: 　• basic messages, notes, and emails 　• detailed organisational customer service policies and procedures.
Writing skills to:	• produce simple and clear messages, notes and emails.
Technology skills to:	• operate telephone equipment and use electronic communication media.

　　　　　　　　　　　　Service and Creative Skills Australia

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet -
https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1fbe7a66-4c60-4b1c-8616-a3e693d9d8b9

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Assessment Requirements for SFLSOP007 Interact with floristry customers

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- communicate effectively and provide fundamental customer service during six customer interactions:
    - at least two must involve adapting to culturally different communication needs
- across those six customer interactions, cover:
    - two face-to-face communications
    - two communications via email
    - two communications via the telephone
    - resolution of two routine customer problems.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- importance of the customer within floristry businesses and expected service standards
- basic principles of positive customer service
- open and closed questioning techniques
- appropriate body language for customer service
- communication techniques to:
    - convey information clearly and concisely
    - resolve basic customer problems
- basic range of cultural differences in verbal and non-verbal communication
- verbal and non-verbal cues indicating customer understanding of information and problems
- essential features, conventions and usage of these types of communication media:
    - telephone
    - email
- range of typical routine customer problems that occur within floristry businesses:
    - incorrect pricing of products and services
    - delays in providing products or services
    - misunderstanding of customer requests

- providing incorrect products or services
- floristry industry and organisational:
  - types of customers
  - designated response times for acknowledging customers and their enquiry
  - personal presentation and hygiene standards
  - customer service policies and procedures including those for resolving routine customer service problems.

Assessment Conditions

Skills must be demonstrated in a floristry industry customer service environment. This can be:

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

Assessment must ensure use of:

- computers and email service
- telephones
- organisational policies and procedures for:
  - customer service
  - resolving routine customer service problems
  - personal presentation and hygiene
- customers with whom the individual can interact; these can be:
  - paying customers an industry workplace who are served by the individual during the assessment process or
  - people who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation
- sufficient customer traffic that allows for prioritisation of tasks so that customers are served effectively in a logical sequence.

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

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

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1fbe7a66-4c60-4b1c-8616-a3e693d9d8b9

Service and Creative Skills Australia

SFLSOP008 Provide quality service to floristry customers

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to communicate effectively with and provide quality service to both internal and external customers. It requires the ability to establish rapport, determine and address customer needs and expectations and respond to complaints. Service provision could be face-to-face, via electronic means or over the telephone.

This unit applies to all floristry industry businesses including retail floristry shops, studio or online businesses and those that specialise in corporate or special events. It applies to those frontline service personnel who deal directly with customers on a daily basis and who work with some independence and under limited supervision and guidance from others. This includes retail florists, telephone sales agents, e-business sales personnel, studio florists and floral designers.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Sales and Operations

Unit Sector

Floristry

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

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1. Communicate with internal and external customers.	1.1 Communicate with customers in a polite, professional and friendly manner.
	1.2 Use appropriate language and tone in both written and spoken communication.
	1.3 Use appropriate non-verbal communication.
	1.4 Observe and respond to non-verbal communication of customers.
	1.5 Show sensitivity to cultural and social diversity.
	1.6 Use active listening and questioning to facilitate effective two way communication.
	1.7 Select and use medium of communication appropriate for audience and situation.
2. Maintain personal presentation standards.	2.1 Identify appropriate personal presentation in line with organisational policy, customer expectations, work location and activities.
	2.2 Practise high standards of personal presentation and hygiene.
3. Identify and meet customer needs	3.1 Establish rapport with customers to promote goodwill and trust.
	3.2 Identify customer needs and expectations including customers with special needs.
	3.3 Meet all reasonable customer needs and requests promptly.
	3.4 Provide relay services to customers and meet special requests.
	3.5 Identify and act on opportunities to enhance service quality.
4. Develop a customer relationship.	4.1 Maintain contact with customers until orders are complete.
	4.2 Develop rapport, provide empathy and special assistance to customers with special circumstances.
	4.3 Promote repeat business through offer of promotional services
5. Respond to customer complaints.	5.1 Recognise customer dissatisfaction and take swift action to avoid escalation to a complaint.
	5.2 Respond to customer complaints and seek solutions in consultation with the customer.
	5.3 Resolve complaints according to level of individual responsibility and organisational policy.
	5.4 Refer complex service issues to relevant staff for action.
	5.5 Maintain a positive and cooperative manner at all times.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed below:

Skill	Description
Reading skills to:	- interpret: - messages, notes, emails, letters, online communications of varying complexity - detailed organisational customer service policies and procedures.
Writing skills to:	produce clear and concise customer messages, notes, emails, letters and online communications.
Planning and organising skills to:	deal with customer enquiries in a logical sequence so that customers are served effectively.
Technology skills to:	operate telephone equipment and use electronic communication media.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1fbe7a66-4c60-4b1c-8616-a3e693d9d8b9

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Assessment Requirements for SFLSOP008 Provide quality service to floristry customers

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- communicate effectively and provide quality customer service to these customer types:
  - one walk-in customer purchasing a general product
  - those with special needs:
    - one aged customer
    - one customer with language or cultural needs
  - those with special circumstances:
    - one customer purchasing floristry products for a funeral
    - one customer purchasing floristry products for a special occasion
- across those customer interactions, cover:
  - face-to-face communications
  - communications via written media
  - communications via the telephone
  - resolution of complaints.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- principles of quality customer service and positive communication
- essential features, conventions and usage of these types of communication media:
  - telephone
  - email
  - letters
- appropriate:
  - voice tonality and volume
  - body language
- floristry industry expectations of service personnel:
  - professional service standards
  - attitudes to work with customers

- ethics of professional behaviour
- personal presentation and hygiene standards
- floristry industry and organisational:
  - types of internal and external customers; their service and communication expectations especially for customers with special service needs
  - customer service policies and procedures including those for complaint handling
  - procedures for the provision of relay services
  - key features of promotional services:
    - customer loyalty programs
    - discount vouchers
    - gift vouchers
    - newsletters
- general characteristics of the main social and cultural groups in Australian society and key aspects of their cultural and religious protocols and preferences for service and communication
- basic aspects of stresses faced by customers with special circumstances and communication techniques to manage these types of customers:
  - people purchasing floristry products for a funeral
  - people purchasing floristry products for a special occasion
- techniques to identify and resolve customer dissatisfaction and complaints.

Assessment Conditions

Skills must be demonstrated in a floristry industry customer service environment. This can be:

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

Assessment must ensure use of:

- computers and email service
- telephones
- sample commercial documents for promotional services:
  - customer loyalty programs
  - discount vouchers
  - gift vouchers
  - newsletters
- organisational policies and procedures for:
  - customer service
  - resolving customer complaints
  - personal presentation and hygiene
- internal and external customers with whom the individual can interact; these can be:

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- paying customers in an industry workplace who are served by the individual during the assessment process or
- people who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation
- sufficient customer traffic that allows for prioritisation of tasks so that customers are served effectively in a logical sequence.

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

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

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1fbe7a66-4c60-4b1c-8616-a3e693d9d8b9

SFLSOP009 Sell floristry products

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to proactively sell floristry products. It requires the ability to identify specific customer needs, suggest a range of products to meet needs, provide current and accurate product information and close the sale. Sales could be face-to face, via electronic means or over the telephone.

While the product could be a display or stock item, this unit focuses on higher order sales skills required to sell those intangible floristry products that are subject to future design and construction.

This unit applies to all floristry industry businesses including retail floristry shops, studio or online businesses and those that specialise in corporate or special events. It applies to frontline sales or operations personnel who work with some level of independence and under limited supervision and guidance from others. This includes retail florists, telephone sales agents, e-business sales personnel, studio florists and floral designers.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Sales and Operations

Unit Sector

Floristry

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA

Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Identify customer needs.	1.1 Identify specific customer needs and preferences, including cultural needs and expectations.
	1.2 Identify any customer requirements which breach ethical, legal or confidentiality commitments.
	1.3 Establish rapport with customer to promote goodwill and trust.
2. Suggest products to meet customer needs.	2.1 Use product knowledge to tailor product options to specific customer needs.
	2.2 Suggest product and service options according to current promotional focus of the organisation.
	2.3 Seek information on competitor product range and use to offer comparisons.
	2.4 Suggest additional products and options to enhance customer request and maximise profitability of sale.
	2.5 Source additional information to meet specific customer needs.
3. Provide product information and advice.	3.1 Provide current and accurate product information and advice in a timely manner.
	3.2 Suggest alternative products and services if desired products are unavailable.
	3.3 Present all options promptly in a clear format and style.
	3.4 Disclose and ensure customer understanding of sales, product coordination and delivery fees.
	3.5 Provide appropriate scope and depth of information to meet customer needs.
4. Sell products.	4.1 Clearly explain and promote product features and benefits.
	4.2 Provide additional information to address customer questions and objections.
	4.3 Select and use techniques at appropriate time to close sale.
	4.4 Identify and act on opportunities to enhance service quality.
5. Follow up sales opportunities.	5.1 Make follow up contact with customer if appropriate.
	5.2 Provide any required after sales service according to organisational procedures.

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Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed below:

Skill	Description
Reading skills to:	• interpret detailed in-house and supplier product information documents.
Writing skills to:	• create customer files and record sometimes complex customer requests • present clear product options in a clear format and style.
Oral communication skills to:	• ask open and closed probe questions and actively listen to determine and meet customer preferences.
Numeracy skills to:	• interpret basic fee information from in-house documents and complete basic fee calculations.
Self-management skills to:	• take responsibility for selling floristry products from first customer contact to closing the sale.
Technology skills to:	• use a computer and keyboard and online information systems to source product information.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1fbe7a66-4c60-4b1c-8616-a3e693d9d8b9

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Assessment Requirements for SFLSOP009 Sell floristry products

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- sell these types of floristry products:
  - one ancillary merchandise item
  - one cash and carry arrangement
  - one display or stock item
- sell floristry products to these customer types:
  - one customer purchasing custom made floristry products for a special occasion
  - one customer purchasing custom made gifts for annual celebratory days
  - one customer with special language or cultural needs.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- sales techniques:
  - opening techniques
  - recognising buying signals
  - strategies to focus customer on specific products and services
  - selling intangible products
  - selling add ons and complementary products
  - overcoming customer objections
  - closing techniques
- general characteristics of the main social and cultural groups in Australian society and key aspects of their cultural and religious protocols and preferences for flowers, plant materials and designs
- key features of competitor product range and similarities and differences with the products and services sold by the organisation
- ethical considerations for the sale of floristry products and responsible actions with particular emphasis on these circumstances:
  - non-disclosure of purchaser to recipient for anonymity of gift giver
  - known or published requests by those holding a funeral for non-receipt of flowers
  - non-receipt policy for institutions

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- primary components of consumer protection laws that relate to selling floristry products especially organisational responsibility for supplying products as described or substituting suitable products when unable
- primary components of privacy law and actions that floristry business must take to protect privacy of customer information
- a range of formats for and inclusions of information presented to customers.

Assessment Conditions

Skills must be demonstrated in a floristry industry sales environment. This can be:

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

Assessment must ensure use of:

- computers and email service
- telephones
- either electronic or hard copies of:
    - organisational product information and price lists
    - grower and other supplier brochures, information sheets and price lists
- current plain English regulatory documents distributed by government regulators for:
    - consumer protection law
    - privacy law
- customers with whom the individual can interact to sell products; these can be:
    - paying customers in an industry workplace who are served by the individual during the assessment process or
    - people who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation
- sufficient customer traffic that allows for prioritisation of tasks so that customers are served effectively in a logical sequence.

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

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

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1fbe7a66-4c60-4b1c-8616-a3e693d9d8b9

Service and Creative Skills Australia

SFLSOP010 Prepare quotations for floristry products

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to calculate costs of custom made floristry products and services and to present quotations to customers. It requires the ability to provide quotations for products and services where business pricing has already been determined. Quotations could be provided face-to-face, via electronic means or over the telephone.

This unit applies to all floristry industry businesses including retail floristry shops, studio or online businesses and those that specialise in corporate or special events. It applies to frontline sales or operations personnel who work with some level of independence and under limited supervision and guidance from others. This includes retail florists, telephone sales agents, e-business sales personnel, studio florists and floral designers.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Sales and Operations

Unit Sector

Floristry

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

1.	Source information for quotations.	1.1	Obtain information on specific customer needs and preferences generated by self or others in the sales process.
		1.2	Create records to administer customer details and requirements.
		1.3	Source, select and interpret product and costing information to prepare quotation.
		1.4	Identify missing supplier costs and negotiate according to commercial agreements and relationships, and within scope of individual responsibility.
		1.5	Confirm availability of supply and identify alternative sources to allow for accurate calculations.
2.	Calculate costs of products and services.	2.1	Calculate commissions or mark up nett costs to determine profitable selling price.
		2.2	Calculate any additional taxes, fees and currency conversions.
		2.3	Seek information on competitor pricing and make reasonable cost adjustments to ensure a price competitive product.
		2.4	Calculate the final customer cost.
		2.5	Check calculations against all product and service components.
		2.6	Maintain detailed records of calculation method, according to organisational formats.
3.	Provide quotations.	3.1	Prepare quotation to reflect all required customer inclusions.
		3.2	Provide quotation to customer according to organisational procedures, formats and customer deadline.
		3.3	Offer secondary quotations with options, as appropriate.
		3.4	Include accurate details of product and service costs and quotation conditions and limitations.
		3.5	Record and file all quotation details.
4.	Amend quotations and issue invoices.	4.1	Adjust and update quotations to take account of changed requests.
		4.2	Provide the most up to date quotation to customers inclusive of new conditions and limitations.
		4.3	Record and file all details of adjusted quotations.
		4.4	Prepare and provide initial and ongoing invoices to customers after acceptance of quotation.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance

criteria are listed below:

Skill	Description
Reading skills to:	• interpret detailed in-house and supplier product information documents • interpret customer records, sales notes, special requests, product and style preferences.
Writing skills to:	• develop, document and present unambiguous information in a clear style and format.
Oral communication skills to:	• ask open and closed probe questions and actively listen to discuss and negotiate supplier costs and determine availability of supply.
Planning and organising skills to:	• prepare quotations in a logical sequence and manage own timing and productivity to complete quotations within deadlines.
Technology skills to:	• use a computer, keyboard and software programs to prepare and provide quotations and invoices.

Unit Mapping Information

SFLSOP308A Prepare quotations for floristry products

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1fbe7a66-4c60-4b1c-8616-a3e693d9d8b9

Assessment Requirements for SFLSOP010 Prepare quotations for floristry products

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- prepare and present a total of five quotations; the following five types of custom made products and services must be covered:
    - gifts for annual celebratory days
    - gifts for religious celebrations
    - products and services for a funeral
    - products and services for a party including delivery and on-site assembly
    - themed products for a wedding including delivery and on-site assembly.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- floristry industry and organisational:
    - quotation systems and procedures
    - sources of costs for products and services
    - types of fees charged and sources of fee amounts
    - sources of negotiated cost of supply, contractual arrangements and preferred supplier arrangements
    - commission and mark up rates and procedures
    - sources of information on competitors' key product range
    - formats for and inclusions of quotations and invoices presented to customers
    - invoicing systems and procedures
- primary components of consumer protection laws that relate to the provision of quotations and organisational responsibility for:
    - nominating and charging cancellation fees
    - providing information on potential price increases
    - providing refunds
    - supplying products as described or substituting suitable products when unable.

Assessment Conditions

Skills must be demonstrated in a floristry industry sales environment. This can be:

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

Assessment must ensure use of:

- computers, printers and email service
- software programs, which can be general or floristry industry specific, used to prepare and provide quotations and invoices
- telephones
- customer briefs on which to quote, including special requests, product and style preferences
- electronic or hard copies of:
  - organisational product information and price lists
  - grower and other supplier brochures, information sheets and price lists
  - negotiated cost of supply, contractual arrangements and preferred supplier arrangements
- template:
  - customer files
  - quotations
  - invoices
- organisational procedures for:
  - preparing and presenting quotations
  - applying mark-ups and commissions
  - charging fees
  - invoicing
- current plain English regulatory documents distributed by government regulators for consumer protection law
- assessment activities that allow the individual to work with commercial speed, timing and productivity to prepare and present customer quotations within nominated deadlines.

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

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

Links

Companion Volume implementation guides are found in VETNet -
https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1fbe7a66-4c60-4b1c-8616-a3e693d9d8b9

SFLSOP011 Develop a floristry product range

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to strategically manage product development within a floristry business. It requires the ability to research the market, analyse product establishment issues, determine pricing, establish the product, and monitor and evaluate its success. Development can apply to a new, enhanced or specialised range of products of any style.

This unit applies to all floristry industry businesses including retail floristry shops, studio or online businesses and those that specialise in corporate or special events. It applies to senior personnel who operate with significant autonomy and are responsible for making strategic business and product development decisions. This includes product development managers, marketing managers, operations or general managers, floral designers, store managers and owner-operators.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Sales and Operations

Unit Sector

Floristry

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.

1. Research the market.	1.1 Focus product research according to business objectives.
	1.2 Access information sources for floristry market trends, distribution and marketing networks.
	1.3 Analyse current and emerging technologies, market and design trends, and product and service gaps.
	1.4 Consult with colleagues and external stakeholders.
	1.5 Identify product development opportunities and target markets.
	1.6 Evaluate distribution and marketing networks for potential to successfully market proposed product.
2. Analyse issues relevant to product establishment.	2.1 Identify and analyse product preferences and quality expectations of different consumer markets.
	2.2 Identify and analyse external issues that impact on product establishment.
	2.3 Assess availability of flower and plant materials and ancillary materials that meet preferences of target market.
	2.4 Assess business capacity to provide proposed product and identify additional required resources.
	2.5 Consider issues relating to product life cycle.
3. Determine profitable selling price.	3.1 Determine net production cost by identifying attributable business operating costs and product specific costs.
	3.2 Incorporate distributor commissions or mark ups, determine required profit margin and mark up for profitable selling price.
	3.3 Consider competitor product pricing and make reasonable cost adjustments to ensure a price competitive product.
	3.4 Assess profitability of a range of proposed products and choose highest yielding products.
	3.5 Clearly and accurately document pricing structures.
4. Establish the product.	4.1 Develop and implement a product implementation plan that incorporates marketing strategies and activities.
	4.2 Communicate plan to all personnel involved in establishing the product.
	4.3 Test new products in marketplace prior to full implementation, when appropriate.
5. Monitor and evaluate success of the product.	5.1 Monitor product success based on marketplace response and feedback from distributors, staff and customers.
	5.2 Assess changes in internal or external environment that impact cost effectiveness and profitability.
	5.3 Monitor quality of supplied flowers, plant materials and merchandise and rectify deficiencies affecting overall quality of product range.

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5.4 Rationalise or delete non-performing products within the range.

5.5 Communicate changes to relevant colleagues, customers and distributors.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed below:

Skill	Description
Reading skills to:	• interpret complex documents about floristry product and design trends, market statistics and consumer preferences.
Writing skills to:	• develop and document complex product implementation plans using language and format easily understood by floristry personnel.
Oral communication skills to:	• ask open and closed probe questions and actively listen to seek feedback from distributors and staff on product success.
Teamwork skills to:	• consult with and encourage contribution of ideas from colleagues about market and design trends, product and service gaps • coordinate floristry teams to establish products.
Self-management skills to:	• critically analyse research findings and input from self, colleagues and external stakeholders • take responsibility for product development initiatives from initial research through to product establishment and monitoring.
Technology skills to:	• use a computer, keyboard and software programs to prepare product implementation plans, product information and price lists.

Unit Mapping Information

SFLSOP509A Research, assess and develop a floristry product range

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1fbe7a66-4c60-4b1c-8616-a3e693d9d8b9

Assessment Requirements for SFLSOP011 Develop a floristry product range

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

* develop two floristry product ranges, each to include five items:
    * one product range of display, stock or catalogue items including ancillary merchandise
    * one product range to be chosen from those for:
        * annual celebratory days
        * funerals
        * parties
        * weddings
        * corporate supply contract (which could be provision of corporate weekly flowers or third party supply contract to an organisation which on-sells, e.g. a hotel banqueting department).

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

* sources of information on floristry industry products:
    * distribution organisations
    * growers and other suppliers
    * industry associations
* floristry industry structure and business interrelationships relevant to the supply chain
* features and operational functions of floristry industry distribution and marketing networks
* primary features of current and emerging floristry:
    * market trends
    * design trends
    * technologies
    * product and service styles for different consumer markets
* quality expectations of different consumer markets
* key features of competitors' current products and services and price structure
* financial operating costs for floristry businesses and desired profit margins

- floristry industry commission and mark up rates and procedures
- a range of formats for and inclusions of:
  - product implementation plans
  - product information and price lists.

Assessment Conditions

Skills must be demonstrated in a floristry industry environment.

This can be:

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

Assessment must ensure use of:

- computers and the Internet to source information
- software programs, which can be general or floristry industry specific, used to develop and record:
  - product implementation plans
  - product information and price lists
- comprehensive information about the financial operating costs of a real or simulated floristry business to determine attributable business operating costs and nett production costs
- electronic or hard copies of grower and other supplier brochures, information sheets and price lists
- template:
  - product implementation plans
  - product information and price lists
- people with whom the individual can interact for all communication aspects of the unit; these can be:
  - people in an industry workplace or
  - people who participate in project activities, role plays or simulated activities, set up for the purpose of assessment, within a training organisation
- assessment activities that allow the individual to:
  - monitor and evaluate product success over a project or production life cycle to allow for changing circumstances
  - take responsibility for product development initiatives from initial research through to product establishment and monitoring.

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

- hold a qualification or Statement of Attainment in Floristry which includes this unit of competency or equivalent; and

- have worked as a florist in the industry for at least three years where they have applied this unit of competency or equivalent.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1fbe7a66-4c60-4b1c-8616-a3e693d9d8b9

SFLSOP012 Maintain and order floristry stock

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to establish and implement effective floristry stock purchasing and control practices. It requires the ability to process stock orders, maintain stock levels, minimise stock losses, manage stocktakes and maintain all documents that relate to the administration of perishable and non-perishable floristry stock.

This unit applies to all floristry industry businesses including retail floristry shops, studio or online businesses and those that specialise in corporate or special events. It applies to senior florists who work independently and take a lead role in coordinating the day-to-day team, operational and business activities of small floristry businesses.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Sales and Operations

Unit Sector

Floristry

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes of the unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element.

1. Determine stock requirements	1.1 Use business data and forecasting methods to calculate required stock levels.
	1.2 Determine stock requirements for standard business periods, peak seasons and special orders.
	1.3 Establish cost effective purchase quantities based on business needs and supplier costings.
2. Purchase floristry stock.	2.1 Ascertain price limitations and develop purchase lists according to sales and production needs.
	2.2 Assess quality and suitability of stock on hand to avoid wastage.
	2.3 Source information from existing and new suppliers, discuss product requirements and negotiate costs as required.
	2.4 Assess supplier capacity to meet price, quality and delivery expectations.
	2.5 Select supplier and purchase goods based on price, quality and availability.
	2.6 Process orders, at appropriate intervals, to maintain working stock levels.
	2.7 Maintain accurate purchase records and details of negotiated costs.
3. Monitor receipt of floristry stock.	3.1 Delegate responsibility, to appropriate personnel, for receipt and storage of floristry stock.
	3.2 Implement stock inspection and recording procedures for quality and quantity.
	3.3 Supervise handling and storage of perishable and non-perishable floristry stock to avoid spoilage.
	3.4 Resolve supplier problems relating to quality and quantity.
4. Maintain stock levels and records.	4.1 Inform personnel of their individual stock ordering responsibilities.
	4.2 Monitor and maintain stock levels to meet sales and production needs.
	4.3 Maintain records of stock levels and discrepancies and create reports to assist with optimum stock maintenance.
	4.4 Monitor stock performance, identify fast or slow selling items and adjust supply arrangements.
	4.5 Monitor and adjust stock reorder cycles as required.
5. Minimise stock losses.	5.1 Determine and advise staff of correct environmental conditions for storage of perishable floristry stock to avoid waste.
	5.2 Implement procedures for stock security; monitor

and adjust as required.

5.3 Identify avoidable losses and establish reasons for them.

5.4 Evaluate solutions and implement procedures to avoid future losses.

5.5 Identify stock losses and create reports to inform future stock administration.

6. Coordinate stocktakes or cyclical counts.

6.1 Organise stocktakes or cyclical counts at appropriate intervals.

6.2 Allocate responsibilities to staff and supervise operation of stocktakes or cyclical counts.

6.3 Produce accurate stocktake reports to assist future stock control.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed below:

Skill	Description
Reading skills to:	• interpret basic product information, complex supplier purchasing agreements and terms of trade.
Oral communication skills to:	• negotiate complex supply arrangements and positively liaise with suppliers to resolve supply issues • provide clear directions to staff about stock control responsibilities and procedures.
Numeracy skills to:	• interpret complex business data and complete complex calculations to forecast stock levels for differing business requirements • interpret supplier prices and calculate complex order costs • calculate complex details of stock on hand, stock losses and produce complex numerically based reports.
Technology skills to:	• use a computer, keyboard and stock control software.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1fbe7a66-4c60-4b1c-8616-a3e693d9d8b9

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Assessment Requirements for SFLSOP012 Maintain and order floristry stock

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- order these types of perishable and non-perishable floristry stock for two supply periods according to evaluation of given business data:
  - fresh and dry flower and plant materials:
    - non-Australian species whether they are grown in Australia or overseas
    - Australian species
  - gift cards
  - gifts
  - novelties
  - perishable food
  - potted plants
  - wrapping and packaging materials.
- monitor the receipt of ordered stock for the above two supply periods
- coordinate one stocktake
- generate these types of reports:
  - three stock level reports
  - three stock performance reports
  - three stock loss reports
  - one stocktake report.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- principles of stock control:
  - rotation and replenishment
  - product life cycle and maximising the use of all stock
  - checking for fast and slow moving items
  - financial implications of stock level control
- types of business data and methods used to forecast required stock levels:

- historical sales figures
- stocktake figures
- stock loss reports
- future confirmed special orders, special occasions and events
- typical standard business periods and peak seasons for the floristry industry
- sources of information for floristry products, suppliers and costs
- methods used to calculate cost-effective order quantities for flower and plant materials, ancillary merchandise, wrapping and packaging materials
- methods used to process stock orders:
  - email
  - on-line
  - telephone
  - face-to-face for immediate collection
- a range of formats for, contents and use of:
  - purchase records
  - supplier purchasing agreements and terms of trade
  - order and delivery documentation
  - stock recording documentation
  - stock level reports
  - stock performance reports
  - stock loss reports
  - stocktake and cyclical count reports
- floristry industry and organisational procedures for:
  - ordering stock
  - inspecting the quality incoming stock
  - recording incoming stock
  - recording quantity discrepancies and quality deficiencies
  - recording stock levels
  - monitoring stock performance
  - maintaining stock security
  - completing stocktakes and cyclical counts
- organisational stock reorder cycles
- optimum environmental storage conditions, including temperature, light and humidity controls, for:
  - a wide variety of fresh, dry and preserved flower and plant materials
  - perishable food commonly sold by the floristry industry
- reasons for stock loss and spoilage and methods used to control loss
- features and functions of computerised stock control software systems.

Assessment Conditions

Skills must be demonstrated in a floristry preparation and product construction environment with stock control and storage facilities for perishable and non-perishable floristry stock. This can be:

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

Assessment must ensure use of:

- computers, printers
- stock control software programs which can be general or floristry industry specific
- a cool room or refrigerator
- fixed or moveable storage shelves
- diverse, commercial range of floristry stock:
  - fresh and dry flower and plant materials:
    - non-Australian species whether they are grown in Australia or overseas
    - Australian species
  - gift cards
  - gifts
  - novelties
  - perishable food
  - potted plants
  - wrapping and packaging materials
- business data for the forecasting of required stock levels which can be:
  - actual data used by a floristry business; or
  - generated by a registered training organisation for the purposes of project and assessment activities
- template stock control documents:
  - purchase records
  - supplier purchasing agreements and terms of trade
  - order and delivery documentation
  - stock recording documentation
- template stock control reports:
  - stock level reports
  - stock performance reports
  - stock loss reports
  - stocktake and cyclical count reports
- organisational procedures for:
  - ordering stock
  - inspecting the quality incoming stock

- recording incoming stock
- recording quantity discrepancies and quality deficiencies
- recording stock levels
- monitoring stock performance
- maintaining stock security
- completing stocktakes and cyclical counts

- a team of other florists with whom the individual can interact to coordinate stock control and stocktake activities; these can be:
  - florists in an industry workplace or
  - people who participate in project activities, role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

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

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

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1fbe7a66-4c60-4b1c-8616-a3e693d9d8b9

       Service and Creative Skills Australia

SFLWHS001 Participate in safe work practices

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to incorporate safe work practices into day-to-day floristry workplace activities. It requires the ability to follow predetermined health, safety and security policies and procedures and to participate in organisational work health and safety management practices.

This unit applies to all floristry industry businesses including retail floristry shops, studio or online businesses and those that specialise in corporate or special events. It applies to florists working at all levels including junior and senior florists, studio florists and floral designers.

The unit incorporates the requirement for all employees under state and territory Occupational Health and Safety (OHS) or Work Health and Safety (WHS) legislation, to participate in the management of their own health and safety, that of their colleagues and anyone else in the workplace. They must cooperate with their employer and follow practices to ensure safety at work.

No occupational licensing, certification or other legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Work Health and Safety

Unit Sector

Floristry

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA

Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Work safely.	1.1 Follow organisational health and safety policies and procedures.
	1.2 Incorporate safe work practices into own workplace activities.
	1.3 Follow safety directions of supervisors, managers, workplace safety warning signs and other nominated risk control measures.
	1.4 Use personal protective equipment and clothing.
	1.5 Promptly report unsafe work practices including any bullying and harassment, and breaches of health, safety and security procedures.
	1.6 Identify and remove hazards from immediate workplace area and report all workplace hazards as they arise.
2. Follow procedures for emergency situations.	2.1 Recognise emergency and potential emergency situations.
	2.2 Follow organisational security and emergency procedures.
	2.3 Seek assistance from colleagues or authorities during emergency situations.
	2.4 Complete emergency incident reports accurately, following organisational procedures.
3. Participate in organisational work health and safety practices.	3.1 Participate in work health and safety management practices developed by the organisation to ensure a safe workplace.
	3.2 Actively participate in the work health and safety consultation processes.
	3.3 Participate in risk assessments and contribute to risk control decisions.
	3.4 Report work health and safety issues and concerns as they arise.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed below:

Skills	Description

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Reading skills to:	•	read and interpret workplace safety signs, policies, procedures and emergency evacuation plans.
Writing skills to:	•	complete basic template reports about hazards, injuries and emergency and dangerous incidents.
Oral communication skills to:	•	ask open and closed probe questions and actively listen to clarify WHS information and instruction
	•	clearly present own viewpoint on WHS issues during consultation.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1fbe7a66-4c60-4b1c-8616-a3e693d9d8b9

Assessment Requirements for SFLWHS001 Participate in safe work practices

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- integrate the use of predetermined health, safety and security policies, procedures and safe work practices into day-to-day work functions across four three hour work, training or assessment periods which must be combined with assessment of SFLDEC coded units
- respond in line with organisational emergency procedures during one emergency evacuation
- participate in work health and safety consultation activities on two occasions through one of these options:
    - discussing with or formally reporting to a work health and safety representative
    - acting as a worker representative on a work health and safety committee
    - participating in a staff meeting that involves work health and safety discussions
- participate in two hazard identification and associated risk assessment activities.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- basic aspects of the relevant state or territory Occupational Health and Safety (OHS) or Work Health and Safety (WHS) legislation:
    - responsibilities of persons conducting a business or undertaking (PCBU) or employer
    - worker responsibilities to participate in work health and safety practices
    - worker responsibility to ensure safety of self, other workers and other people in the workplace
    - ramifications of failure to observe OHS or WHS law and organisational policies and procedures
- floristry industry and organisational:
    - workplace hazards and associated health, safety and security risks
    - health, safety and security policies and procedures for:
        - consultation
        - managing emergencies
        - hazard identification, reporting, and risk assessment

- dangerous incident and injury reporting
- working safely with floristry tools, equipment and hazardous substances
- format and use of template:
  - reports for hazards, injuries and emergency and dangerous incidents
  - risk assessments
- hierarchy of risk controls, at an overview level
- safe work practices for own job role with particular emphasis on:
  - safe use of floristry tools and equipment
  - safe use and storage of hazardous substances relevant to floristry activities
  - safe manual handling techniques for bending, lifting and shifting heavy items
- potential injury and illness impacts of unsafe floristry work practices including bullying and harassment.

Assessment Conditions

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

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

Assessment must ensure use of:

- current plain English regulatory documents and codes of practice distributed by the local work health and safety government regulator
- organisational policies and procedures used for managing work health and safety practices:
  - consultation
  - managing emergencies
  - hazard identification, reporting and risk assessment
  - dangerous incident and injury reporting
  - working safely with floristry tools, equipment and hazardous substances
- template reports for
  - hazard identification and reporting
  - dangerous incident reporting
  - injury reporting
- template risk assessments
- other florists, supervisors or managers with whom the individual can interact during consultation processes; these can be:
  - florists in an industry workplace or
  - people who participate in role plays or simulated activities, set up for the purpose of assessment, within a training organisation.

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

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

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1fbe7a66-4c60-4b1c-8616-a3e693d9d8b9

       Service and Creative Skills Australia

SFLWHS002 Provide a safe work environment

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to develop, implement and sustain effective work health and safety management practices for a floristry business. It requires the ability to establish and review systems, policies and procedures designed to ensure a safe workplace.

This unit applies to all floristry industry businesses including retail floristry shops, studio or online businesses and those that specialise in corporate or special events. It applies to senior florists who work independently and take a lead role in coordinating the day-to-day team, operational and business activities of small floristry businesses.

This unit incorporates the requirement, under state or territory Occupational Health and Safety (OHS) or Work Health and Safety (WHS) law, for businesses to take a systematic approach for managing the safety of their employees and others in the workplace.

No occupational licensing, certification or other legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Work Health and Safety

Unit Sector

Floristry

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA

Elements describe the essential outcomes of the unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Establish and maintain a framework for health, safety and security.	1.1 Access and interpret key legislative documents to ensure that work health and safety systems comply with regulatory requirements.
	1.2 Design a work health and safety management system to suit the characteristics and needs of the floristry business, in consultation with workers.
	1.3 Identify and provide adequate financial and human resources to address work health and safety management practices.
	1.4 Develop and clearly articulate work health and safety policies and procedures in a style readily understood by workers.
	1.5 Establish and maintain a system for work health and safety record keeping.
	1.6 Establish and maintain systems to communicate work health and safety information to workers.
2. Establish and maintain consultative arrangements for the management of health, safety and security.	2.1 Establish and maintain appropriate consultative processes to suit the characteristics and needs of the floristry business.
	2.2 Plan for and ensure that consultation is conducted at times designated by legislation.
	2.3 Resolve issues raised through consultation.
	2.4 Provide workers with accessible information on the outcomes of consultation.
3. Establish and maintain practices for identifying hazards, and assessing and controlling risks.	3.1 Develop or access hazard identification and risk assessment documents that incorporate assessment criteria for assessing risks.
	3.2 Plan for and ensure systematic hazard identification at times designated by legislation.
	3.3 Develop procedures for the ongoing identification of types of hazards designated by legislation.
	3.4 Develop procedures for the assessment and control of risks associated with identified hazards.
	3.5 Nominate roles and responsibilities of workers for hazard identification, risk assessment and risk control within procedures.
	3.6 Take a lead role in controlling risks, including implementing interim or emergency solutions.

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<table>
<tr><td></td><td>3.7 Manage responses to incidents and accidents and follow legislative requirements for notifying and cooperating with work health and safety regulators.</td></tr>
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4. Establish and maintain safe systems of work.	4.1 Develop standard operating procedures for working safely, in line with key operational functions of the floristry business.
	4.2 Establish and maintain security procedures to ensure the health and safety of workers.
	4.3 Establish and maintain emergency evacuation plans and procedures.
5. Establish and maintain systems to provide workers with information, training and instruction.	5.1 Consult with workers to develop and implement a plan for work health and safety training requirements.
	5.2 Establish and implement induction systems to inform workers about organisational work health and safety practices.
	5.3 Make all current work health and safety information readily accessible to workers.
	5.4 Provide training in work functions and the safe use equipment required to fulfil those functions.
	5.5 Articulate reporting structures in key organisational documents so that workers know from whom they must take safety instructions and directions.
6. Evaluate organisational health, safety and security system.	6.1 Assess and maintain ongoing compliance with work health and safety law.
	6.2 Consult with workers to elicit feedback on work health and safety policies, procedures and practices.
	6.3 Assess effectiveness of work health and safety management practices
	6.4 Develop, implement, document and communicate improvements and changes to work health and safety system.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed below:

Skill	Description

Reading skills to:	•	interpret unfamiliar and highly complex materials describing regulatory requirements for work health and safety management systems.
Writing skills to:	•	develop comprehensive work health and safety policies, procedures and template documents in a format and style easily understood by a full range of floristry workers.
Oral communication skills to:	•	explain legal and conceptual information to a full range of floristry workers using language easily understood.
Self-management skills to:	•	critically analyse the characteristics and needs of the organisation to design a tailored work health and safety system.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1fbe7a66-4c60-4b1c-8616-a3e693d9d8b9

Assessment Requirements for SFLWHS002 Provide a safe work environment

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- develop a comprehensive written work health and safety system for a given small floristry business to include:
  - consultation strategy outlining chosen consultation methods and how these will be implemented
  - a WHS induction program and checklist
  - a basic training plan outlining work health and safety training requirements
  - WHS documents tailored to the characteristics and needs of the business:
    - an overarching organisational work health and safety policy
    - procedures
    - hazard identification and reporting tools
    - risk assessment and control tools based on the hierarchy of control method
    - emergency evacuation plan
    - dangerous incident reports
    - accident and injury reports
- develop these specific procedures as part of the above written system:
  - security
  - safe handling and storage of hazardous substances
  - safe manual handling
  - hazard reporting
  - risk assessment
  - reporting of dangerous incidents
  - reporting of accidents and injuries
  - reporting of notifiable incidents to work health and safety authority
  - three standard operating procedures for working safely, in line with key operational functions of the floristry business.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- the structure, characteristics and needs of the floristry business
- objectives, components and comprehensive details of relevant state or territory work health and safety (WHS) or occupational health and safety (OHS) law to include:
    - actions that must be taken for legal compliance
    - employer responsibilities to provide a safe workplace
    - employer responsibilities to provide adequate facilities for the welfare or workers
    - employer responsibilities to provide adequate first aid arrangements
    - requirement to consult, designated times for consultation and acceptable consultation mechanisms
    - the potential to use work health and safety representatives and committees, and their roles and responsibilities
    - designated times for hazard identification and categories of hazards that must be identified
    - acceptable mechanisms for hazard identification, risk assessment and risk control including the hierarchy of controls
    - requirements for record keeping and acceptable record keeping mechanisms
    - requirement to provide information, training and instruction
    - worker responsibility to ensure safety of self, other workers and other people in the workplace
    - worker responsibility to participate in work health and safety practices
- objectives, components and comprehensive details of work health and safety codes of practice developed by regulatory bodies
- ramifications of failure to observe WHS or OHS law
- methods of receiving updated information on WHS or OHS law and codes of practice
- components of work health and safety management systems
- a range of potential methods used to:
    - conduct consultation when developing policies and procedures
    - communicate work health and safety policies, procedures and safe working practices
    - conduct ongoing work health and safety consultation
    - evaluate the effectiveness of work health and safety management practices
- a range of formats for and inclusions of:
    - policies
    - procedures
    - training plans
    - hazard identification and reporting tools
    - risk assessment and control tools based on the hierarchy of control method
    - emergency evacuation plans
    - dangerous incident reports
    - accident and injury reports
    - work health and safety record keeping systems.

Assessment Conditions

Assessment must ensure use of:

- comprehensive information about the operation of a real or simulated floristry business to determine its characteristics and needs for the development of a tailored work health and safety management system
- computers, printers and general software programs used to produce system documents
- the relevant state or territory WHS or OHS legislation
- current plain English regulatory documents distributed by the local work health and safety government regulator
- current plain English codes of practice distributed by the local work health and safety government regulator
- template WHS documents:
  - policies
  - procedures
  - training plans
  - hazard identification and reporting tools
  - risk assessment and control tools based on the hierarchy of control method
  - emergency evacuation plans
  - dangerous incident reports
  - accident and injury reports
  - notifiable incident reports.

Aspects of this unit can either be assessed through:

- work activities within a floristry business or
- project activities and simulated business scenarios provided within a training organisation.

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

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

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1fbe7a66-4c60-4b1c-8616-a3e693d9d8b9

HLTAID011 Provide First Aid

Modification History

Not applicable.

Application

This unit describes the skills and knowledge required to provide a first aid response to a casualty in line with first aid guidelines determined by the Australian Resuscitation Council (ARC) and other Australian national peak clinical bodies.

The unit applies to all persons who may be required to provide a first aid response in a range of situations, including community and workplace settings.

Specific licensing/regulatory requirements relating to this competency, including requirements for refresher training should be obtained from the relevant national/state/territory Work Health and Safety Regulatory Authorities.

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Respond to an emergency situation.	1.1. Recognise and assess an emergency situation.
	1.2. Ensure safety for self, bystanders and casualty.
	1.3. Assess the casualty and recognise the need for first aid response.
	1.4. Seek assistance from emergency services.
2. Apply appropriate first aid procedures.	2.1. Perform cardiopulmonary resuscitation (CPR) in accordance ARC guidelines.
	2.2. Provide first aid in accordance with established first aid principles.
	2.3. Display respectful behaviour towards casualty.
	2.4. Obtain consent from casualty where possible.
	2.5. Use available resources and equipment to make the casualty as comfortable as possible.
	2.6. Operate first aid equipment according to manufacturers' instructions.
	2.7. Monitor the casualty's condition and respond in accordance with first aid principles.

3. Communicate details of the incident.	3.1. Accurately convey incident details to emergency services.
	3.2. Report details of incident in line with appropriate workplace or site procedures.
	3.3. Complete applicable workplace or site documentation, including incident report form.
	3.4. Maintain privacy and confidentiality of information in line with statutory or organisational policies.
4. Review the incident.	4.1. Recognise the possible psychological impacts on self and other rescuers and seek help when required.
	4.2. Contribute to a review of the first aid response as required.

Foundation Skills

The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

Supersedes and not equivalent to HLTAID003 Provide first aid

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705

Assessment Requirements for HLTAID011 Provide First Aid

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the workplace or community setting.

There must be evidence that the candidate has completed the following tasks in line with State/Territory regulations, first aid codes of practice, first aid guidelines determined by the Australian Resuscitation Council (ARC) and other Australian national peak clinical bodies and workplace or site procedures:

- managed, in line with ARC guidelines, the unconscious, breathing casualty including appropriate positioning to reduce the risk of airway compromise
- managed, in line with ARC guidelines, the unconscious, non-breathing adult, including:
  - performing at least 2 minutes of uninterrupted single rescuer cardiopulmonary resuscitation (CPR) (5 cycles of both compressions and ventilations) on an adult resuscitation manikin placed on the floor
  - following the prompts of an automated external defibrillator (AED) to deliver at least one shock
  - demonstrating a rotation of single rescuer operators with minimal interruptions to compressions
  - responding appropriately in the event of regurgitation or vomiting
- managed, in line with ARC guidelines, the unconscious, non-breathing infant, including:
  - performing at least 2 minutes of uninterrupted single rescuer CPR (5 cycles both compressions and ventilations) on an infant resuscitation manikin placed on a firm surface
- managed casualties, with the following:
  - anaphylaxis
  - asthma
  - non-life-threatening bleeding
  - choking
  - envenomation, using pressure immobilisation
  - fractures, dislocations, sprains and strains, using appropriate immobilisation techniques
  - minor wound cleaning and dressing
  - nosebleed
  - shock

- responded to at least one simulated first aid incident contextualised to the candidate's workplace or community setting, where the candidate has no knowledge of the casualty's condition prior to starting treatment, including:
  - identifying the casualty's illness or injury through history, signs and symptoms
  - using personal protective equipment (PPE) as required
  - providing appropriate first aid treatment
  - conveying incident details to emergency services or advising casualty on any required post incident action
  - providing an accurate verbal and written report of the incident
  - reviewing the incident.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- guidelines and procedures including:
  - ARC guidelines relevant to the provision of first aid
  - first aid guidelines from Australian national peak clinical bodies
  - potential incident hazards and risk minimisation processes when providing first aid
  - infection control procedures, including use of standard precautions and resuscitation barrier devices
  - requirements for currency of skill and knowledge
  - first aid codes of practice
  - appropriate workplace or site procedures relevant to the provision of first aid
  - contents of first aid kits
- legal, workplace and community considerations including:
  - duty of care requirements
  - own skills and limitations
  - consent and how it relates to the conscious and unconscious casualty
  - privacy and confidentiality requirements
  - awareness of potential need for stress management techniques and available support for rescuers
- considerations when providing CPR, including:
  - upper airway and effect of positional change
  - appropriate duration and cessation of CPR
  - appropriate use of an AED
  - safety and maintenance procedures for an AED
  - chain of survival
  - how to access emergency services
- techniques for providing CPR to adults, children and infants including:
  - how to recognise that a casualty is unconscious and not breathing normally

- rate, ratio and depth of compressions and ventilations
- correct hand positioning for compressions
- basic anatomy, physiology and the differences between adults, children and infants relating to CPR
- signs, symptoms and management of the following conditions and injuries:
  - allergic reaction
  - anaphylaxis
  - asthma
  - non-life-threatening and life-threatening bleeding
  - burns
  - cardiac conditions, including chest pain
  - choking
  - diabetes
  - drowning
  - envenomation - all current treatments
  - eye injuries
  - fractures, dislocations, strains and sprains
  - head, neck and spinal injuries
  - hypothermia
  - hyperthermia
  - minor wounds
  - nose-bleed
  - poisoning
  - seizures
  - shock
  - sharps injuries
  - stroke.

Assessment Conditions

Each candidate to demonstrate skills in an environment that provides realistic in-depth, scenarios and simulations to assess candidates' skills and knowledge.

Due to the nature of this type of training, it is acceptable for the performance evidence to be collected in a simulated environment.

Compression and ventilation skills must be demonstrated on resuscitation manikins following ARC guidelines for the purpose of assessment of CPR procedures.

Assessment must ensure access to:

- adult and infant resuscitation manikins following ARC guidelines for the purpose of assessment of CPR procedures
- adrenaline auto-injector training device

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- AED training devices
- workplace first aid kit
- placebo bronchodilator and spacer device
- different types of wound dressings and bandages
- blankets and items to treat for shock
- personal protective equipment (PPE)
- workplace injury, trauma or illness record, or other applicable workplace or site incident report form.

Simulated assessment environments must simulate real-life situations where these skills and knowledge would be performed, with all the relevant equipment and resources of that workplace or community environment.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors and must hold this unit or demonstrate equivalent skills and knowledge to that contained within this unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=ced1390f-48d9-4ab0-bd50-b015e5485705

SIRRFSA001A Apply retail food safety practices

Modification History

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

Release	Comments
Second Release	Editorial updates

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to implement safe food storage handling processes in a retail food environment according to a food safety program.

Application of the Unit

This unit applies to frontline service personnel involved in preparing, displaying and selling retail food. It requires the frontline service personnel to have knowledge and application of a store food safety program that complies with food safety regulations.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Apply personal hygiene and sanitation.	1.1. Identify and demonstrate good *personal hygiene practices*. 1.2. Identify, maintain and use *protective clothing and equipment*. 1.3. Ensure *personal movement* within and outside workplace complies with work area requirements. 1.4. Maintain personal presentation, according to store procedures and *legislative requirements*.
2. Identify food safety program.	2.1. Identify and interpret store food safety program. 2.2. Implement food safety program.
3. Store and handle food products hygienically.	3.1. Transport packaged *food supplies* to the appropriate storage area promptly, safely and without damage. 3.2. Identify and practise *food storage requirements*, according to *store procedures* and legislative requirements. 3.3. Identify and use *food handling implements* for handling products according to legislative requirements. 3.4. Avoid cross contamination by changing food handling implements between handling different products and appropriate hand washing.
4. Clean work area and equipment.	4.1. Identify and practise cleaning requirements for *work areas*, according to store procedure, the food safety program and legislative requirements. 4.2. Identify and practise external and internal cleaning requirements for *equipment*, according store procedures and the food safety program legislative requirements. 4.3. Identify and use appropriate and safe cleaning tools, consumables and equipment for a variety of applications. 4.4. Identify and practise appropriate and safe *routine maintenance* requirements for food storage and work areas and equipment, according to store procedures and the food safety program. 4.5. Report maintenance requirements and problems to relevant personnel without delay. 4.6. Identify and observe handling and storage requirements for cleaning chemicals, according to manufacturer safety data sheets

and store procedures and the food safety program.

4.7. Identify and perform waste disposal and pest control procedures, according to store procedures, food safety program and legislative requirements.

5. Monitor food safety.

5.1. Monitor food safety hazards to control food safety risk.

5.2. Identify *potentially unsafe food safety processes or situations* and take *corrective action*.

5.3. Record food safety information, including equipment breakdowns, according to the food safety program.

6. Contribute to continuous improvement.

6.1. Promptly identify hygiene and sanitation problems or situations, including potential sources of food-contamination, and rectify or report to relevant personnel.

6.2. Promptly identify conditions that promote microbial growth and rectify or report to relevant personnel.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills

- interpersonal skills to:
  - report maintenance requirements
  - take corrective action in relation to food safety and contribute to continuous improvement through clear and direct communication
  - ask questions to identify and confirm requirements
  - use language and concepts appropriate to cultural differences
  - use and interpret non-verbal communication
- technical skills to:
  - handle chemicals
  - maintain work area
  - handle product
  - use personal protective equipment
  - avoid of cross-contamination
- self management skills to:
  - ensure personal hygiene
  - conduct cleaning requirements
- literacy and numeracy skills to:
  - interpret store procedures
  - record food safety information

Required knowledge

- store policy and procedures and legislative requirements, in regard to:
    - personal hygiene practices
    - correct protective clothing
    - safety requirements to protect self and others
- food handling and hygiene principles, including:
    - awareness of the store food safety program, its purpose and implications for own work
    - own roles and responsibilities and those of food safety personnel for food handling requirements from raw material to finished product
    - techniques for minimising contamination and spoilage
    - common sources and types of contamination and food safety hazards, including conditions conducive to microbial growth and known allergens associated with food handling and processing
    - common types of physical, chemical and microbiological agents that can contaminate food
    - conditions that can cause physical, chemical and microbiological contamination
    - correct storage of food, including hot, cold, raw and cooked, and relevant critical control points
    - causes of deterioration of food, contamination, cross-contamination
    - store procedures for identifying and reporting potential or actual sources of contamination
    - food handling implements, e.g. gloves and tongs
    - need for change of implements between products
    - need for frequent change of storage medium for serving implements
    - shelf life of products
    - Hazard Analysis and Critical Control Point (HACCP)
- load limits of storage, display units to maintain correct temperatures, including:
    - effects of breaking temperature curtain, effects of blocking coils and air vents
    - overloading
- procedures for recording failures in the food safety program, including equipment breakdowns, and immediate action to be taken
- principles of temperature control and the temperature danger zone
- hazardous foods
- cleaning of work area:
    - store cleaning procedures and schedules for work areas and equipment (internal and external)
    - purpose and importance of cleaning and sanitation procedures
    - safe use and storage of cleaning tools, equipment and chemicals, and insecticides and pesticides
    - routine maintenance for work areas and equipment
    - waste collection and disposal, recycling and handling procedures

- pest control procedures used in the workplace
- relevant legislation and statutory requirements
- relevant Work Health and Safety (WHS) requirements
- food safety policy, plans and responsibilities, including an understanding of the relationship between the quality system, the food safety program and audit requirements
- characteristics of materials, products and processes used to carry out work responsibilities
- relevant industry codes of practice

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: - consistently applies store policy and procedures, which comply with food safety regulations and relevant legislation - consistently identifies, interprets, applies and implements the store food safety program according to health and hygiene requirements and store procedures - consistently follows and applies store policy and procedures with regard to cleaning and maintaining equipment and safe handling and disposal of waste - consistently follows store policy and procedures with regard to personal hygiene practices, including: - personal cleanliness, reporting of personal illness and infections - store personal presentation requirements for hair, clothes, footwear and jewellery - hand washing procedures - use and maintenance of clothing, footwear and related apparatus to meet hygiene requirements - inspects own work area and identifies common food safety hazards and possible hazards - consistently seeks instruction and applies store policy and procedures with regard to removal and isolation of suspect product or taking other corrective action - consistently maintains personal conduct to minimise risk to food safety - consistently monitors critical control points to identify food safety risks in own work area according to store procedures; this may include carrying out checks,

- inspections and tests
- investigates contamination and cross-contamination events and takes action to prevent contamination from occurring or recurring
- consistently records food safety information according to store policy and procedures
- consistently contributes to continuous improvement in own work area.

Context of and specific resources for assessment	Assessment must ensure access to: - a real or simulated work environment - a food safety program - protective clothing - cleaning materials and chemicals - pest control equipment and chemicals - suitable food products - relevant documentation, such as store policy and procedures on hygiene and sanitation practices - food handling implements - food storage and display equipment.
Methods of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: - observation of performance in the workplace - a role play - third-party reports from a supervisor - customer feedback - answers to questions about specific skills and knowledge - review of portfolios of evidence and third-party workplace reports of on-the-job performance.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Personal hygiene practices as	- hand washing procedures - personal presentation and cleanliness

may include:	• hair tied back, under net or under cap • not touching hair or sneezing near food • removal of jewellery as required by legislation • reporting of personal illnesses and infections • wounds, cuts and wearing of bandages or dressings • changing gloves when handling different products.
Protective clothing and equipment may include:	• wearing of gloves, hairnets, hats, shoes, uniforms, outer garments and aprons when handling food as required • clothing maintenance, laundering and storage requirements • wearing gloves to protect hands from cleaning chemicals, heat or cold (insulation) • wearing mesh gloves when using or cleaning sharp equipment • wearing protective clothing and footwear.
Personal movement may include:	• removing protective clothing prior to moving outside or from one area to another • not moving into defined areas.
Legislative requirements may include:	• food safety regulations • WHS • environmental protection legislation • awards or agreements • waste disposal • hazardous substances and dangerous goods • manual handling.

Food supplies may include:	• supplies received from both internal and external suppliers and maintained within a stock control system, including:
	  • dry goods
	  • hazardous foods
	  • dairy goods
	  • meat and seafood
	  • poultry
	  • fruit and vegetables
	  • frozen goods.

Food storage requirements may include:	• storage in:
	  • refrigeration
	  • freezers
	  • coolrooms
	  • dry stores

- refrigerated display cabinets
- food segregation
- food packaging for storage
- labelling of food
- stock rotation
- optimum maintenance of storage areas, including:
  - cleanliness
  - lighting
  - at required temperature
  - free from vermin or infestation
  - free from defects
- optimum temperature management
- ventilation of storage area
- sanitation of storage area
- disposal of damaged or spoiled supplies.

Store procedures may include:
- compliance with food safety standards and the store food safety program
- procedures such as:
  - personal hygiene
  - safe storage of food
  - safe storage and use of cleaning chemicals
  - cleaning regimes and timetables
  - protective clothing and equipment
  - safe handling and use of food preparation equipment
  - food handling procedures
  - control points
  - hazard analysis and critical control point (HACCP).

Food handling implements may include:
- gloves
- tongs
- spoons
- scoops.

Work areas may include:
- floors
- walls to required levels
- benches and working surfaces
- shelves
- store rooms and cupboards
- food service areas
- kitchen areas.

Equipment may include:
- crockery and glassware
- utensils

	• pots, pans and dishes
	• containers
	• chopping boards
	• garbage bins
	• storage and display units
	• coolrooms, refrigerators and freezers
	• extraction fans
	• thermometers, including infra red (for checking surface and air temperature)
	• probe (for checking core temperature)
	• ovens, bain-maries, rotisseries, grills, deep fryers and hotplates
	• knives, slicers, drink machines, milkshake makers and coffee makers
	• dishwashers.
Routine maintenance may include:	• calibration checks on relevant equipment
	• detailed cleaning to ensure the elimination of crumbs food scraps or dirt build-up
	• blade sharpening
	• checking and reporting equipment faults
	• checking pest control equipment and products, including:
	• fly screens
	• automatic doors
	• ultraviolet insect lights
	• vermin traps
	• cleaning and sanitising waste bins and areas.
Potentially unsafe food safety processes or situations may include:	• spoiled or contaminated food
	• out-of-date food
	• customer complaints regarding food contamination
	• situations that may indicate a need for food recall.
Corrective action must include:	• promptly report potentially unsafe food safety processes or situations to a supervisor
	• acting on the advice of the supervisor.

Unit Sector(s)

Retail

Competency field

Food Safety

SIRXCCS006A Maintain business to business relationships

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to develop and maintain enduring relationships with business customers, focusing on identification of customer needs.

Application of the Unit

Application of the unit	This unit requires sales team members to identify key customer contacts, and service-specific customer needs and confirm trading terms with customer contacts to build and maintain sustainable relationships with business customers.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	Nil

Employability Skills Information

Employability skills   The required outcomes described in this unit contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where **bold italicised** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA

1 Develop techniques to maintain close contact with business customers.	1.1 Confirm ***relevant contact personnel*** at each business or account customer.
	1.2 Participate and contribute to ***team*** efforts to service business customers.
	1.3 Build external relationships to improve supply chain efficiency, including product or service supply, account management, product management, supply arrangements, distribution systems, information and communication.
	1.4 Maintain business customer contact consistent with ***business policy and procedures***.

2 Identify business customer needs.	2.1 Confirm means to ***identify*** business customer needs.
	2.2 Consult relevant customer contacts to review business needs.
	2.3 Analyse current business and ***promotional activities*** and

ELEMENT	PERFORMANCE CRITERIA
	determine future directions.

2.4 Outline and confirm *trading terms* for specific customers.

2.5 Confirm pricing policy and procedures.

2.6 Process business reviews using latest forecasts of current and future trends.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- identify and maintain key contact personnel at customer businesses
- contribute to team service to specific customers
- confirm trading terms, pricing policies and other relevant procedures to customers
- process business forecasts for implementation
- interpersonal skills
- review business needs and basic forecasts
- collect and organise information
- effective use of technology
- literacy skills to read, analyse and interpret a range of business policy and procedures documents and research information
- flexibility when communicating within teams, and responding to customers.

The following knowledge must be assessed as part of this unit:

- prioritising work schedule
- business policy and procedures for building relationships with business customers
- pricing policies
- trading terms
- information sources on product and supply arrangements for customers
- OHS aspects of job
- relevant consumer law, commercial law and legislation.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • builds sustainable relationships with business customers that deliver agreed business outcomes • identifies key contact personnel for businesses with a given territory or customer account • describes and utilises a range of means to accurately identify specific needs of business customers • confirms trading terms for customers according to business policy and procedures
Context of and specific resources for assessment	Assessment must ensure access to: • a retail or wholesale work environment • relevant sources of product information • relevant documentation, such as policy and procedures manuals • forecasts for current and future market trends • a range of business customers with different requirements • an appropriate range of products or services • customer information.
Methods of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of performance in the workplace • third-party reports from a supervisor • customer feedback • written or verbal questioning to assess knowledge and understanding. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

EVIDENCE GUIDE

Assessing employability skills	Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.
	Employability skills embedded in this unit should be assessed holistically in the context of the job role and with other relevant units that make up the skill set or qualification.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Relevant contact personnel may include:	• new or repeat contacts • internal and external contacts • people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.
Team members may include:	• full-time, part-time, casual or contract staff • people with varying degrees of language and literacy • people from a range of cultural, social and ethnic backgrounds • people with a range of responsibilities and job descriptions.
Business policy and procedures in relation to:	• sale and distribution of products and services • interaction with customers • client relationship management • pricing arrangements

RANGE STATEMENT

	• trading terms.

Methods to *identify* business customer needs may include:	• verbal or non-verbal communication with:
	  • customer contacts
	  • staff
	  • supervisors and management
	  • suppliers
	• observation
	• appropriate questioning and active listening
	• review of sales records.

Promotional activities may include:	• internal and external activities • corporate or locally based activities • dealing with advertising agencies and consultants • advertising • catalogues • newspapers • posters • radio or TV • suppliers • internet • website.
Trading terms may be influenced by:	• due diligence requirements • value for money • risk sharing • market position • planning cycles and timing • terms and conditions agreed • intellectual property and technology rights • continuous improvement • supply chain management • infrastructural and capital outlay requirements • organisational systems integration and compatibility.

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Unit Sector(s)

Sector   Cross-Sector

Competency field

Competency field   Client and Customer Service

SIRXCCS201 Apply point-of-sale handling procedures

Modification History

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

Release Date	Comments
First Release:	This is a revised unit, based on and equivalent to SIRXCCS001A Apply point-of-sale handling procedures.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to operate point-of-sale equipment, apply store policy and procedures to a range of transactions, interact with customers, and package or wrap an item for transportation.

It covers demonstration of the ability to operate a range of point-of-sale equipment in order to complete sales, returns and exchange transactions, and process a number of methods of payment, according to store policies.

Application of the Unit

This unit applies to frontline service personnel.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Operate point-of-sale equipment.	1.1. Open and close point-of-sale terminal according to *store policy and procedures*.
	1.2. Clear point-of-sale terminal and transfer tender according to store procedure.
	1.3. Handle cash according to store security procedures.
	1.4. Maintain supplies of change in point-of-sale terminal according to store policy.
	1.5. Attend active point-of-sale terminals according to store policy.
	1.6. Complete records for transaction errors according to store policy.
	1.7. Maintain adequate supplies of dockets, vouchers and *point-of-sale documents*.
	1.8. Inform *customers* of delays in the point-of-sale operation where required.
2. Ensure accuracy of transactions.	2.1. Identify and perform *numerical calculations* to ensure accurate pricing and collection of money.
	2.2. Collect numerical information from various sources and calculate accurately with or without the use of a calculator.
3. Perform point-of-sale transactions.	3.1. Complete *point-of-sale transactions* according to store policy.
	3.2. Identify and apply store procedures in respect of cash and non cash transactions.
	3.3. Identify and apply store procedures in regard to exchanges and returns.
	3.4. Move goods through point-of-sale area efficiently and with attention to fragility and packaging.
	3.5. Enter information into *point-of-sale equipment*.
	3.6. State price or total and amount of cash received verbally to customer.
	3.7. Tender correct change.

4. Complete sales.

    4.1.Complete customer order forms, invoices and receipts and process any loyalty card transactions.

    4.2.Identify and process customer delivery requirements according to set timeframes.

    4.3.Process sales transactions or direct customers to point-of-sale terminals according to store policy without undue delay.

    4.4.Acknowledge and thank customer in line with store policy and procedures.

5. Wrap and pack goods.

    5.1.Maintain and request adequate supplies of ***wrapping and packaging materials***.

    5.2.Select appropriate wrapping or packaging material.

    5.3.Wrap merchandise neatly and effectively where required.

    5.4.Pack items safely to avoid damage in transit, and attach labels where required.

    5.5.Arrange transfer of merchandise for parcel pick up or other ***delivery methods*** if required.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication and interpersonal skills to:
  - ask questions to identify and confirm requirements
  - inform customers of delays
  - listen actively
  - request adequate supplies of wrapping material or bags through clear and direct communication
  - share information
  - state price or total and amount of cash received
  - use and interpret non-verbal communication
  - use language and concepts appropriate to cultural differences
- self-management skills to:
  - deal with different types of transactions
  - follow set routines and procedures
- literacy and numeracy skills to:
  - document sales and delivery information
  - render change
  - undertake work functions, including addition, division, multiplication, percentages and subtraction

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Required knowledge

- cash and non-cash handling procedures, including:
    - balancing point-of-sale equipment
    - calculating non-cash documents
    - change required, denominations of change and tendering change
    - clearance of terminal and transference of tender
    - counting cash
    - maintenance of cash float
    - opening and closing point-of-sale terminal
    - recording takings
    - security of cash and non-cash transactions
- functions and procedures for operating point-of-sale equipment, including:
    - calculators
    - electronic scales
    - numerical display board
    - registers
- merchandise handling techniques, including wrapping and packaging techniques
- range of services provided by the store
- relevant legislation and statutory requirements, including:
    - industry codes of practice
    - work health and safety (WHS)
    - Australian consumer law
    - scanners
- store policy and procedures in relation to:
    - allocated duties and responsibilities
    - bag checking
    - customer service
    - exchanges and returns
    - handling, packing and wrapping goods or merchandise
    - point-of-sale transactions
- stock availability
- key features of a calculator

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

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Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential:
	• operates point-of-sale equipment according to manufacturer instructions and store policy and procedures
	• applies store policy and procedures in regard to cash handling and point-of-sale transactions
	• interprets, calculates and records numerical information accurately
	• processes sales transaction information responsibly and accurately according to store policy and procedures
	• applies store policy and procedures in regard to the handling, packing, wrapping and delivery of goods or merchandise.
Context of and specific resources for assessment	Assessment must ensure access to:
	• a real or simulated retail work environment
	• relevant documentation, such as:
	• stock, inventory and price lists
	• financial transaction dockets and slips
	• lay-by, credit and product return slips
	• store policy and procedures manuals
	• a range of point-of-sale equipment.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:
	• observation of performance in the work
	• role play
	• customer feedback
	• answers to questions about specific skills and knowledge
	• review of portfolios of evidence and third-party workplace reports of on-the-job performance.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, work and job role is recommended, for example:
	• SIRXCCS202 Interact with customers
	• SIRXFIN201 Balance and secure point-of-sale terminal
	• SIRXINV001A Perform stock control procedures
	• SIRXRSK201 Minimise loss.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the

performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the individual, accessibility of the item, and local industry and regional contexts) may also be included.

Store policy and procedures in regard to:	• cash handling • financial transactions • handling techniques of stock • operation of point-of-sale equipment • sales transactions • security.
Point-of-sale documents may include:	• credit slips • lay-by slips • message pads • order forms • product return slips • promotional materials.
Customers may include:	• customers with routine or special requests • internal and external contacts • new or repeat contacts • people from a range of social, cultural and ethnic backgrounds • people with varying physical and mental abilities.
Numerical calculations may include:	• addition and subtraction • calculations of cash amounts and change • calculations of discount amounts • estimation of quantities • measurement • multiplication and division • percentages.
Point-of-sale transactions may include:	• cheques • credit cards and store cards • EFTPOS • exchanges • gift vouchers • lay-by • returns • smart cards • travellers cheques.
Point-of-sale equipment may include:	• cash drawer • cash register • EFTPOS terminal • electronic scales • numerical display board

	• scanner
	• security tagging.
Wrapping and packaging materials may include:	• adhesive tape
	• bags
	• boxes
	• bubble wrap
	• gift wrapping
	• paper
	• ribbon
	• string.
Delivery methods may include:	• courier
	• domestic or international delivery
	• freight
	• parcel pick-up
	• post or express post.

Unit Sector(s)

Cross-Sector

Competency Field

Client and Customer Service

SIRXCCS509 Manage business customers

Modification History

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

Release	Comments
First Release	This is a revised unit, based on and equivalent to SIRXCCS005A Manage business customers.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to manage contracts, reinforce trading terms, and negotiate deals with business customers.

The unit covers ways to negotiate and finalise legally binding contractual agreements with a range of business customers, according to company policy and legislative requirements, to meet business targets and strategic outcomes.

Application of the Unit

This unit applies to senior sales personnel who negotiate contractual arrangements with customers to meet business outcomes and strategic goals.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Negotiate deals.	1.1. Establish special deals, according to ***business policy and procedures***.
	1.2. Negotiate and complete deals, according to business policy and procedures.
	1.3. Determine supporting ***promotional and merchandising activities***.
	1.4. Negotiate optimal ***sales and distribution arrangements*** with customer prior to completion of deals according to standard organisational policies and procedures.
	1.5. Approve special deals falling outside company policy and procedures according to business guidelines.
	1.6. Negotiate and confirm ***supply arrangements*** for goods of services under special deals prior to completion of deals in line with standard organisational policies and procedures.
	1.7. Ensure deals conform to business performance and marketing objectives.
	1.8. Ensure deals are legally valid and binding.
2. Manage trading terms.	2.1. Negotiate and confirm trading terms for product and services in line with standard organisational policies and procedures.
	2.2. Establish procedures and policies to approve new or amended trading terms.
	2.3. Communicate trading terms to internal and external personnel according to legislative and business procedures.
	2.4. Confirm procedures and policies for processing breaches of trading terms and communicate to ***relevant staff***.
	2.5. Establish processes for reviewing trading terms.
	2.6. Establish policy and procedures for managing trading terms to achieve business and customer service objectives.
3. Manage business contracts.	3.1. ***Negotiate*** and confirm contractual obligations and terms with ***business customers*** in line with standard organisational policies and procedures.
	3.2. Seek ***expert advice*** regarding the framing of contracts as

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ELEMENT	PERFORMANCE CRITERIA
	required and in line with standard organisational policies and procedures.
	3.3. Apply established terms and conditions of *contractual arrangements* with business account customers.
	3.4. Complete requirements for amendment or variation to existing contract with a business according to business procedures and legal requirements.
	3.5. Monitor performance of contract against agreed business objectives and standards.
	3.6. Investigate and resolve contract variations according to contractual and business outcomes.
	3.7. Resolve disputes over contracts to obtain business and customer outcomes.
	3.8. Regularly complete contract reviews with customers, stakeholders and contract holders.
	3.9. Conclude business contracts according to organisational and legal requirements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication and interpersonal skills to:
  - build relationships with business customers
  - consult and negotiate
  - make presentations
  - resolve disputes
- literacy and numeracy skills to:
  - develop and amend contracts, according to business procedures and legal requirements develop guidelines for approving and implementing special deals
  - document plans and decisions
  - establish, confirm and review trading terms
  - read and interpret information
  - undertake financial and budget planning
- planning and organising skills to:
  - establish procedures and policies
  - complete contract reviews
  - conclude business contracts

- monitor contract performance
- project and contract management skills
- technical skills to design promotional and merchandising activities

Required knowledge

- business policy and procedures in relation to:
    - approval processes
    - dealing with internal and external groups and teams
    - negotiating contracts and trading terms
    - quality assurance and control
    - selling and supplying products and services
    - using and maintaining standard business technology
- competitor activities
- configuration of management systems
- elements that make a successful business partnership or relationship
- features and advantages of a contractual relationship
- information sources on product and supply arrangements for customers
- internal and external management systems
- work health and safety (WHS) aspects of job
- principles and techniques in negotiation
- public and private sector purchasing and procurement guidelines and rules
- relevant commercial law and legislation, including:
    - law of contract
    - Australian consumer law relating to the retail industry

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: - actively negotiates and finalises legally binding contractual agreements with a range of business customers according to company policy - identifies and understands business targets and strategic goals - manages business contacts and trading terms to achieve agreed business targets and strategic outcomes - demonstrates a high level of ethical and personal integrity in conduct of negotiations and management of contractual

relationships.

Context of and specific resources for assessment	Assessment must ensure access to:

- a retail work environment
- relevant documentation, such as:
    - business policy and procedures
    - information on the internal and external operating environment
- a range of business customers with different requirements.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- third-party reports from a supervisor
- customer feedback
- review of portfolio of evidence
- written or verbal questioning to assess knowledge and understanding.

Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the individual, accessibility of the item, and local industry and regional contexts) may also be included.

Business policy and procedures in relation to:
- approval processes
- interaction with clients and customers
- negotiating contracts and trading terms
- quality assurance and control
- sale and supply of products and services.

Promotional and merchandising activities may vary to accommodate variations in:
- competition
- demographics
- economics
- legal factors
- natural factors
- political influences
- social and cultural factors

	• technology.
Sales and distribution arrangements may include:	• delivery of products
	• leasing agreements and consultancies
	• maintenance and support agreements
	• provision of services
	• research and development.
Supply arrangements may relate to:	• cost
	• coverage and content
	• quality
	• quantity
	• time schedules.
Relevant staff may include:	• employees
	• internal or external contacts
	• relevant managers
	• supervisors.
Negotiation issues may include:	• contract variations, including ability to vary or modify targets, processes and clauses
	• innovations
	• modification and amendment rights
	• scope.
Business customers may include:	• commercial enterprises
	• community and not-for-profit organisations
	• governments
	• internal business units and divisions
	• public agencies or organisations.
Expert advice may be sought from a range of professionals, including:	• accountants and auditors
	• industry association advisory services
	• in-house or external lawyers
	• senior in-house staff.
Contractual arrangements may include:	• common-use arrangements or standing offers
	• consequences
	• contracts, including:
	• contracts as detailed under Australian consumer law
	• external contracts
	• in-house service level agreements
	• letters of appointment or intent
	• memorandums of understanding or memorandums of agreement
	• non-compliance
	• petty cash
	• purchase order
	• trade partners

- verbal and written orders.

Unit Sector(s)

Cross-Sector

Competency Field

Client and Customer Service

SIRXEBS001A Acquire and retain online customers

Modification History

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

Release	Comments
Second Release	Editorial updates

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required by a retail or wholesale business to enhance customer sales and relationships through adoption of an online strategy.

Application of the Unit

This unit applies to team members who perform market analysis and establish data collection and processing tools to determine current and future online service and sales strategies for maximising sales and service delivery and online customer retention.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Develop an electronic sales strategy.	1.1. Determine online *sales strategy*.
	1.2. Confirm performance indicators for online sales strategy.
	1.3. Set online sales budget.
	1.4. Establish *mechanisms to collate and report* online sales data.
	1.5. Maximise conversion of *customer contact* into improved sales through an online sales strategy.
2. Develop an electronic service strategy.	2.1. Establish impact of online service strategy on market share.
	2.2. Assess impact of service strategy on *suppliers*.
	2.3. Assess appropriateness of the existing product and service profile and range as part of the online service strategy.
	2.4. Determine means to acquire *customers* online.
	2.5. Determine means to improve retention of *online customers*.
	2.6. Establish revenue benefits of an online service strategy.
	2.7. Determine means to use *information and communication technologies* to improve customer satisfaction.
3. Optimise retail web presence.	3.1. Integrate sales and service strategies.
	3.2. Confirm customer segments.
	3.3. Determine personal preferences and needs of customers within market segment on an ongoing basis.
	3.4. Establish pricing rules for online products and services.
	3.5. Ensure web presence attracts target customers.
	3.6. Construct *web presence* and systems to permit customer preferences and needs to be determined in an ongoing manner.
4. Build relationships with online customers.	4.1. Analyse customer relationship management systems and models.
	4.2. Manage online relationships to retain customers.
	4.3. Manage sales and service strategies to reinforce relationships with online customers.
	4.4. Collect *diagnostic data* to support the delivery of services to meet customer behaviours and expectations.
	4.5. Share *strategic data* on customer behaviour with vendors and web designers.

4.6. Optimise loyalty of online customers.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills

- analytical skills to:
    - determine online customer preferences and needs
    - seek out value adding opportunities
    - identify special events and anticipating customer demands
- planning and management skills to:
    - benchmark the positioning of major competitors for online sales and services
    - establish systems to measure the ability of online strategies to meet specific customer requests and preferences
    - implement joint online sales and service plans with business partners
    - develop online sales and service reports
    - provide recommendations for improving online sales and service
- literacy and numeracy skills to:
    - interpret diagnostic and strategic marketing data
    - generate reports

Required knowledge

- customer relationship management systems
- data collection and processing technologies, techniques and tools
- means to share data with suppliers and business partners, according to legal provisions and business policies
- impact of sales and service systems on operational cost efficiencies
- impact of online customer retention and retrieval strategies on revenue
- analysis and reporting requirements for a range of online customer sales and service strategies
- strategies that reinforce online service relationships
- business policy and procedures that can hinder capacity of online systems to meet customer preferences
- relevant privacy, world wide web standards, commercial law and legislation

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the

performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • sales and service targets are set according to all factors affecting online markets and product or service delivery • online market share is determined and maximised through implementation of agreed strategy • accurate and careful research on the basis for online positioning • analysis of the impact of web presence on business relationships • online sales and service strategy designed to maximise customer retention and brand loyalty • online customers preferences are identified • establishes data collection and processing tools and techniques than can determine current and future online service and sales strategies.

Context of and specific resources for assessment	Assessment must ensure access to:
	
	• a real or simulated work environment
	• relevant documentation, such as:
	  • business and marketing plans
	  • industry codes of practice
	  • information and performance data on existing business model and IT infrastructure
	• information on:
	  • markets
	  • competitors
	  • products and services
	  • suppliers
	  • new technology.

Methods of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- a role play
- a research report
- third-party reports from a supervisor
- customer feedback
- written or verbal questioning to assess knowledge and understanding
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. **Bold italicised** wording in the performance criteria is detailed below.

Sales strategy may vary according to:

- product or service range
- marketing focus
- target market
- duration of campaign
- business policy and procedures in regard to selling products and services
- form of web presence and level of e-commerce readiness
- current and emerging applications and technology
- territory coverage
- industry codes of practice
- market position
- planning cycles and timing
- cost and price analysis.

Mechanisms to collate and report online sales data may include:

- online traffic monitors
- online customer registration
- inventory tracking
- online customer account management.

Customer contact may occur

- email
- post

via:	• newsletters
	• telephone
	• face-to-face.
Arrangements with *suppliers* may relate to:	• commercial enterprises
	• public agencies or organisations
	• governments
	• community and not-for-profit organisations
	• internal
	• delivery of products
	• provision of services
	• maintenance and support agreements
	• leasing agreements and consultancies
	• research and development.
***Customers* may include:**	• new or repeat contacts
	• internal and external contacts
	• customers with routine or special requests
	• people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities
	• business customers or individuals
	• domestic or international customers.
Means to retain or acquire *online customers* may include consideration of:	• retention campaigns and programs
	• resource planning
	• sales strategies
	• pricing strategies
	• promotion and distribution strategies
	• retention and loyalty programs
	• web search and access relationships
	• competitor activities
	• online customer preferences and buying behaviours.
***Information and communication technologies* may include:**	• personal computers or terminals (stand-alone or networked)
	• scanning equipment
	• bar coding equipment
	• point-of-sale terminals
	• hand-held equipment
	• software, including:
	• word processing
	• databases
	• spreadsheets
	• financial

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	• inventory
	• electronic data interchange (EDI).
Web presence may include:	• website
	• advertising
	• web search and access relationships
	• referring links
	• email.
Diagnostic data may be:	• qualitative
	• quantitative.
Strategic data may include:	• response times
	• scalability
	• traffic
	• security
	• customer demographics
	• customer confidence
	• customer expectations.

Unit Sector(s)

Cross-Sector

Competency field

E-Business

SIRXEBS004A Select an e-business model

Modification History

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

Release	Comments
Second Release	Editorial updates

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to use e-business approaches and tools to establish more efficient business operations.

Application of the Unit

This unit applies to team members who identify, trial and evaluate a range of e-business models, and to report to stakeholders on the contrasting features and benefits of models in order to select an e-business model to meet organisation requirements.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Assess emerging electronic business capabilities and their relevance to sales and service systems.	1.1. Identify new capabilities provided by *online technologies and applications*. 1.2. Identify strengths, weaknesses, opportunities and threats related to the introduction of *e business solutions*. 1.3. Assess impact of electronic enablement on current *critical market factors*. 1.4. Identify relationship of e-commerce capabilities to established *business strengths*.
2. Confirm impact of business to business models on retail operations.	2.1. Establish impact of trends in business to business developments on retail operations. 2.2. Assess the ability of business to business solutions to enhance current *retail strategies*. 2.3. Compare and confirm features and advantages of different business to business models.
3. Confirm impact of business to consumer models on retail operations.	3.1. Establish the impact of business to consumer trends on retail operations. 3.2. Assess the ability of business to consumer solutions to enhance current retail strategy. 3.3. Compare and confirm features and advantages of different business to consumer models.
4. Evaluate and trial e business process and models.	4.1. Compare and contrast features and benefits of different *e business models*. 4.2. Assess the relevance of each model to current retail and service strategies. 4.3. Select e business processes and models. 4.4. Set performance requirements for an e business process and model. 4.5. Trial e business process and model. 4.6. Document, *evaluate* and report on data collected from e business trials. 4.7. Select e business model for adoption.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills

- interpersonal skills to:
    - communicate with external and internal groups and teams regarding e business models, applications and consultancies through clear and direct communication
    - ask questions to identify and confirm requirements
    - use language and concepts appropriate to cultural differences
    - use and interpret non-verbal communication
- literacy and numeracy skills to:
    - read and interpret data on e-business applications
    - generate reports
    - identify and assess forms of electronic transactions
- analytical and decision-making skills to:
    - seek out e-business strategies that produce operational efficiencies
    - implement e-business solutions that enhance sales and service efficiency
    - determine how e-business models and approaches can promote comparative brand, market and sales positions
    - determine appropriateness of various e-business applications and systems evaluate information on forecasts and trends in e-business
    - build e-business models that enhance business relationships

Required knowledge

- how e-business models affect e-business approaches
- relationship of e-commerce to e-business
- a range of business to business and business to consumer approaches
- types of data
- data processing requirements
- understanding of electronic transactions and processes
- impact on business of different business and business to consumer solutions
- relevant legal and legislative requirements
- principles and techniques in interpersonal communication

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential:

Evidence of the following is essential:

- identifying and utilising research on e-commerce and e-business tools and capabilities
- planning, coordinating and implementing activities associated with assessing the impact of e-business models on business operations
- evaluating and reporting on effectiveness of e-business models and processes
- consulting and liaising with business partners to assess suitability of e-business solutions
- integration of e-business solutions with business strengths and strategic goals or targets
- developing systems to manage and monitor e-business approaches
- awareness of how e-business changes will affect business relationships.

Context of and specific resources for assessment

Assessment must ensure access to:

- a real or simulated work environment
- relevant documentation, such as:
    - legislation and statutory requirements
    - WHS requirements
    - industry codes of practice
    - information and performance data on existing business model and IT infrastructure
- information on:
    - markets
    - competitors
    - products and services
    - suppliers
    - new technology.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- third-party reports from a supervisor
- customer feedback
- written or verbal questioning to assess knowledge and understanding
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for

Holistic assessment with other units relevant to the

assessment   industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Online technologies and applications may include:	• a wide range of hardware, including routers, bridges, servers, PCs, drives, switches, printers, hubs, modems, personal organisers, firewalls and peripherals • a wide range of software, including network operating systems, payment software, PC operating systems, database software, encryption protocols, accounting software, web browser software, website building software and spreadsheet software
E-business solutions may involve:	• integration of new solutions with existing IT infrastructure and business processes • integration with basic e-commerce solutions that include different business models depending on the final requirement • integration across operations at different levels of e-business development involving a mix of the above.
Critical market factors may include:	• response times • scalability • traffic • data collection and management • security • customer demographics • customer confidence • customer expectations.
Business strengths may include:	• profitability • customer relationships • business management • vendor relationships • data management • collaborative and cooperative relationships.
Retail strategies must include:	• cost reduction • productivity gains • increased revenues • responsiveness of suppliers • market share

	• value adding
	• business competitiveness
	• customer relationships
	• supplier relationships
	• revenue growth and flow.
E-business models may vary according to:	• enterprise products and services
	• access
	• content (product, data and information)
	• commercial set-up of trading company
	• applications
	• infrastructure
	• software
	• services
	• supply arrangements
	• payment methods.
Evaluation may include:	• stakeholder consultation
	• confirmation that a procurement process is necessary
	• development of a business case
	• comparison of internal versus outsourced provision
	• whether to buy or build solutions.

Unit Sector(s)

Cross-Sector

Competency field

E-Business

SIRXFIN002A Perform retail finance duties

Modification History

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

Release	Comments
Second Release	Editorial updates

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to perform retail finance duties. It involves processing petty cash and non-cash transactions, preparing banking documents, reconciling invoices for payment and preparing invoices for debtors.

Application of the Unit

This unit applies to team members who process petty cash, cash and non-cash transactions; reconcile and process banking; identify and rectify delivery and document discrepancies; and process invoices for creditors and debtors, according to store policy and procedures. These tasks are performed under some supervision.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Process petty cash transactions.	1.1. Check petty cash claims for approval, accuracy and authenticity before processing.
	1.2. Check and balance transactions according to *store policy and procedures*.
	1.3. Note irregularities and refer to *relevant personnel* for resolution.
	1.4. Process and record petty cash transactions within designated time limits.
2. Prepare banking documents.	2.1. Balance cashbook entries against record of takings.
	2.2. Compile and balance deposit entries.
	2.3. List cash and *non cash transactions* on banking deposit forms, according to the banking institution's guidelines.
	2.4. Process in store credit systems according to store policy.
3. Process non cash transactions.	3.1. Balance non cash transactions and present *documentation* to relevant personnel for checking.
	3.2. Note irregularities and refer to relevant personnel for resolution.
4. Reconcile invoices for payment to creditors.	4.1. Identify discrepancies between invoices and delivery notes and report to relevant personnel or section for resolution.
	4.2. Identify errors in invoice charges and report to relevant personnel or section for correction or resolution.
	4.3. Rectify discrepancies and errors as directed.
	4.4. Process corrected and authorised invoices for payment within designated time limits.
	4.5. Resolve creditor enquiries or refer to relevant personnel or section for resolution.
5. Prepare invoices for debtors.	5.1. Perform *preparatory calculations* to produce accurate customer invoices.
	5.2. Complete relevant documentation to ensure accuracy of contents.
	5.3. Distribute documents to relevant personnel or section for certification prior to being dispatched.
	5.4. Dispatch verified documents within designated time limits.
	5.5. Copy and *file* documents for auditing purposes.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills

- self management skills to complete tasks witin a set timeframe
- literacy skills to interpret documentation
- numeracy skills to:
  - process petty cash transactions
  - receive and process deliveries
  - perform sales transactions
  - balance cashbook entries and takings
  - generate invoices
- interpersonal skills to:
  - refer and report irregularities, discrepancies and errors in transactions to relevant personnel
  - resolve creditor enquiries or refer to relevant personnel through clear and direct communication
  - ask questions to identify and confirm requirements
  - use language and concepts appropriate to cultural differences
  - use and interpret non-verbal communication

Required knowledge

- store policy and procedures in regard to:
  - register or terminal balance
  - security of cash and non-cash transactions
  - petty cash
  - cash balances
  - banking procedures
  - purchase requisitions or orders
  - issuing of receipts
  - delivery dockets
  - credit notes
  - statements
  - remittance advices
  - cash register rolls
  - deposit books
  - change required and denomination of change
  - operation of equipment used at register or terminal

Service and Creative Skills Australia

- processing delivery and delivery document discrepancies
- invoicing procedures for debtors and creditors
- payment and invoice procedures, including GST requirements
- cash and non-cash handling procedures, including:
  - opening and closing point-of-sale terminal
  - clearance of terminal and transference of tender
  - maintenance of cash balances
  - counting cash
  - calculating non-cash documents
  - customer credit ratings
  - balancing point-of-sale terminal
  - recording takings
  - change required and denominations of change
  - EFTPOS
  - credit cards
  - processing of cheques
  - gift vouchers
  - lay-by
  - cash on delivery (COD)
  - lay-by
  - credits and returns
  - customer refunds

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • consistently applies store policy and procedures in regard to petty cash and non-cash transactions, invoicing, banking processes and processing delivery and document discrepancies • consistently applies skills related to the reconciliation and payments of invoices for creditors and debtors, according to store policy and procedures.
Context of and specific resources for assessment	Assessment must ensure access to: • a real or simulated work environment

- relevant documentation, such as:
    - store policy and procedures manuals
    - financial transaction dockets, slips and invoices
    - banking deposit forms
- EFTPOS facilities and equipment
- registers and related equipment
- relevant financial management systems.

Methods of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- a role play
- third-party reports from a supervisor
- answers to questions about specific skills and knowledge
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SIRXADM001A Apply retail office procedures
- SIRXICT001A Operate retail technology.

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Store policy and procedures in regard to:	- store financial systems.
Relevant personnel may include:	- manager - supervisor - team leader - specialist staff.
Non-cash transactions may include:	- EFTPOS and credit cards - customer credit ratings - cheques - hire-purchase - lay-by

	• cash on delivery (COD)
	• customer refunds.
Documentation may include:	• purchase requisitions
	• purchase orders
	• invoices
	• receipts
	• delivery dockets and receipts
	• credit notes
	• statements
	• remittance advices
	• cash register rolls
	• deposit books.
Preparatory calculations may include:	• application of prior credit
	• discounting
	• quantity
	• calculation of GST.
Methods used to *file* documents may include:	• manual
	• electronic.

Unit Sector(s)

Cross-Sector

Competency field

Finance

SIRXFIN201 Balance and secure point-of-sale terminal

Modification History

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

Release	Comments
First Release	This is a revised unit, based on and equivalent to SIRXFIN001A Balance point-of-sale terminal.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to balance and reconcile a register or terminal in a retail environment. It involves clearing the register, counting money, calculating non-cash transactions, and reconciling and recording takings.

The unit requires the application of store policy and procedures in undertaking those tasks.

Application of the Unit

This unit applies to frontline retail staff working under some supervision.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

     Service and Creative Skills Australia

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Balance and secure takings from register or terminal.	1.1. Perform *register or terminal* balance at designated times according to *store policy and procedures*.
	1.2. Separate cash float from takings prior to balancing procedure and secure according to store policy.
	1.3. Supply change to register or terminal according to store policy.
	1.4. Obtain and interpret register or terminal reading or print-out.
	1.5. Secure cash and *non cash documents* according to store security policy and procedures.
2. Reconcile takings.	2.1. Count cash accurately.
	2.2. Calculate non cash documents accurately.
	2.3. Determine balance between register or terminal reading and sum of cash and non cash transactions.
	2.4. Report discrepancies between register or terminal reading and sum of cash and non cash transactions to *relevant personnel* according to store policy.
	2.5. Record store and individual department takings and file *records* according to store policy.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy and numeracy skills to:
  - balance the register or terminal
  - count cash
  - calculate non-cash transactions
  - calculate discrepancies between reported and actual takings
  - complete documentation

- interpret documentation
- report on takings
- planning and organising skills to complete tasks in a set timeframe
- technology skills to operate register or terminal

Required knowledge

- cash and non-cash handling procedures, including:
  - balancing point-of-sale terminal
  - calculating non-cash documents
  - change required and denominations of change
  - clearance of terminal and transference of tender
  - counting cash
  - credit and returns
  - credit cards
  - EFTPOS
  - gift vouchers
  - lay-by
  - maintenance of cash float
  - opening and closing point-of-sale terminal
  - recording takings
  - security of cash and non-cash transactions
- store policy and procedures in regard to:
  - cash float
  - operation of equipment used at register or terminal
  - register or terminal balance
  - security of cash and non-cash transactions

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • operates register or terminal equipment according to manufacturer instructions and store policy • applies store policy and procedures in regard to handling cash and removing takings from register or terminal • applies store policy and procedures in regard to cash float

- applies store policy and procedures in regard to reading registers and recording information
- processes documentation and records responsibly and according to store policy and procedures
- reconciles takings according to store policy and procedures.

Context of and specific resources for assessment	Assessment must ensure access to:
	
	- a real or simulated retail work environment
	- relevant documentation, such as:
	  - financial transaction dockets, slips and invoices
	  - sample debit card and credit card vouchers
	  - recording and tally sheets
	  - store policy and procedure manuals in regard to register or terminal balance
	- register or terminal and related equipment.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: - observation of performance in the workplace - role play - written or verbal questioning to assess knowledge and understanding - review of portfolios of evidence and third-party workplace reports of on-the-job performance.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: - SIRXCCS201 Apply point-of-sale handling procedures - SIRXRSK201 Minimise loss.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the individual, accessibility of the item, and local industry and regional contexts) may also be included.

Register or terminal may be:	- cleared at intervals during or at close of trading - cleared by operator or specialist staff - electronic

	•	manual.
Store policy and procedures in regard to:	•	cash handling
	•	register or terminal balance
	•	security.
Non-cash documents may relate to:	•	cash on delivery (COD)
	•	cheques
	•	credit cards
	•	customer credit ratings
	•	customer refunds
	•	gift vouchers
	•	hire-purchase
	•	lay-by.
Relevant personnel may include:	•	manager
	•	supervisor
	•	team leader.
Records may be:	•	electronic
	•	manual.

Unit Sector(s)

Cross-Sector

Competency Field

Finance

SIRXHRM001A Administer human resources policy

Modification History

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

Release	Comments
Second Release	Editorial updates

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to plan and manage human resources.

Application of the Unit

This unit applies to managers responsible for administering the organisation's human resources policy. It involves implementing staffing levels, monitoring staff performance, identifying and minimising potential industrial relations problems and developing and implementing training plans.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Implement staffing levels.	1.1. Maintain and monitor *store policy and procedures* in regard to *staffing levels*.
	1.2. Maintain store staffing plans involving total store operation.
	1.3. Ensure store staffing plan is comprehensive, concise and easily understood by *staff and management*.
	1.4. Base all staffing figures on accurate and current information.
	1.5. Develop *contingency plans* to cope with extreme situations.
	1.6. Identify, analyse and rectify staff turnover problems as required by store policy.
2. Monitor staff performance.	2.1. Analyse, monitor and maintain store policy and procedures in regard to staff performance requirements.
	2.2. Conduct performance appraisal and counselling interviews as required according to store policy.
	2.3. Give clear, constructive *feedback* on performance at a level and pace appropriate to the team member.
	2.4. Recognise performance and achievement and encourage individuals to contribute to their own assessment.
	2.5. Encourage individuals to contribute to improving policy and procedures.
	2.6. Discipline and counsel staff as required according to store policy and *statutory requirements*.
	2.7. Implement staff dismissals according to store policy and procedures and statutory requirements.
	2.8. Conduct terminal and exit interviews, according to store policy and procedures and statutory requirements.
	2.9. Accurately and completely record details of all procedures and made available to authorised personnel.
3. Identify and minimise potential industrial relations problems.	3.1. Develop and implement strategies in regard to *interpersonal conflict* and dispute resolution, according to store policy and procedures.
	3.2. Actively encourage consultation and cooperation within team.
	3.3. Provide constructive support to resolve problems where

interpersonal conflict arises.

3.4. Accurately *communicate* current dispute resolution and grievance procedures to team members.

3.5. Concisely and accurately record details of proceedings and make available to authorised personnel.

3.6. Treat team members with integrity, respect and compassion.

4. Develop and implement training plans.	4.1. Develop *training objectives and activities* based on considered assessment of existing individual and team competencies, potential competency and career aspirations according to store policy.
	4.2. Regularly review, update and improve training plans in consultation with staff and management.
	4.3. Ensure training plans contain clear, realistic *objectives*.
	4.4. Encourage and assist individuals to evaluate their own development and training needs and to contribute to development planning and review.
	4.5. Plan training activities to optimise the use of available resources.
	4.6. Identify training needs using accurate and current information.
	4.7. Clearly define training requirements relating to specific competencies necessary to perform a specified role or function.
	4.8. Provide ongoing training information to all staff.
	4.9. Delegate responsibility for training to *specific staff*.
	4.10. Document planned training needs and specified outcomes.
	4.11. Monitor and maintain budget in regard to training and assessment of staff according to store policy.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills

The following skills must be assessed as part of this unit:

- interpersonal communication skills to:
  - conduct performance appraisal and counselling and terminal and exit interviews
  - give feedback and provide information
  - encourage individual contribution and evaluation of training and development needs
  - discipline and counsel staff and resolve conflicts
  - encourage consultation and cooperation in the team through clear and direct communication
  - ask questions to identify and confirm requirements,

- use language and concepts appropriate to cultural differences
- use and interpret non-verbal communication
- analysing training needs
- monitoring staff performance
- conducting performance appraisal
- negotiating
- literacy skills in regard to:
  - researching, analysing and interpreting a broad range of written material
  - preparing reports
  - documenting results
  - numeracy skills in regard to interpreting and maintaining data.

Required knowledge

The following knowledge must be assessed as part of this unit:

- store policy and procedures in regard to:
  - staffing
  - performance appraisal
  - employee relations
  - staff development
- relevant statutory, legal and industrial relations requirements in regard to:
  - monitoring staff performance
  - counselling
  - disciplinary procedures
  - dismissal procedures
  - agreements, awards and wages and conditions
  - anti-discrimination
  - equal opportunity
  - sexual harassment
  - WHS
- a range of responsibilities and job descriptions
- Australian apprenticeship legislation
- Training Packages and competency standards
- store staffing plan
- staff levels and turnover
- existing competencies
- resources available for training
- principles and techniques in training and development.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential:
	• maintains and monitors optimum staff levels according to store policy and procedures by:
	• maintaining staffing plans
	• communicating with staff and management
	• developing contingency plans
	• analysing and rectifying staff turnover problems
	• maintains and monitors staff performance according to store policy and procedures and according to legislation and statutory requirements by:
	• monitoring and analysing performance
	• identifying performance and skill gaps
	• applying on the job training and coaching processes to develop employees
	• developing performance improvement plans
	• conducting performance appraisal interviews
	• demonstrating discipline and counselling processes
	• demonstrating dismissal processes
	• accurately records and maintains details of staff performance procedures, taking into account privacy requirements
	• communicates with team members to minimise potential industrial relations problems
	• develops, implements and evaluates relevant and effective training plans aligned to business goals and company policies.
Context of and specific resources for assessment	Assessment must ensure access to:
	• a retail work environment
	• relevant documentation, such as:
	• store policy and procedures on employee relations and staff development
	• legislative requirements
	• store staffing plan
	• job descriptions
	• statutes, awards and agreements relating to:
	• monitoring staff performance

- performance appraisal
- counselling
- disciplinary procedures.

Methods of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- third-party reports from a supervisor
- research report
- written or verbal questioning to assess knowledge and understanding
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Store policy and procedures in regard to:	• employee relations and staff development • systems for recording employee relations information.
Staffing levels may vary according to:	• peak trading times • special events • promotion • stocktakes • refurbishment.
Staff and management may include:	• full-time, part-time, casual or contract staff • people with varying degrees of language and literacy • people from a range of cultural, social and ethnic backgrounds • people with a range of responsibilities and job descriptions.
Contingency plans may include:	• unpredicted staff shortages • unpredicted customer demand • accidents or emergencies.

Techniques for providing *feedback* may include:	• using open and inclusive language • speaking clearly and concisely • using appropriate language • non-verbal communication.
Statutory requirements and legislation may include:	• equal employment opportunity (EEO) • Australian apprenticeships • disciplinary procedures • awards and agreements • wages and conditions • anti-discrimination • sexual harassment • WHS • privacy.

Interpersonal conflict:	• may occur with or between:
	  • individuals
	  • teams
	  • customers
	  • management
	• may be minimised:
	  • formally
	  • informally
	• is minimised to:
	  • promote effective working relationships
	  • prevent disciplinary or grievance procedures becoming necessary.

Methods to *communicate* information may include:	• verbal • written, including email.
Training objectives and activities may relate to:	• existing staff competencies • level of competencies required by staff • budget allocation for staff training.
Objectives may apply to:	• individuals • teams • managers.
Specific staff responsible for training may include:	• supervisor and manager • training coordinator • external consultant.

Unit Sector(s)

Cross-Sector

Competency field

Human Resources Management

SIRXHRM002A Recruit and select personnel

Modification History

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

Release	Comments
Second Release	Editorial updates

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to recruit and select personnel.

Application of the Unit

This unit applies to managers responsible for recruiting and selecting personnel. It involves defining future personnel requirements, determining job specifications, evaluating and selecting applicants, and recruiting staff.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Define future personnel requirements.	1.1. Accurately identify *store policy and procedures* in regard to *staffing levels*.
	1.2. Access and utilise accurate and current *information* to define personnel requirements.
	1.3. Clearly identify competencies and attitudes required of *staff members* and *teams*.
	1.4. Consult *relevant personnel* as required.
	1.5. Support estimates of *staffing requirements* with *appropriate calculations* where necessary.
2. Determine job specifications.	2.1. Ensure *job specifications* accurately reflect the role that the appointee will play in relation to the team as a whole.
	2.2. Take into account the views and requirements of all relevant personnel prior to completing the specification.
	2.3. Write clear and concise job specifications according to *relevant legislation*.
	2.4. Confirm specifications with relevant personnel prior to recruitment action according to store policy.
3. Recruit staff.	3.1. Maintain and monitor *staff recruitment procedures*.
	3.2. Advertise employment vacancies internally and externally according to store policy.
	3.3. Conduct job interviews and *employment appraisal tests* according to store policy.
	3.4. Enact staff selection policy and procedures to comply with equal opportunity and equal employment opportunity legislation.
	3.5. Ensure wages and conditions comply with relevant awards and agreements and store policy.
4 Assess and select applicants.	4.1. Conduct assessment and selection process according to store policy and procedures and legal requirements.
	4.2. Judge information obtained from each candidate against specified selection criteria, and note any additional influencing factors.
	4.3. Promptly seek advice from relevant personnel where difficulty in

interpreting the selection criteria exists, or there appears to be a conflict of criteria.

4.4. Identify and correct unintended deviations from agreed procedures before making selection decisions.

4.5. Maintain complete, accurate and clear *records* of assessment and selection processes.

4.6. Ensure selection recommendations are communicated to authorised personnel only.

4.7. Promptly and accurately inform all candidates of selection decisions following each stage of the selection process.

4.8. Promptly communicate recommendations for improvements to any aspect of the selection process to appropriate personnel.

4.9. Ensure that assessment and selection processes used and evidence gained justify the selection choice.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills

- interpersonal communication skills to:
  - consult personnel
  - confirm specifications
  - seek advice and communicate recommendations
  - conduct interviews and inform candidates of results through clear and direct communication
  - ask questions to identify and confirm requirements
  - obtain information from candidates at interview
  - use language and concepts appropriate to cultural differences
  - use and interpret non-verbal communication
- analytical skills to:
  - evaluate information from resumes, letters, references, interviews and aptitude tests against criteria
  - check references, security clearances and personal documentation
- literacy skills to:
  - research, analyse and interpret a broad range of written material
  - write clear accurate job descriptions and specifications
  - prepare reports
  - record details of processes

- document results

Required knowledge

- store policy and procedures in regard to:
  - job role and responsibilities
  - personnel planning, including current and projected staff numbers
  - recruitment , assessment and selection of candidates
- relevant legislation and statutory requirements, including:
  - equal opportunity and Equal Employment Opportunity (EEO) legislation
  - awards and agreements
  - anti-discrimination
  - recruitment sourcing methods
  - government subsidies and support functions for traineeships
  - Australian Apprenticeships
- Training Packages and competency standards
- principles and techniques in:
  - interpersonal communication
  - identifying competency requirements in relation to work demands
  - identifying, defining and assessing competency of individuals
  - consultation
  - interviewing
  - knowledge of special needs in relation to recruitment and selection, including reasonable adjustments for interviews, interview techniques and provision of appropriate documentation

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: - identifies existing and required competencies and attitudes of individuals and teams - develops job specifications to effectively meet the needs of the store and company - recruits suitable staff according to: - relevant store policy and procedures - relevant legislation - relevant awards and agreements

	• assesses and selects candidates according to store policy and procedures and legal requirements
	• accurately records selection processes.
Context of and specific resources for assessment	Assessment must ensure access to:
	• a retail work environment
	• relevant documentation, such as:
	• store policy and procedures on personnel planning, selection and recruitment
	• equal opportunity and equal employment opportunity (EEO) legislation
	• awards and agreements
	• job descriptions and specifications.
Methods of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:
	• observation of performance in the workplace
	• a role play
	• third-party reports from a supervisor
	• written or verbal questioning to assess knowledge and understanding
	• review of portfolios of evidence and third-party workplace reports of on-the-job performance.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Store policy and procedures in regard to:	• personnel planning
	• selection and recruitment
	• maintaining records.
Staffing levels may vary according to:	• peak trading cycles
	• special events
	• promotion
	• stocktakes
	• market trends.
Sources of accurate and current	• colleagues, supervisors and managers

information may include:	• store records
	• personal observation and experience
	• store policy and procedures documents
	• unions
	• industry associations.
Staff members may include:	• full-time, part-time, casual or contract staff
	• people with varying degrees of language and literacy
	• people from a range of cultural, social and ethnic backgrounds
	• people with a range of responsibilities and job descriptions.
Teams may include:	• small work teams
	• store team
	• corporate team.
Relevant personnel may include:	• internal or external consultants
	• employees
	• supervisors
	• human resources personnel
	• store and area manager.
Staffing requirements may include:	• permanent
	• temporary
	• full-time
	• part-time
	• casual
	• contract.
Appropriate calculations may include:	• financial considerations
	• current and projected staff numbers
	• current staff competencies and estimation of competencies required
	• succession planning
	• personnel forecasts
	• business plan and strategic directions.
Job specifications should include:	• job title and purpose of position
	• responsibilities
	• competencies required.
Relevant legislation may include:	• equal employment opportunity (EEO)
	• anti-discrimination
	• awards and agreements
	• confidentiality laws.
Staff recruitment procedures may be delegated to:	• individuals
	• specialist personnel.

Employment appraisal tests may include:	• assessment of relevant competencies • personality profiling.
Records may be:	• manual • electronic • access restricted.

Unit Sector(s)

Cross-Sector

Competency field

Human Resources Management

SIRXICT001A Operate retail technology

Modification History

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

Release	Comments
Second Release	Editorial updates

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to operate a variety of retail equipment. It involves identifying the correct equipment required for a given task, maintaining retail equipment, applying keyboard skills and operating data entry equipment.

Application of the Unit

This unit applies to frontline service personnel who operate and maintain a range of retail equipment, including point-of-sale systems, keyboards and data entry equipment, according to manufacturer instructions, design specifications, store policy and designated timeframes. This work is undertaken with some supervision and guidance.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Maintain retail equipment.	1.1. Identify purpose of ***equipment*** used in store or department.
	1.2. Operate equipment, according to design specifications and ***safety requirements***.
	1.3. Identify equipment faults and report to ***relevant personnel***.
	1.4. Identify and apply maintenance program for retail equipment according to ***store policy and procedures***.
2. Apply keyboard skills.	2.1. Operate keyboard using typing techniques within designated speed and accuracy requirements.
	2.2. Enter and edit information accurately.
3. Operate data entry equipment.	3.1. Enter data using relevant equipment, according to store policy and procedures.
	3.2. Operate price marking equipment, according to manufacturer instructions and store policy.
	3.3. Enter data accurately and within designated time limits.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills

- planning and organising skills to complete tasks in set timeframe
- problem solving skills to deal with different types of transactions
- literacy and numeracy skills to:
    - read store procedures for operating equipment
    - enter data
    - perform point-of-sale transactions
    - follow common fault-finding procedures

Required knowledge

- store policy and procedures in regard to:
    - the operation and maintenance of store retail equipment
    - reporting problems and faults
- relevant legislation and statutory requirements in regard to operating retail technology, including Work Health and Safety (WHS) requirements
- relevant industry codes of practice
- purpose and impact of using electronic technology
- licensing requirements for carrying and moving merchandise (if applicable)

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: - operates a range of store retail equipment according to store policy and procedures and industry codes of practice - operates and maintains a range of store retail equipment according to manufacturer instructions and design specifications - applies store maintenance program and reports faults and problems - consistently applies safe working practices in the operation and maintenance of store retail equipment according to OHS legislation and codes of practice - reads and interprets operation manuals to solve routine faults and errors and maintains and uses equipment effectively - uses keyboard skills to enter and edit data accurately - completes tasks in set timeframe.

Context of and specific resources for assessment	Assessment must ensure access to:
	
	 - a real or simulated work environment
	 - relevant documentation, such as:
	    - store policy and procedure manuals
	    - manufacturer instructions and operation manuals
	 - a range of store retail equipment.

Methods of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- a role play
- third-party reports from a supervisor
- customer feedback
- answers to questions about specific skills and knowledge
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Equipment may include:	- point-of-sale terminals - electronic bar coding equipment for price labelling and stocktaking - portable data entry - printers - EFTPOS terminals - electronic ordering equipment - wrapping and packing equipment - equipment for carrying or moving merchandise - equipment for storage of merchandise, including refrigerators - weighing machines - thermometers - security tag systems - trolley return equipment - computers - scanners - numerical keyboard equipment, including calculators.
Safety requirements may include:	- hazard identification (e.g. workplace inspections) - emergency, fire and accident procedures - personal safety procedures - stress management - procedures for the use of personal protective clothing and equipment

	• reporting incidents and accidents in the workplace.
Relevant personnel may include:	• supervisor
	• team leader
	• manager.
Store policy and procedures in regard to:	• store administration
	• clerical systems
	• operating and maintaining retail equipment
	• Work Health and Safety (WHS).

Unit Sector(s)

Cross-Sector

Competency field

Computer Operations and ICT Management

SIRXICT404 Adopt mobile commerce applications to improve sales and service

Modification History

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

Release	Comments
First Release	This is a revised unit, based on and equivalent to SIRXICT004A Adopt mobile commerce applications to improve sales and service.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to research and evaluate mobile commerce applications and technologies to advocate for and assist in implementing mobile applications and approaches that advance business strengths and competitive advantage according to store policy and relevant legislative requirements.

Application of the Unit

This unit applies to specialised staff with a responsibility to identify new approaches for the use of mobile commerce applications and associated processes to enable more efficient models of retail sales and service.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Confirm impact of mobile commerce applications and approaches.	1.1. Determine new capabilities provided by ***mobile commerce technology*** and ***mobile commerce applications***.
	1.2. Assess impact of mobile commerce applications on sales and service processes.
	1.3. Determine impact of ***mobile commerce solutions*** on current sales and service strategies.
	1.4. ***Assess potential*** of mobile commerce applications to improve current sales and service.
2. Analyse relevance of mobile commerce applications to current retail operations.	2.1. Complete ***modelling*** of mobile commerce applications and associated processes.
	2.2. Confirm impact of mobile commerce on markets and online ***customers***.
	2.3. Review existing infrastructure and customer access to identify potential effects of implementation of mobile commerce model.
	2.4. Determine advantages of mobile commerce solutions for suppliers and existing ***business relationships***.
	2.5. Establish performance requirements for current retail operations and apply to mobile commerce model.
3. Monitor and review mobile commerce applications and technology.	3.1. Select mobile commerce applications and associated processes.
	3.2. Trial mobile commerce applications and associated processes.
	3.3. Document results of the mobile commerce trials.
	3.4. ***Evaluate*** effectiveness of mobile commerce applications and processes against performance objectives.
	3.5. Use evaluation results to make recommendations on adoption of mobile commerce solutions.
4. Adopt mobile commerce solutions.	4.1. Implement mobile commerce improvements according to ***store policy and procedures***.
	4.2. Integrate mobile commerce applications and processes into existing business systems.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy and numeracy skills to:
    - analyse data
    - generate trial reports
    - research and evaluate products
- planning and organising skills to:
    - trial and evaluate mobile commerce applications and report on their effectiveness
    - integrate mobile commerce applications and processes into existing business systems
- research, analysis and consultation skills to:
    - deal with vendors to secure the most appropriate application and technology
    - determine market and financial viability of mobile commerce applications and approaches
    - identify and assess risks in adoption of mobile commerce solutions
    - identify means to improve sales or service systems using mobile commerce applications and approaches
    - make decisions regarding viability of mobile commerce applications and approaches research and evaluate mobile commerce options and impacts on current business
    - secure approval for review and introduction of mobile commerce applications and approaches

Required knowledge

- basic operational requirements, including those affecting:
    - privacy
    - products and services
    - business policy and procedures
- procedures for determining customer behaviour, needs, expectations and satisfaction levels
- impact of mobile commerce applications and approaches on existing markets
- major changes affecting wireless workplaces
- market information, systems and research
- mobile commerce applications and technology development cycles
- mobile commerce trends and forecasts
- price adjustment strategies
- relevant legislation and statutory requirements relating to mobile commerce applications and work health and safety (WHS)
- risk factors within specific applications

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential:
	
	• accesses, comprehends and processes information on mobile commerce technology and applications
	• produces evaluative and analytic reports on mobile commerce trends and opportunities in required format, including:
	   • accurate investigative research of mobile commerce applications and approaches carried out according to store policy and procedures
	   • balanced evaluation of a range of potential mobile commerce applications and approaches according to store policy and relevant legislative requirements
	   • projection of return on investment or other advantages to be secured through deployment of mobile commerce applications and approaches in retail sales and services
	• identifies and discusses impact of mobile commerce applications and approaches on customers by type and specific requirements
	• advocates for and assists in implementation of mobile commerce applications and approaches that advance business strengths and competitive advantage
	• uses correct industry terminology.

Context of and specific resources for assessment	• Assessment must ensure access to:
	• a retail work environment
	• relevant documentation, such as:
	   • business plans
	   • marketing plans
	   • legislation and statutory requirements
	   • WHS requirements
	   • industry codes of practice
	   • information and performance data on existing business model and IT infrastructure
	• information on:
	   • markets
	   • competitors
	   • products and services
	   • suppliers

- new technology.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- research report or case study
- role play
- written or verbal questioning to assess knowledge and understanding
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Mobile commerce technology may include:	2nd generation digital mobile (GSM) 3rd generation digital mobile (3G) 3G or universal mobile telephone service (UMTS) - code division multiple access (CDMA) - general packet radio service (GPRA) - global positioning system (GPS) - personal area network (PAN) - personal digital assistant (PDA) - radio frequency identification (RFID) - short message service (SMS) - wireless application protocol (WAP).
Mobile commerce applications include:	- access to portals - corporate system access - field service automation - information services, such as: - client history - client traffic - sales figures

	• instant messaging
	• logistics management
	• mobile stock trading
	• sales force automation
	• security applications
	• wireless banking
	• wireless finance and retailing services
	• wireless ticketing
	• wireless travel management.
Mobile commerce solutions may involve:	• implementation in greenfield sites
	• integration across operations at different levels of e-business development involving a mix of the above
	• integration of new solutions with existing IT infrastructures and business processes
	• integration with basic e-commerce solutions that include different business models depending on the final requirement.
Consultative processes to **assess potential** mobile commerce applications may involve:	• individual staff members
	• industrial relations or WHS specialists
	• management
	• other professional or technical staff
	• Privacy Act
	• teams
	• union representatives.
Modelling may take into account:	• business merchandise range
	• business policy and procedures in regard to selling products or services
	• characteristics of specific products or services
	• current and emerging applications and technology
	• customer confidence and expectations
	• customer demographics
	• existing business models and IT infrastructure
	• form of web presence and level of e-commerce readiness
	• management structure and communication relationships
	• relevant legislation and statutory requirements
	• relevant store policy and procedures
	• size, type and location of business
	• types of products and services provided
	• varying levels of staff training.
Customers may include:	• business customers or individuals
	• customers with routine or special requests
	• internal and external contacts

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	• new or repeat contacts
	• people from a range of social, cultural and ethnic backgrounds
	• people with varying physical and mental abilities.
Business relationships may be influenced by:	• continuous improvement
	• cost and price analysis
	• data reporting for compliance reasons, e.g. hazard analysis and critical control point (HACCP) or WHS
	• due diligence requirements
	• infrastructural and capital outlay requirements
	• intellectual property and technology rights
	• market position
	• organisational systems integration and compatibility
	• planning cycles and timing
	• risk sharing
	• supply chain management
	• terms and conditions agreed
	• value for money
	• value management.
Evaluate may include:	• comparison of internal versus outsourced provision
	• confirmation that a procurement process is necessary
	• development of a business case
	• stakeholder consultation
	• whether to buy or lease.
Store policy and procedures in relation to:	• interaction with customers
	• acquisition and sale of products and services.

Unit Sector(s)

Cross-Sector

Competency Field

Computer Operations and ICT Management

Service and Creative Skills Australia

SIRXMER202 Plan, create and maintain displays

Modification History

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

Release	Comments
First Release	This is a revised unit, based on and equivalent to SIRXMER005A Create a display.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to identify requirements for displays, develop display ideas, obtain approval from relevant personnel, and plan and build displays. It also covers maintaining displays to meet the requirements of the product, the audience and the organisation.

Application of the Unit

This unit applies to floor and sales team members responsible for merchandise displays for a retail business.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Identify requirements for displays.	1.1. Identify *purpose, audience* and products for each display. 1.2. Identify organisational requirements and research *relevant information* where required. 1.3. Identify available budget and *resources* required to create the display. 1.4. Identify and consider *constraints or factors* that may affect the creation of the display.
2. Develop display ideas.	2.1. Generate ideas for the display using *creative thinking techniques*. 2.2. Test ideas against display and *organisational requirements*. 2.3. Discuss *display options* with relevant personnel. 2.4. Modify display ideas and refine according to *feedback* and confirm with *relevant personnel*.
3. Plan and build displays.	3.1. Develop ideas into simple *display plans*. 3.2. Source resources, materials and products to meet plan requirements. 3.3. Create displays following display plans. 3.4. Seek assistance from relevant personnel where required. 3.5. Review display and make refinements as required.
4. Maintain displays.	4.1. Regularly clean and tidy displays and replace products as necessary according to display plans. 4.2. Make changes or alterations to the display as appropriate.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication and interpersonal skills to:

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- communicate display ideas to others
- seek and accept feedback through clear and direct communication
- use and interpret non-verbal communication
- use language and concepts appropriate to cultural differences
- creative thinking and design skills to generate ideas for improving displays
- initiative and enterprise skills to ensure efficient and cost-effective use of resources
- observation skills to identify when display needs to be changed, updated or altered
- sketching and writing skills to represent ideas in a simple display plan

Required knowledge

- audiences for and required effects of displays
- basic design principles, including:
  - colour
  - flow of product
  - shape
  - use of space
- organisational requirements, including:
  - environment, health and safety compliance
  - location of displays
  - visual merchandising standards
- visual merchandising display options

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: - identifies the requirements for new displays - creates display plans that meet the requirements of the product, audience and organisation - plans and builds displays, according to plans - maintains displays.
Context of and specific resources for assessment	Assessment must ensure access to: - a real or simulated retail work environment - relevant documentation, such as store policy and procedures manuals - display space - a range of display products and materials.

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Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- third-party reports from a supervisor
- customer feedback
- written or verbal questioning to assess knowledge and understanding.

Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the individual, accessibility of the item, and local industry and regional contexts) may also be included.

Purpose of display may include:	• attracting customers into the store • new products • new range • promotion • sale.
Audience for display may include:	• internal and external foot or vehicular traffic • new or repeat customers • people from a range of social, cultural and ethnic backgrounds • people with varying physical and mental abilities • people of different ages • people with varying degrees of language and literacy.
Relevant information may be sourced from:	• colleagues • direct observation • internet • magazines • marketing personnel • technical personnel • written reports.
Resources may include:	• equipment and technology • fixtures and fittings

	• labels and tickets
	• new or recycled materials
	• staff
	• time.
Constraints or factors may include:	• availability of materials
	• budget
	• product characteristics
	• space
	• staff
	• time.
Creative thinking techniques may include:	• brainstorming
	• creative writing
	• drawings
	• lateral thinking
	• mind mapping
	• product association
	• telling stories
	• using prompts
	• visualising.
Organisational requirements may include:	• aesthetics
	• allocated space
	• branding
	• budget
	• work health and safety (WHS)
	• organisational standards
	• staff
	• store policy and procedures, including:
	• housekeeping and waste disposal procedures
	• WHS procedures.
Display options may include:	• indoor or outdoor
	• lighting
	• sound
	• static or moving.
Feedback may be sought and received:	• in groups
	• in writing
	• individually
	• verbally.
Relevant personnel may include:	• external personnel with visual merchandising expertise
	• manager
	• team leader.
Display plans may	• checklist of materials and equipment required

include:　　　　　　　　• simple sketches of planned display.

Unit Sector(s)

Cross-Sector

Competency Field

Merchandising

SIRXMPR001A Profile a retail market

Modification History

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

Release	Comments
Second Release	Editorial updates

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to profile a retail market.

Application of the Unit

This unit applies to personnel responsible for reviewing the image of the store, researching market demands, profiling store customers and implementing methods to attract customers to the store.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Review the image of the store.	1.1. Analyse the *components of the store image*.
	1.2. Access and analyse relevant *store documentation* in relation to store image.
	1.3. Promote the store image in an appropriate manner.
2. Research market demands for the store.	2.1. Select an *appropriate area for research* of market demands.
	2.2. Use appropriate *market research techniques* according to *store policy*.
	2.3. Plan market research according to store policy and procedures.
	2.4. Collect, analyse and present *data* in an appropriate manner.
3. Profile the store's customers.	3.1. Research the demography of the store's *customers*.
	3.2. Develop a demographic *profile*.
	3.3. Access information about *changing trends* and relate to *customer demands*.
4. Implement methods to attract customers to store.	4.1. Access and analyse information about the customer.
	4.2. Generate *ideas* to develop *methods for attracting customers*.
	4.3. Select and develop a suitable idea in collaboration with others in the organisation.
	4.4. Present and discuss the idea with *relevant personnel*.
	4.5. *Evaluate* the idea to ensure that it meets the requirements for the target customers.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills

- interpersonal skills to:
  - carry out market research
  - generate ideas and discuss with relevant personnel through clear and direct communication

- ask questions to identify and confirm requirements
    - use language and concepts appropriate to cultural differences
    - use and interpret non-verbal communication
    - collaborate with team members
- literacy and numeracy skills to:
    - interpret store policy and procedures
    - conduct research
    - analyse data
    - generate reports

Required knowledge

- store policy and procedures in regard to:
    - accessing documentation
    - promoting store image
- market research methods
- evaluation methods
- creative thinking techniques
- techniques in interpersonal communication

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential:
	- analyses components of the store image by accessing relevant store documentation - promotes the store image in an appropriate manner - researches market demands using appropriate market research techniques - accurately profiles store customers - generates ideas for attracting customers to store - selects and develops a suitable idea in collaboration with others - presents and discusses idea with supervisor - evaluates idea to ensure that it meets requirements for target customers - implements the idea according to store policies and budgetary requirements.

Context of and specific resources for assessment	Assessment must ensure access to:
	• a retail work environment
	• relevant documentation, such as:
	• store policy and procedures manuals
	• store documentation in relation to store image
	• market data.
Methods of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:
	• observation of the candidate in the workplace
	• third-party reports from a supervisor
	• case studies
	• research reports
	• written or verbal questioning to assess knowledge and understanding
	• review of portfolios of evidence and third-party workplace reports of on-the-job performance.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. **Bold italicised** wording in the performance criteria is detailed below.

Components of the store image may include:	• logo
	• products
	• services
	• layouts
	• displays
	• tickets
	• visual merchandising
	• promotional events and themes.
Store documentation may include:	• sales reports
	• customer surveys
	• market research.
Appropriate areas for research	• location

may focus on:	• consumer
	• product
	• brand
	• price
	• layout
	• advertising.
Market research techniques may include:	• interviews
	• observations
	• surveys
	• questionnaires.
Store policy may relate to:	• marketing
	• market research.
Data may include:	• internal: customer orders, random surveys, complaints, returns
	• external: ABS statistics, books, newspaper reports, supplier information.
Customers may include:	• new or repeat contacts
	• external and internal contacts
	• business customers or individuals
	• customers with routine or special requests
	• people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.
Demographic *profile* may include:	• age
	• buying power
	• family structures
	• employment patterns
	• education levels
	• tourism
	• mobility
	• occupations
	• marital status
	• cultural and ethnic background
	• income levels
	• population size.
Changing trends may include:	• tourism
	• immigration
	• technology
	• selling approaches

	• leisure time • environmental issues • discount operators • quality demands • advances in technology.
Customer demands may vary according to:	• preference • health factors • age • cultural group • dietary issues • price.
Ideas may be generated using techniques such as:	• product association • brainstorming • visualising • telling stories • creative writing • lateral thinking • mind mapping, drawings • using prompts.
Methods for attracting customers may include:	• advertising • seasonal promotions • new product launches • public relations • publicity.
Relevant personnel may include:	• team leader • supervisor • manager.
Methods used to *evaluate* ideas may include:	• developing checklists • discussing the process with colleagues or supervisors • writing a report of the outcomes.

Unit Sector(s)

Cross-Sector

Competency field

Marketing and Public Relations

SIRXMPR008A Implement advertising and promotional activities

Modification History

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

Release	Comments
Second Release	Editorial updates

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to implement advertising and promotional activities to promote the sale of products and services provided to wholesale business customers.

Application of the Unit

This unit applies to personnel involved in the targeting of advertising and joint promotional programs to promote the sale of products and services. It encompasses analysis of previous activities, organising and coordinating new activities and evaluating the success of the activities.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Analyse previous promotional activities.	1.1. Analyse *historical data* on previous *advertising and promotional activities*.
	1.2. Assess relevant *forecasts and trends* required for setting advertising and promotional plans.
2. Organise advertising and promotions.	2.1. Manage and implement advertising and promotional activities according to *business policy and procedures*.
	2.2. Organise promotional activities in line with anticipated or researched *customer requirements*.
	2.3. Negotiate arrangements with suppliers in regard to special promotional activities.
	2.4. Coordinate promotional activities to maximise *mutual benefits*.
	2.5. Develop *evaluation procedures and tools* to measure the effectiveness of promotions (including the programs and customer response).
	2.6. Document promotional activities and record for future reference.
	2.7. Set targets for advertising campaign.
3. Coordinate implementation of advertising campaigns.	3.1. Coordinate *personnel* involved in advertising campaign.
	3.2. Confirm timing for advertising campaign.
	3.3. Develop *design brief* for advertising and marketing.
	3.4. Plan *support materials and resources*.
	3.5. Identify resource constraints for advertising and marketing.
	3.6. Coordinate production of *advertising material* and review proofs against the design brief.
	3.7. Initiate advertising campaign on time, according to business brief.
	3.8. Establish *systems* for recording and reporting information to enable internal and external personnel to assess the progress of advertising campaigns.
4. Coordinate joint promotional programs.	4.1. Contact relevant business customers to establish *joint objectives* and content for promotional plans.
	4.2. Identify seasonal or special opportunities for joint promotional

programs.

4.3. Identify support materials required for joint promotional programs within required timeframe.

4.4. Analyse and report impact of promotional activities on inventory levels.

4.5. Advise suppliers and customers in a timely manner on promotional activities and targets.

5. Evaluate success of advertising and joint promotional activities.

5.1. Evaluate and report success of joint promotions.

5.2. Evaluate *success* of advertising campaign against targets.

5.3. Achieve maximum customer impact by supporting promotional activities.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills

- interpersonal skills to:
  - negotiate arrangements with suppliers
  - coordinate personnel
  - contact customers
  - advise suppliers and customers of promotional activities and targets through clear and direct communication
  - ask questions to identify and confirm requirements
  - share information and give instructions
  - use language and concepts appropriate to cultural differences
  - use and interpret non-verbal communication
- research and analytical skills to:
  - collect, analyse and organise information
  - investigate previous marketing campaigns and historical data
- literacy and numeracy skills to:
  - read and understand business policy and procedures
  - read and interpret a range of written documentation
  - record and analyse data
  - conduct pricing
  - setting targets
- management skills to:
  - develop and implement marketing strategies and campaigns in an analytic and efficient manner
  - establish systems for recording and reporting information for use by others to assess

progress of advertising campaigns

- coordinate multiple players in joint promotional campaigns
- develop and use strategies to evaluate success of promotional activities

Required knowledge

- awareness of advertising events and relevant customers to be contacted
- advertising and promotional plans
- historical data on promotional programs
- previous coordination requirements for campaigns, promotions and advertising activities
- target measurement and evaluation techniques
- factors determining success of joint advertising and promotional programs
- relevant business policy and procedures
- identification, correct use and maintenance of workplace technology
- Work Health and Safety (WHS) aspects of job
- logistics
- relevant commercial law and legislation relating to advertising and promotional activities

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • implements successful advertising and promotional campaigns according to business policy and procedures • applies analysis and evaluation of previous promotional activities completed for products and services when planning future promotions, within a defined market and time period • organises and coordinates individual and joint advertising and promotional programs in a satisfactory and timely manner to meet agreed performance targets • accurately determines the impact of promotional program on inventory levels.
Context of and specific resources for assessment	• Assessment must ensure access to: • a real or simulated work environment • relevant documentation, such as: • business policy and procedures manuals

- sales and service delivery targets and plans
- records of previous promotional activities
- a market.

Methods of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the candidate in the workplace
- third-party reports from a supervisor
- customer feedback
- review of portfolio of evidence
- written or verbal questioning to assess knowledge and understanding.

Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Historical data may include:	• regional-specific buying behaviour
	• demographics
	• market characteristics
	• social factors
	• behavioural factors
	• psychographic factors, e.g. lifestyle profiles.
Advertising and promotional activities may include:	• manufacturer product or service campaigns
	• loyalty programs
	• catalogue offers
	• vouchers
	• seasonal campaigns
	• events
	• new lines
	• new store
	• sales discounts
	• special displays.
Forecast and trend information	• database or internet searches

may be collected by:	• telephone • fax • mail • verbal meetings.
Business policy and procedures may relate to:	• market forecasting and research • maintaining and utilising client records • promotional and marketing programs • evaluation of promotional and marketing programs • sale and supply of products and services • interpersonal communication • interaction with customers.
Customer requirements may include:	• brand • warranty • storage • stock availability • product range • information on features and benefits of products • value for money • method of delivery • progress tracking of order.
Mutual benefits may include:	• joint promotions • special events support • price • gross profit margins • collaborative planning • co-branding • improved trading terms.
Evaluation procedures and tools to measure promotional outcomes may include:	• stakeholder consultation • modelling results • cost-benefit analysis • data analysis.
Personnel may include:	• internal or external personnel • people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities • people from a range of job roles and responsibilities • specialist technical staff.
Design brief may include:	• plans or documents developed by hand • plans or documents developed using appropriate

	computer software.
Support materials and resources may include:	• merchandising and promotional materials • personnel • uniforms • payments • consumables • transportation • gifts or vouchers.
Advertising material may vary to accommodate regional variations in:	• demographics • economics • competition • social and cultural factors • political influences • legal factors • natural factors • technology.
Systems for recording and reporting information may be:	• manual • electronic • automated • scheduled.
Joint objectives will vary based on:	• product, range, line, or category performance requirements • objectives such as those for price, profit, brand share, market share.
Success may be evaluated against:	• key performance indicators • strategic objectives • price • market and sales indicators • brand value • quality standards and criteria • performance benchmarks • milestones.

Unit Sector(s)

Cross-Sector

Competency field

Marketing and Public Relations

SIRXQUA001A Develop innovative ideas at work

Modification History

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

Release	Comments
Second Release	Editorial updates

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to systematically generate and develop innovative ideas in the workplace.

Application of the Unit

This unit applies to team members who are encouraged develop innovative ideas in the workplace. It requires the skills to interpret or observe a need and develop a detailed idea. It involves the creative generation and discussion of a number of ideas or solutions, accepting positive and negative feedback, and testing ideas in order to establish and present a workable outcome that meets the needs of the end user.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Interpret the need for innovation.	1.1. Observe the need for *innovation* within workplace context.
	1.2. Challenge assumptions about products and processes to identify opportunities for innovation.
	1.3. Project possible future contexts and environments for the innovation.
	1.4. Define *end user requirements*.
	1.5. Identify *resources and constraints*.
	1.6. Research *factors and ethical considerations* that may impact on the idea.
	1.7. Access relevant *organisational knowledge*.
2. Generate ideas.	2.1. Conceptualise ideas using a range of *creative thinking techniques*.
	2.2. Apply relevant knowledge to explore a range of approaches.
	2.3. Seek *stimulation from alternative sources*.
	2.4. Test ideas against brief and other factors.
	2.5. Select preferred option.
3. Collaborate with others.	3.1. Develop ideas in conjunction with *relevant people*.
	3.2. Seek and accept *feedback* from relevant people in an appropriate fashion.
	3.3. Modify ideas according to feedback.
	3.4. Maintain and utilise a *network of peers* to discuss ideas.
4. Analyse and reflect on ideas.	4.1. Analyse ideas from different perspectives.
	4.2. Use appropriate strategies to capture *reflections*.
	4.3. Examine ideas to ensure they meet context requirements, best practice and future needs.
	4.4. Allow time for the development and analysis of ideas.
5. Represent ideas.	5.1. Select an appropriate *communication technique* for the target *audience*.
	5.2. Develop the *presentation of the idea* with the audience in mind.
	5.3. Present the idea to educate and inform the client.

5.4. Modify the idea according to client feedback.

6. Evaluate ideas.   6.1. **Review** ideas using appropriate **evaluation methods** to ensure they meet required needs.

6.2. Modify ideas as required.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills

- interpersonal skills to:
  - collaborate with others and represent ideas through clear and direct communication
  - ask questions to identify and confirm requirements
  - use language and concepts appropriate to cultural differences
  - use and interpret non-verbal communication
  - work within teams
- analytical and lateral thinking skills to examine self and external factors

Required knowledge

- relevant technical knowledge
- broad industry and market knowledge
- organisational culture
- social, environmental and work culture impacts
- principles of innovation

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • interprets the need for innovation in the workplace • identifies resources and constraints and researches affecting factors when generating innovative ideas • generates ideas using creative thinking techniques • tests ideas against brief and other relevant factors • presents and discusses ideas with relevant people • seeks feedback and modifies ideas accordingly

- analyses and reflects on ideas to ensure they meet end user requirements
- presents ideas using appropriate communication methods
- reviews and modifies idea using appropriate evaluation methods.

Context of and specific resources for assessment	Assessment must ensure access to: • a real or simulated work environment • relevant documentation, such as store policy and procedures manuals • a range of communication equipment.
Methods of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of performance in the workplace • third-party reports from a supervisor • a detailed case study • written or verbal questioning to assess knowledge and understanding • review of portfolios of evidence and third-party workplace reports of on-the-job performance.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Innovation may include:	• generating new ideas or solutions • developing new uses for old ideas and making them useful or a means of improvement.
End user requirements may refer to:	• who will be using the end product • why the product or process is needed • how will it be used • advantages will it provide • where it will be used.
Resources and constraints may	• time required

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include:	• costs
	• equipment
	• human resources
	• work culture
	• management practice
	• technology needed.
Factors and ethical considerations may include:	• aesthetic requirements
	• functionality
	• information available
	• WHS
	• environmental considerations.
Organisational knowledge may include:	• technical knowledge
	• information gained from books and audiovisual resources
	• knowledge from different work areas
	• informatin from work colleagues
	• work processes
	• product
	• materials
	• systems
	• tools
	• working conditions.
Feedback may be:	• formal or informal
	• verbal
	• in writing
	• in groups
	• individual.
Creative thinking techniques may include:	• brainstorming
	• visualising
	• making associations
	• building on associations
	• telling stories
	• creative writing
	• lateral thinking games
	• mind mapping, drawings
	• six thinking hats
	• using prompts.
Stimulation from alternative sources may include:	• reading books and industry journals
	• talking with colleagues and friends

	• visiting art galleries and museums
	• going to industry workshops
	• networks.
Relevant people may include:	• colleagues
	• team members
	• supervisors
	• managers
	• the client.
Maintaining a *network of peers* may include:	• participating in forums
	• participating in industry training
	• attending workshops
	• becoming a member of a network.
Capture of *reflections* may include:	• mind mapping
	• assessing alternatives
	• drawing comparisons
	• imagining possible outcomes
	• imagining best and worst case scenarios.
Communication techniques may include:	• writing a proposal
	• building a model
	• showing a film
	• presenting a talk
	• preparing a report
	• drawing a diagram.
The *audience* may include:	• external contacts
	• internal contacts, such as management and other team members
	• groups or individuals
	• people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities.
Presentation of ideas may include:	• helping the client visualise and understand the idea
	• actively listening
	• asking questions
	• accepting others opinions
	• explaining the proposal
	• clarifying details.
Formal review of the idea may involve:	• checking that the idea can be implemented
	• that it meets the client and end user needs
	• best practice

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	• financial requirements
	• resource requirements.
Evaluation methods may include:	• developing checklists
	• discussing the process with colleagues or supervisors
	• writing a report of the outcomes.

Unit Sector(s)

Cross-Sector

Competency field

Quality and Innovation

SIRXQUA002A Lead a team to foster innovation

Modification History

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

Release	Comments
Second Release	Editorial updates

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to lead a workplace team in ways that foster innovative work practices.

Application of the Unit

This unit applies to individuals leading work teams on individual projects or for work in general. The skills encompass the requirements for encouraging innovation within individual team members as well as a team as a whole. They include how to put a team together and keep it working well, how to structure work and monitor progress, how to ensure the team members have the information and skills they need and how to apply innovative work skills to the leadership role.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Organise team to maximise innovation.	1.1. Analyse the performance requirements for the *team*. 1.2. Gather *information* about *team members*. 1.3. Acknowledge strengths and weaknesses of individual team members. 1.4. Assign team roles to ensure a match between work requirements and individual team members' capacities. 1.5. Select team members to foster cross-fertilisation of ideas.
2. Organise work assignments within team to facilitate innovative work practices.	2.1. Structure and organise work to enable innovation. 2.2. *Communicate* work assignments to team members in ways that *encourage and reinforce* team based innovation. 2.3. Allocate tasks and activities to ensure the best use of team skills. 2.4. Ensure work assignments include timelines that allow for innovation.
3. Provide guidance and coaching to team members on innovation in the workplace.	3.1. Encourage team members to work collaboratively on work assignments. 3.2. Encourage team members to share work information, knowledge and experiences in their day-to-day work. 3.3. Encourage team members to seek *external stimuli and knowledge* and to set up and maintain networks. 3.4. Provide appropriate *guidance* to team members on the use of innovation in the workplace. 3.5. Coach team members to ensure they have the enabling skills to implement innovation in the workplace.
4. Provide a model of innovative work practice.	4.1. Share case studies and examples of the use and benefits of innovative work practices within teams with team members. 4.2. Ensure examples of the way innovative skills can be applied in the workplace are provided by the team leader. 4.3. Demonstrate the *qualities of an effective team member*, as team leader in working with the team. 4.4. Promote and reinforce the value placed by the organisation on innovation.

5. Monitor the team's ongoing use of innovative work practices.	5.1. Actively encourage team members to reflect on team activities and opportunities for improvement and innovation.
	5.2. Evaluate team activities based on *feedback* from team members, management, *clients* and other interested people.
	5.3. Receive *suggestions for work improvements* in a positive manner, and act on them where appropriate.
	5.4. Review and record *evidence* of the application of innovative work skills, and present findings as appropriate.
	5.5. Review the innovation process and discuss and constructively analyse both positive and negative outcomes.
6. Provide feedback on the use of innovative work skills.	6.1. Debrief team members after work and *training and evaluation* exercises.
	6.2. Discuss feedback from review processes within the team and use it to inform future planning.
	6.3. Celebrate successful innovations and *reward* the team appropriately.
	6.4. Discuss problems in the use of innovation in a constructive way.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills

- interpersonal skills to:
  - communicate work assignments
  - provide guidance and coaching and provide feedback through clear and direct communication
  - ask questions to identify and confirm requirements
  - share information
  - give instructions
  - use language and concepts appropriate to cultural differences
  - use and interpret non-verbal communication
- leadership skills to:
  - ability to apply innovative work skills in own work
  - motivate team
  - encourage innovation
  - apply conflict resolution techniques
  - apply counselling and consoling techniques
  - match staff competencies to task requirements

Required knowledge

- innovative work skills
- leadership principles
- techniques for evaluating team performance
- an understanding of group dynamics in a team
- coaching and learning principles

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • organises team to maximise innovation, including gathering information on team members, assigning team roles and selecting team members • organises work assignments within team to foster innovation • provides guidance and coaching to team members on innovation in the workplace • provides a model of innovative work practice • monitors the team's ongoing use of innovative work practice.
Context of and specific resources for assessment	Assessment must ensure access to: • a retail work environment • relevant documentation, such as store policy and procedures manuals • a range of communication equipment • a team.
Methods of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of performance in the workplace • third-party reports from a supervisor • written or verbal questioning to assess knowledge and understanding • review of portfolios of evidence and third-party workplace reports of on-the-job performance.

| **Guidance information for assessment** | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. **Bold italicised** wording in the performance criteria is detailed below.

Team may include:	• small work team • store team • corporate team.
Information may include:	• work preferences • past jobs • interests • working styles • lifestyle preferences.
Team members may:	• come from a variety of social, cultural or ethnic backgrounds • vary in literacy and numeracy skills • vary in competencies.
Methods used to *communicate* may include:	• writing a proposal • building a model • showing a film • presenting a talk • preparing a report • drawing a diagram.
Ways to *encourage and reinforce* team-based innovation may include:	• supportive communication • allowing follow-through with ideas • providing enough but not too much guidance and structure • providing training and learning opportunities.
External stimuli and knowledge may come from:	• technical experts • other organisations • journals • the internet • networks.
Guidance may include:	• coaching • mentoring • counselling

	• skills training
	• modelling.
Qualities of an effective team member may include capacity to be:	• fair
	• responsible
	• collaborative
	• reflective
	• sympathetic
	• equitable
	• hardworking.
Feedback may be sought and given:	• verbally
	• in writing
	• through presentations
	• at informal and formal meetings.
Clients may include:	• new and existing clients
	• internal or external clients
	• customers with a range of social, cultural and ethnic backgrounds and physical and mental abilities
	• customers with routine or special needs.
Evidence may include:	• feedback from team members or other staff
	• feedback from clients or work-based managers
	• work-related statistics and reports.
Suggestions for work improvements may be received from:	• supervisors
	• team members
	• peers
	• clients
	• the learners
	• subject experts.
Training and evaluation may:	• relate to:
	• existing staff competencies
	• level of competencies required by staff
	• be supervised by:
	• supervisor or manager
	• training coordinator
	• external consultant.
Rewards and promotion of innovation may include:	• positive feedback presentation to peers and higher management
	• prizes
	• certificates
	• positive reinforcement through articles in newsletters.

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Unit Sector(s)

Cross-Sector

Competency field

Quality and Innovation

SIRXQUA003A Create an innovative work environment

Modification History

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

Release	Comments
Second Release	Editorial updates

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to create a work environment that enables and supports the application of innovative practices in the workplace.

Application of the Unit

This unit applies to team leaders who create a work environment that fosters innovation. It includes consideration of working conditions and practices, management practices, physical layout and training and education.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Implement work practices and procedures to support innovation.	1.1. Establish **working conditions** that **encourage** the application of innovation in the workplace.
	1.2. Implement processes to maximise the use of innovation in **work activities**.
	1.3. Introduce and maintain **workplace procedures** to foster the application of innovation in the workplace.
	1.4. Facilitate **collaborative work arrangements** to foster innovation.
2. Implement management practices to support innovation.	2.1. Actively support and guide the development of new ideas.
	2.2. Ensure all ideas are positively received and constructive advice provided.
	2.3. Establish and maintain relationships based on mutual respect and trust between **management and staff**.
	2.4. Exemplify innovative work practice in the way management approaches work and team responsibilities.
3. Promote innovation in the workplace.	3.1. **Acknowledge** staff suggestions, improvements and innovation.
	3.2. **Celebrate and promote** innovation by appropriate means.
	3.3. Promote and reinforce the value placed by management on innovation in spite of the potential risks.
4. Create a physical environment that supports innovation.	4.1. Decorate the **physical environment** to maximise creativity.
	4.2. Design work spaces to encourage the cross-fertilisation of ideas as well as the application of innovation at work skills.
	4.3. Design work spaces to provide for the development of relationships between all members of the workplace.
5. Provide information and learning opportunities to foster innovation.	5.1. Share **relevant information**, knowledge and skills within the organisation.
	5.2. Provide formal learning opportunities to help develop skills needed for innovation at work.
	5.3. Create active **learning opportunities** in which managers and staff can learn from the experience of others.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills

- interpersonal skills to:
    - discuss and provide constructive feedback on ideas
    - establish and maintain relationships and share information through clear and direct communication
    - ask questions to identify and confirm requirements
    - use language and concepts appropriate to cultural differences
    - use and interpret non-verbal communication
- leadership skills to encourage and support achievements of team members
- literacy skills to access, research, interpret and share information

Required knowledge

- innovation at work skills
- basic management principles
- the ways workplace climate can affect employees' attitudes and performance
- coaching and learning opportunities for employees and how they can be used to improve the skills in the use of innovative work practices
- factors that can motivate staff to apply innovative work practices
- ways of rewarding performance in the workplace

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • organises procedures to support innovation in the workplace • encourages collaborative work arrangements • implements management practices that support innovation • provides encouragement for innovation • rewards suggestions, improvements and innovation in the workplace through celebration and promotion by appropriate means • creates a physical environment that supports

innovation

- establishes strategies to promote innovative work practice
- provides information and learning opportunities to foster innovation.

Context of and specific resources for assessment	Assessment must ensure access to: - a retail work environment - relevant documentation, such as store policy and procedures manuals - a range of communication equipment - a work team.
Methods of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: - observation of performance in the workplace - third-party reports from a supervisor - written or verbal questioning to assess knowledge and understanding - review of portfolios of evidence and third-party workplace reports of on-the-job performance.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Working conditions **may include:**	- flexible working hours - family friendly leave entitlements - time provided for ideas generation - study leave - social leave.
Processes to *encourage* the application of innovation in the workplace may include:	- collecting data - future scanning - seeking feedback - networking - making suggestions

	• creative thinking • collaborating.
Work activities may include:	• the development of new products • processes • services • programs • tools • work practices.
Workplace procedures may relate to:	• staff meetings • training • performance management • project management • client relations • briefing processes.
Collaborative work arrangements may include:	• working in teams or partnerships • working with supplier organisations • working in different sections.
Management and staff may:	• come from a variety of social, cultural or ethnic backgrounds • vary in literacy and numeracy skills • vary in competencies.
Acknowledgement may include:	• congratulating team • providing newsletter stories • using idea to help generate other ideas • acknowledgement from management.
Ways to ***celebrate and promote*** innovation may include:	• positive feedback presentation to peers and higher management • prizes • certificates • articles in newsletters.
Physical environment may include:	• work station arrangements • work space design and décor • relaxation areas • eating areas • external areas • location of work sections.

Sources of *relevant information* may include:	• contact with others inside or outside the store • customers • staff • publications • business journals • newspapers • conferences and courses • internet • statistics • observation • market research.
Learning opportunities may include:	• formal training or education • informal learning • coaching and mentoring • job rotation • information seminars • on-line learning • conferences • policy and procedures • reports.

Unit Sector(s)

Cross-Sector

Competency field

Quality and Innovation

SIRXQUA004A Set up systems that support innovation

Modification History

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

Release	Comments
Second Release	Editorial updates

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conceptualise and design new systems that develop and foster innovation in the workplace.

Application of the Unit

This unit applies to managers and senior members of staff. It involves assessing the potential for innovative practice within an organisation, setting goals, identifying barriers and generating options for innovative systems; and trialling, evaluating and implementing new innovative systems in the workplace.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Conduct research into organisation systems.	1.1. Identify **reasons** for incorporating innovation into **organisation systems**.
	1.2. Clarify **goals** of a new innovative system.
	1.3. Research **innovative systems** in other organisations.
	1.4. Analyse current organisational systems to identify **gaps or barriers** to innovation.
	1.5. **Identify staff** who can support and foster innovation in the new systems.
2. Generate innovative system options.	2.1. **Conceptualise** ideas for innovative work systems that will foster innovation using individual and group techniques.
	2.2. Evaluate and discuss the range of ideas with other team members and colleagues.
	2.3. Select a system idea that meets the **workplace requirements** and which is both feasible and innovative.
3. Develop plan for the innovative system.	3.1. Analyse the organisational structure to identify the impact of the new system on people, **resources** and finances.
	3.2. **Consult staff** throughout the organisation who will be involved with, or affected by, the new system.
	3.3. Clarify financial impact of the new system and allocate funds and resources.
	3.4. Develop marketing or promotional strategy to educate the organisation on the new system.
	3.5. Evaluate competencies of staff who will use the system and plan a **learning and development** strategy.
4. Trial the innovative work system.	4.1. Present innovative system to staff and gather preliminary **feedback**.
	4.2. Trial new system with a group within the organisation.
	4.3. Monitor and take action to streamline the trial where required.
5. Review the trial of the innovative system.	5.1. **Review** the innovative system in relation to its goals and the ways in which it fosters innovation in the workplace.
	5.2. Adjust the innovative system to reflect evaluation feedback.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills

- interpersonal skills to:
    - collaborate with others and represent ideas through clear and direct communication
    - ask questions to identify and confirm requirements
    - use language and concepts appropriate to cultural differences
    - use and interpret non-verbal communication
- analytical skills to:
    - interpret and analyse organisational requirements for work systems
    - evaluate of staff competencies
- management skills to:
- plan the implementation of new systems
- organise and implement training and learning activities to prepare team members and managers to implement a new work system
- research skills to access information

Required knowledge

- principles of new systems
- leadership and management theory
- an understanding of ways in which the system can contribute to innovation in the workplace
- various options for the system
- creative thinking techniques

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: - establishes the reasons why innovative systems are required - establishes the goals of a new innovative system - analyses current organisational systems to identify gaps and barriers to innovation

- generates a number of options for innovative systems, seeks feedback, evaluates ideas and selects an appropriate idea to develop further
- develops a plan to implement the new system, including staff required, financial impact, marketing and the evaluation of competencies
- trials and monitors the innovative work system
- reviews the trial of the innovative work system and makes adjustments to reflect evaluation feedback.

Context of and specific resources for assessment	Assessment must ensure access to:
	
	- a retail work environment
	- relevant documentation, such as:
	    - policy and procedures manuals
	    - information on the internal and external operating environment
	- a range of communication equipment.

Methods of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: - observation of performance in the workplace - third-party reports from a supervisor - review of portfolios of evidence - written or verbal questioning to assess knowledge and understanding - review of portfolios of evidence and third-party workplace reports of on-the-job performance.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. **Bold italicised** wording in the performance criteria is detailed below.

Reasons for incorporating innovation into the organisation may include:	- high staff turnover - customer dissatisfaction - continuous improvement - increasing competitiveness.

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Organisation systems may include:	• human resources management • team management • organisational structures • product development • marketing • training and assessment.
Goals may include:	• winning more business • diversifying the business • increasing staff numbers • changing the culture of the organisation • generating more income.
Innovative systems may include:	• product review systems • human resources • quality management • innovation reward systems • team management • project management • learning and development systems.
Gaps or barriers may include:	• hierarchical system of management • staff not being involved in decisions • people not communicating with each other or sharing information • managers who do not accept new ideas • teams who work in rigid and inflexible ways.
Methods to ***identify staff*** may include:	• surveys or questionnaires • job profile analysis • observations.
Conceptualisation methods may include:	• process analysis • cost-benefit analysis • brainstorming • value analysis • SWOT analysis • review of approaches and procedures used by competitors • visual imagining • jotting words • flow charts • mind maps • other creative thinking strategies.

Workplace requirements may relate to:	• training • performance management • project management • client relations • briefing processes.
Resources may include:	• people • materials • equipment and technology • budget • time.
Methods of ***consulting staff*** may include:	• interviews • team meetings • email • memos • informal interactions.
Learning and development may include:	• formal training or education • informal learning • coaching and mentoring • job rotation • information seminars • on-line learning • conferences.
Feedback may be sought and given:	• verbally • in writing • through presentations • at informal and formal meetings.
Review may involve:	• checking system implementation • meeting client and end user needs • best practice • financial requirements • resource requirements.

Unit Sector(s)

Cross-Sector

Competency field

Quality and Innovation

SIRXRSK002A Maintain store security

Modification History

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

Release	Comments
Second Release	Editorial updates

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to maintain store security in a retail environment. It involves implementing store policy and procedures to ensure store security, informing team members and providing ongoing supervision and training to facilitate awareness and detection of theft.

Application of the Unit

This unit applies to team leaders and supervisors who interpret, apply and monitor security procedures according to store policy, industry codes of practice, relevant legislation and statutory requirements. A person undertaking this role maintains frontline security as well as reporting security concerns and providing ongoing supervision and training for staff on security procedures.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Monitor and maintain store security.	1.1. Implement *store policy and procedures* to ensure store security is maintained.
	1.2. Monitor and review *security procedures*, according to store policy and *legislative requirements*.
	1.3. Implement procedures to minimise theft of easily stolen merchandise.
	1.4. Maintain security of cash, cash register and keys according to store policy.
	1.5. Implement store procedures in regard to *transactions*.
	1.6. Inform *team members* of store policy and procedures in regard to security.
	1.7. Provide team members with *feedback* in regard to implementation or non implementation of store security procedures.
	1.8. Provide staff with ongoing supervision and *training* to facilitate awareness and detection of theft.
	1.9. *Report* matters likely to affect store security, according to store policy.
2. Facilitate awareness and detection of theft.	2.1. Inform *team members* of store policy and procedures in regard to security.
	2.2. Provide team members with *feedback* in regard to implementation or non implementation of store security procedures.
	2.3. Provide staff with ongoing supervision and *training* to facilitate awareness and detection of theft.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

Required skills

- interpersonal skills to:
  - provide information, feedback and training to staff

- report relevant matters through clear and direct communication
- ask questions to identify and confirm requirements
- share information
- give instructions
- use and interpret non-verbal communication
- provide team leadership
- literacy skills to:
  - interpreting and applying Work Health and Safety (WHS) documents
  - reporting procedures
  - analytical skills to evaluate performance analysis

Required knowledge

- store policy and procedures in regard to:
  - security
  - cash and non-cash transactions
  - external or internal theft
  - suspicious circumstances
  - armed robbery
  - staff security training
  - procedures for opening and closing premises
- relevant legislation and statutory regulations, particularly in relation to checking of customers' bags and purchases
- types of store alarm and security systems used in the retail industry

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: - consistently applies store policy and procedures, industry codes of practice, relevant legislation and statutory requirements in regard to store security - accurately applies relevant legislation and statutory regulations particularly in regard to checking of customers' bags and purchases - interprets, applies and monitors security procedures in regard to: - cash handling, and cash and non-cash transactions

- internal or external theft or suspicious circumstances
- armed robbery
- opening and closing premises
- implements store policy and procedures in regard to:
  - reporting on matters related to store security
  - staff security supervision and training.

Context of and specific resources for assessment	Assessment must ensure access to:
	
	• a retail work environment
	• relevant documentation, such as:
	   • store policy and procedures in regard to security
	   • legislation and statutory requirements
	   • WHS legislation
	• relevant equipment such as:
	   • alarm systems
	   • point-of-sale equipment
	   • communication equipment.

Methods of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • third-party reports from a supervisor • observation of performance in the workplace • a role play • customer feedback • written or verbal questioning to assess knowledge and understanding • review of portfolios of evidence and third-party workplace reports of on-the-job performance.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • SIRXOHS002A Maintain store safety.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the

performance criteria is detailed below.

Store policy and procedures in regard to:	• security • checking bags • cash and non-cash transactions • surveillance of merchandise • reporting problems and faults.
Security procedures may deal with:	• customers • staff or staff property • visitors, sales representatives, contractors and vendors • stock • records • cash and cash movement • equipment • premises • opening and closing of premises • theft • armed robbery • events likely to endanger customers or staff.
Legislative requirements may include:	• privacy or confidentiality laws • Trade Practices and Fair Trading Acts • consumer law • awards or agreements • property offences • credit laws • reporting procedures • criminal law.
Transactions may include:	• cash • EFTPOS • cheques • credit cards or store cards • smart cards • lay-by • returns • exchanges • gift vouchers.
Team members may include:	• small work teams • store team • corporate team

	• full-time, part-time, casual or contract staff
	• people with varying degrees of language and literacy
	• people from a range of cultural, social and ethnic backgrounds
	• people with a range of responsibilities and job descriptions.
Feedback may be given:	• verbally
	• in writing
	• in groups
	• individually.
Training may include:	• mentoring or coaching
	• off-the-job training
	• on-the-job training.
Report may be:	• verbal
	• written
	• formal
	• informal.

Unit Sector(s)

Cross-Sector

Competency field

Risk Management and Security

SIRXRSK201 Minimise loss

Modification History

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

Release	Comments
First Release	This is a revised unit, based on but not equivalent to SIRXRSK001A Minimise theft. Content and element added regarding using stock effectively.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to minimise theft and loss of stock in a retail environment.

It involves applying store policy and procedures and industry codes of practice in regard to store security, theft prevention and correct stock usage; reporting theft or suspicious behaviour to relevant personnel; and monitoring stock, work areas, customers and staff to minimise opportunities for theft.

Application of the Unit

This unit applies to frontline service personnel who are required to contribute to store security by applying routine procedures under supervision.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

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Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance Criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Apply routine store security.	1.1. Apply store *security systems and procedures* according to store policy.
	1.2. Handle and secure cash according to *store policy and procedures*.
	1.3. Observe and deal with suspicious behaviour of customers according to store policy and *legislative requirements*.
	1.4. Deal with internal and external theft, according to store policy and legislative requirements.
	1.5. Store products and equipment in a secure manner according to store policy and procedures.
2. Minimise theft.	2.1. Take appropriate action to minimise theft by applying store procedures and legislative requirements.
	2.2. Match merchandise to correct price tags according to store procedures.
	2.3. Maintain surveillance of merchandise according to store policy and *legislative requirements*.
	2.4. Check customers' bags as required at point of sale according to store policy and legislative requirements.
	2.5. Maintain security of cash, cash register and keys according to store policy.
	2.6. Maintain security of stock, cash and equipment in regard to customers, *staff* and outside contractors according to store policy and legislative requirements.
	2.7. Deal with suspected or potential thieves according to store policy and procedures.
3. Use stock efficiently.	3.1. Handle and store stock to minimise loss through damage or deterioration.
	3.2. Ensure effective stock rotation to minimise stock loss through wastage.
	3.3. Ensure correct stock amounts are prepared for individual transactions to minimise stock loss from over-supply.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication and interpersonal skills to relate positively to customers while conducting routine security procedures, such as bag checking
- literacy and numeracy skills to:
  - count or measure stock
  - interpret manufacturer handling and storage instructions and store procedures
  - handle cash
  - record stolen items
  - report theft
- observation skills to identify suspicious behaviour
- technical skills to manually handle and store stock

Required knowledge

- location and operation of store security equipment
- reporting procedures for internal and external theft or suspicious circumstances
- security procedures relating to cash and non-cash transactions
- store policy and procedures in regard to:
  - checking customers' bags and purchases
  - counting, measuring and weighing stock
  - dealing with suspicious behaviour and actual theft
  - handling and storage of stock
  - reporting problems and faults
  - security
  - stock rotation

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applies store policy and procedures and legislative requirements, including industry codes of practice in regard to store security and theft prevention in a range of contexts and situations • applies store policy and procedures in regard to following

security procedures and reporting theft or suspicious behaviour to relevant personnel

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

Context of and specific resources for assessment	Assessment must ensure access to:
	
	• a real or simulated retail work environment
	• relevant documentation, such as:
	   • store policy and procedures manuals
	   • legislation and statutory regulations
	   • industry codes of practice
	   • Australian Consumer Law and fair trading Acts
	• relevant security equipment
	• point-of-sale equipment.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • observation of performance in the workplace • a simulated work environment • customer feedback • answers to questions about specific skills and knowledge • review of portfolios of evidence and third-party workplace reports of on-the-job performance.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • SIRXCCS201 Apply point-of-sale handling procedures • SIRXCCS202 Interact with customers • SIRXFIN201 Balance and secure point-of-sale terminal • SIRXINV001A Perform stock control procedures.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the individual, accessibility of the item, and local industry and regional contexts) may also be included.

Security systems and procedures may deal	• armed hold-up • cash and credit cards

with:	• customers
	• equipment, including:
	• alarm systems
	• mirrors
	• security tags
	• video surveillance
	• keys
	• locked and secure areas
	• premises
	• records
	• staff
	• stock
	• visitors, sales representatives, contractors and vendors.
Store policy and procedures may relate to:	• reporting problems and faults
	• security
	• surveillance of merchandise.
Legislative requirements may include:	• Australian Consumer Law
	• awards and agreements
	• credit law
	• criminal law
	• privacy and confidentiality laws
	• property offences
	• reporting procedures.
Staff may include:	• full-time, part-time and casual staff
	• management
	• other staff members
	• people from a range of social, cultural and ethnic backgrounds
	• people with varying physical and mental abilities.

Unit Sector(s)

Cross-Sector

Competency Field

Risk Management and Security

Service and Creative Skills Australia

SIRXSLS201 Sell products and services

Modification History

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

Release	Comments
First Release	This is a revised unit, based on and equivalent to SIRXSLS001A Sell products and services.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to sell products and services in a retail environment.

It involves the use of sales techniques and encompasses key selling skills, from approaching the customer to closing the sale.

It requires a basic level of product knowledge and the recognition and demonstration of verbal and non-verbal communication skills to determine customer requirements, sell the benefits of products and services, overcome objections and close sales.

Personal evaluation is used to maximise sales, according to industry codes of practice, relevant legislation and store policy.

Application of the Unit

This unit applies to frontline sales personnel.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	Performance criteria
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Develop and apply product knowledge.	1.1. Develop ***product knowledge*** by accessing ***relevant sources of information*** and confirm with relevant staff.
	1.2. Apply knowledge of the use and application of relevant products and services in interactions with customers according to store policy and ***legislative requirements***.
	1.3. Identify gaps in product knowledge and resolve by accessing relevant sources of information.
2. Approach customer.	2.1. Identify ***customers*** by name where possible.
	2.2. Develop knowledge of customer buying behaviour by accessing relevant sources of information.
	2.3. Determine and apply appropriate timing of customer approach according to store policy and customer behaviour.
	2.4. Initiate customer contact according to store policy.
	2.5. Convey a positive impression to encourage customer interest according to store policy.
3. Gather and respond to information.	3.1. Apply questioning techniques and listening skills to determine customer buying motives and requirements.
	3.2. Interpret and clarify non verbal communication cues.
	3.3. Direct customer to specific merchandise according to customer requirements and store policy.
4. Sell benefits.	4.1. Match customer needs to appropriate products and services.
	4.2. Communicate knowledge of product features and benefits clearly to customers.
	4.3. Describe product use and safety requirements to customers.
	4.4. Refer customers to appropriate product specialist as required.
	4.5. Answer ***routine customer questions*** about merchandise accurately and honestly or refer to senior sales staff.

5. Overcome objections.	5.1. Identify and acknowledge customer objections according to store policy.
	5.2. Categorise objections into price, time and merchandise characteristics and consider solutions.
	5.3. Offer solutions to customer objections according to store policy.
	5.4. Apply *problem solving* within personal scope of responsibilities to overcome customer objections or refer to senior staff.
6. Close sale.	6.1. Monitor, identify and respond appropriately to customer buying signals.
	6.2. Encourage customer to make purchase decisions.
	6.3. Select and apply appropriate method of closing sale.
7. Maximise sales opportunities.	7.1. Recognise and apply opportunities for making additional *sales* according to store policy.
	7.2. Advise customer of complementary products or services according to customer's identified need.
	7.3. Review personal sales outcomes and consider strategies to maximise future sales in consultation with relevant staff.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication and interpersonal skills to:
    - handle difficult customers
    - verbal and non-verbal communication skills to:
        - question, listen and observe
        - overcome objections and close sale
- literacy and numeracy skills to:
    - handle payments for goods
    - read product information
    - read store policies and procedures
    - record information
    - weigh and measure goods
- selling skills to use a range of selling techniques

Required knowledge

- customer types and needs, including:
    - customer behaviour and cues

- customer buying motives
- demographics, lifestyle and income
- individual and cultural differences
- types of customer needs, such as:
  - functional
  - psychological
- relevant industry codes of practice, legislation and statutory requirements relating to the sale of products and services
- selling techniques, including:
  - add-ons and complementary sales
  - closing techniques
  - opening techniques
  - overcoming customer objections
  - recognising buying signals
  - using strategies to focus customer on specific merchandise
- specific product knowledge for area or section
- store merchandise and service range
- store policies and procedures in regard to:
  - allocated duties and responsibilities
  - selling products and services and sales performance

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential:
	- applies product knowledge and uses appropriate sales approach to sell the benefits of products and services, overcome objections and close sales
	- uses questioning, listening and observation skills to determine customer requirements
	- applies store policies and procedures in regard to selling products and services
	- maximises sales opportunities according to store policies and procedures
	- applies industry codes of practice, relevant legislation and statutory requirements in regard to selling products and services
	- evaluates personal sales performance to maximise future

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sales.

Context of and specific resources for assessment	Assessment must ensure access to:

- a real or simulated retail work environment
- relevant documentation, such as policy and procedures manuals
- a range of customers with different requirements
- a range of merchandise and products appropriate to the retail workplace
- product labels and sources of product information.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the candidate in the workplace
- customer feedback
- answers to questions about specific skills and knowledge
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the individual, accessibility of the item, and local industry and regional contexts) may also be included.

Product knowledge may include:	

- features and benefits
- handling and storage requirements
- price
- safety features
- stock availability
- use-by dates
- warranties.

Relevant sources of information may include:	

- demonstrations
- internet
- labels
- product profiles

	• staff members
	• store or supplier product manuals
	• store tours
	• videos.
Legislative requirements may include:	• industry codes of practice
	• liquor laws
	• lottery legislation
	• work health and safety (WHS)
	• sale of second-hand goods
	• sale of X and R-rated products
	• tobacco laws
	• Australian consumer law and fair trading Acts
	• trading hours
	• transport, storage and handling of goods.
Customers may include:	• customers with routine or special requests
	• internal and external contacts
	• new or repeat contacts
	• people from a range of social, cultural and ethnic backgrounds
	• people with varying physical and mental abilities.
Routine customer questions may relate to:	• availability
	• features and benefits
	• price and price reductions
	• quality.
Problem solving may be affected by:	• resource implications
	• store policies and procedures.
Sales transactions may be completed:	• face-to-face
	• online
	• over the telephone.

Unit Sector(s)

Cross-Sector

Competency Field

Sales

Service and Creative Skills Australia

SITXHRM402 Lead and manage people

Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITXHRM005A Lead and manage people. Re-worked Required Skills and Knowledge to more fully articulate content.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to lead and manage people and teams and support and encourage their commitment to the organisation. It requires the ability to lead by example and manage team performance through effective leadership.

Application of the Unit

This unit applies to all tourism, travel, hospitality and event sectors.

It applies to those people who operate independently and are responsible for leading and motivating people and teams. This includes supervisors, operational and senior managers.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

1. Model high standards of performance and behaviour.	1.1 Act as a positive role model through individual performance.
	1.2 Show support for and commitment to organisational goals in day to day work performance.
	1.3 Treat people with integrity, respect and empathy.
2. Develop team commitment and cooperation.	2.1 Develop and clearly communicate *plans and objectives* in consultation with the *team*.
	2.2 Make plans and objectives consistent with organisational goals.
	2.3 Communicate *expectations*, *roles and responsibilities* of team members to encourage people to take responsibility for their work.
	2.4 Encourage teams and individuals to develop *innovative approaches* to work.
	2.5 Identify, encourage, value and reward individual and team efforts and contributions.
	2.6 Model and encourage *open and supportive communication* within the team.
	2.7 Seek and share *information* from the wider enterprise environment with the team.
	2.8 Represent team interests in the wider environment.
	2.9 Seek *feedback* from team members and implement changes within the bounds of organisational goals and policies.
3. Manage team performance.	3.1 Delegate tasks and responsibilities, identify barriers to delegation and implement processes to overcome them.
	3.2 Evaluate the skills of team members and provide opportunities for *individual development*.
	3.3 Monitor team performance to ensure progress towards achievement of goals.
	3.4 Provide mentoring and coaching to support team members.
	3.5 Motivate individuals and teams to achieve optimum performance.
	3.6 Provide *recognition and reward* for team achievements.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to provide effective support and motivation to a team and overcome communication barriers
- literacy skills to:
  - read and interpret a wide range of operational workplace information
  - write clear and articulate team plans
- planning and organising skills to ensure activities and initiatives important to team development are integrated into own work planning

problem-solving skills to identify skill deficiencies and provide opportunities for individual development

- self-management skills to take responsibility for team outcomes
- teamwork skills to represent team interests in the wider organisation environment.

Required knowledge

- roles of and functions performed by supervisors and managers
- different leadership styles
- characteristics of effective leadership
- principles of teamwork, including:
  - characteristics of effective teams
  - roles and attributes of team members
  - organisation of teams
  - potential team problems
  - benefits of effective teamwork
- role and theories of motivation
- group dynamics
- types of organisational plans and planning processes.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate	Evidence of the ability to: • lead by example and build positive team culture through

competency in this unit	effective leadership
	• monitor individual and team performance over a period of time and motivate individuals and teams to achieve optimum performance
	• integrate knowledge of leadership, motivation and teamwork principles.
Context of and specific resources for assessment	Assessment must ensure use of:
	• a real or simulated tourism, hospitality or event industry business operation, project or event for which a team is managed
	• a team whose overall performance is the responsibility of the individual.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:
	• project or event activities to assess the individual's ability to:
	• model high standards of performance and behaviour
	• communicate expectations, roles and responsibilities of team members
	• delegate individual tasks
	• coach and support team members to achieve optimum performance
	• evaluation of reports prepared by the individual detailing how team commitment was encouraged and how team performance was managed during the conduct of operational activities
	• use of, case studies and problem-solving exercises so the individual can suggest methods to overcome problematic performance issues for individuals and the team
	• oral or written questioning to assess knowledge of leadership, motivation and teamwork principles
	• review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for assessment	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:
	• BSBPMG501A Manage projects
	• SITXCOM201 Show social and cultural sensitivity
	• SITXHRM503 Monitor staff performance
	• SITXMGT401 Monitor work operations.

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Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Plans and objectives may:	- be: - short - medium - long-term - relate to: - contingency management - increased productivity - meeting Key Performance Indicators (KPI) - operational activities - organisational strategies - performance targets for a particular project - sales targets - task management.
Team may be:	- contractors - paid employees - permanent teams - project or event-based - volunteers.
Expectations, ***roles and responsibilities*** may include:	- adherence to policies and procedures - cooperative and open communication - nature and scope of work - relationships with others in the workplace and interdependent areas of activity - reporting requirements - roles of leaders and managers, including: - decision making - delegation of tasks - information provision - monitoring staff - planning and organising.
Innovative approaches may include:	alerting colleagues to the potential of new technologies

	• making suggestions about better ways of doing things • seeking information or ideas from unexpected places • trying new approaches to old problems.
Open and supportive communication may involve:	• being prepared to declare own need for assistance • involving others in developing solutions • planned and unplanned exchanges of information • providing constructive feedback • providing open access to documents • using technology to support effective communication, e.g. email groups.
Information may include:	• organisation performance, including financial • changes in organisational policies • marketing information and targets • overall organisational objectives • plans for new equipment • rationale for management decisions • technology updates • training developments.

Feedback may be about:	• allocation of tasks
	• effectiveness of communication:
	  • from the leader
	  • within the team
	  • within the enterprise
	• performance of:
	  • individuals
	  • self
	  • team
	  • the enterprise
	• interaction between:
	  • different departments
	  • different teams
	  • other supervisors and managers
	• workplace practices:
	  • efficiency
	  • deficiencies.

Opportunities for *individual development* may include:	• change in job responsibilities • external training and professional development • formal promotion • internal training and professional development

	•	opportunity for greater autonomy or responsibility.
Recognition and reward for team members may include:	•	acknowledgment to the whole team of individual good performance
	•	incentive initiatives
	•	informal acknowledgment
	•	presentation of awards
	•	written reports to management.

Unit Sector(s)

Cross-Sector

Competency Field

Human Resource Management

TAEDEL301A Provide work skill instruction

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to conduct individual and group instruction and demonstrate work skills, using existing learning resources in a safe and comfortable learning environment. The unit covers the skills and knowledge required to determine the success of both the training provided and one's own personal training performance. It emphasises the training as being driven by the work process and context.

Application of the Unit

Application of the unit	This unit supports a wide range of applications across any workplace setting and so can be used by any organisation. Its use is not restricted to training organisations.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Organise instruction and demonstration	1.1. Gather information about *learner characteristics* and learning needs 1.2. Confirm a *safe learning environment* 1.3. Gather and check *instruction and demonstration objectives* and seek assistance if required 1.4. Access and review relevant *learning resources* and *learning materials* for suitability and relevance, and seek assistance to interpret the contextual application 1.5. Organise access to necessary equipment or physical resources required for instruction and demonstration 1.6. Notify learners of *details* regarding the implementation of the learning program and/or delivery plan
2. Conduct instruction and demonstration	2.1. Use interpersonal skills with learners to establish a safe and comfortable learning environment 2.2. Follow the learning program and/or delivery plan to cover all learning objectives 2.3. Brief learners on any *OHS procedures* and requirements prior to and during training 2.4. Use *delivery techniques* to structure, pace and enhance learning 2.5. Apply *coaching* techniques to assist learning 2.6. Use communication skills to provide information,

ELEMENT	PERFORMANCE CRITERIA
	instruct learners and demonstrate relevant work skills
	2.7. Provide opportunities for practice during instruction and through work activities
	2.8. Provide and discuss feedback on learner performance to support learning
3. Check training performance	3.1. Use *measures* to ensure learners are acquiring and can use new technical and generic skills and knowledge
	3.2. Monitor learner progress and outcomes in consultation with learner
	3.3. Review relationship between the trainer/coach and the learner and adjust to suit learner needs
4. Review personal training performance and finalise documentation	4.1. Reflect upon personal performance in providing instruction and demonstration, and document strategies for improvement
	4.2. Maintain, store and secure learner records according to organisational and legal requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• verbaland non-verbal communication techniques, such as: • asking relevant and appropriate questions   • providing explanations   • demonstrating   • using listening skills   • providing information clearly   • safety skills to implement OHS requirements, by acting and responding safely in order to: • identify hazards   • conduct prestart-up checks if required   • observe and interpret learner behaviour that may put people at risk   • time-management, skills to:

REQUIRED SKILLS AND KNOWLEDGE

- ensure all learning objectives are covered
- pace learning
- reflection skills in order to:
  - identify areas for improvement
  - maintain personal skill development
- literacy skills to:
  - complete and maintain documentation
  - read and follow learning programs and plans
  - read and analyse learner information
- technology skills to operate audio-visual and technical equipment
- interpersonal skills to:
  - engage, motivate and connect with learners
  - provide constructive feedback
  - maintain appropriate relationships
  - establish trust
  - use appropriate body language
  - maintain humour
  - demonstrate tolerance
  - manage a group
  - recognise and be sensitive to individual difference and diversity
- observation skills to:
  - monitor learner acquisition of new skills, knowledge and competency requirements
  - assess learner communication and skills in interacting with others
  - identify learner concerns
  - recognise learner readiness to take on new skills and tasks

Required knowledge

- learner characteristics and needs
- content and requirements of the relevant learning program and/or delivery plan
- sources and availability of relevant learning resources and learning materials
- content of learning resources and learning materials
- training techniques that enhance learning and when to use them
- introductory knowledge of learning principles and learning styles
- key OHS issues in the learning environment, including:
  - roles and responsibilities of key personnel
  - responsibilities of learners
  - relevant policies and procedures, including hazard identification, risk assessment, reporting requirements, safe use of equipment and emergency

REQUIRED SKILLS AND KNOWLEDGE
procedures • risk controls for the specific learning environment

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	Assessment must address the scope of this unit and reflect all components of the unit. A range of appropriate assessment methods and evidence-gathering techniques must be used to determine competency. A judgement of competency should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• carry out aminimum of three training sessions, involving demonstrating and instructing particular work skills for different groups; with each session addressing:
	    • different learning objectives
	    • a range of techniques and effective communication skills appropriate to the audience.

Context of and specific resources for assessment	Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided.
Method of assessment	
Guidance information for assessment	For further information about assessment of this and other TAE units, refer to relevant implementation guidance published on the IBSA website (www.ibsa.org.au).

Range Statement

RANGE STATEMENT

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Learner characteristics may include:	• language, literacy and numeracy levels • learning styles • past learning and work experiences • specific needs • workplace culture.
Safe learning environment may include:	• exit requirements • personal protective equipment • safe access • safe use of equipment.

Instruction and demonstration objectives may include:	• competencies to be achieved
	• generic and technical skills, which may be:
	  • provided by the organisation
	  • developed by a colleague
	  • individual or group objectives
	  • learning outcomes.

Learning resources may include:	• any material used to support learning, such as:
	  • learner and user guides
	  • trainer and facilitator guides
	  • example training programs
	  • specific case studies
	  • professional development materials
	  • assessment materials
	• a variety of formats
	• those produced locally
	• those acquired from other sources.

Learning materials may include:	• handouts for learners • materials sourced from the workplace, e.g. workplace documentation, operating procedures, and specifications.
Details may include:	• location and time • outcomes of instruction or demonstration • reason for instruction or demonstration • who will be attending instruction session.

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RANGE STATEMENT	
OHS procedures may include:	• emergency procedures • hazards and their means of control • incident reporting • use of personal protective equipment • safe work practices • safety briefings • site-specific safety rules.
Delivery techniques may include:	• coaching • demonstration • explanation • group or pair work • providing opportunities to practise skills and solve problems • questions and answers.
Coaching may include:	• learning arrangements requiring immediate interaction and feedback • on-the-job instruction and 'buddy' systems • relationships targeting enhanced performance • short-term learning arrangements • working on a one-to-one basis.
Measures may include:	• informal review or discussion • learner survey • on-the-job observation • review of peer coaching arrangements.

Unit Sector(s)

Unit sector	Delivery and facilitation

Competency field

Competency field	

Co-requisite units

Co-requisite units		

TAEDEL404A Mentor in the workplace

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to establish and develop a professional mentoring relationship with a learner, in particular an apprentice or trainee employed by, or undertaking work placement in, a workplace. It includes establishing the need for mentoring, developing a mentoring plan/framework, facilitating and monitoring the mentoring relationship, and evaluating the effectiveness of mentoring.

Application of the Unit

Application of the unit	This unit typically applies to workplace supervisors or other work colleague with responsibility for mentoring in the workplace.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop a mentoring plan	1.1. Identify scope and boundaries of the ***mentoring*** relationship according to organisational procedures 1.2. Establish ***ground rules*** and negotiate realistic expectations 1.3. Establish and maintain confidentiality of the relationship in accordance with ***legislation***, ***policy and procedures***
2. Facilitate mentoring relationship	2.1. Develop learner's confidence, self-esteem, respect and trust in the mentoring relationship 2.2. Share personal experiences and knowledge with the person being mentored according to agreed objectives 2.3. Support the person being mentored to develop and use skills in problem solving and decision making 2.4. Use personal and professional networks to assist the person being mentored 2.5. Provide information, guidance and constructive guidance to enhance engagement in the workplace 2.6. Use ***techniques for resolving differences*** without damaging the relationship, and obtain assistance according to organisational policy and procedures
3. Monitor mentoring relationship	3.1. Provide planning assistance and guidance as requested by the person being mentored in a form

ELEMENT	PERFORMANCE CRITERIA
	and style to suit their requirements
	3.2. Provide feedback to the person being mentored on progress towards achieving the expectations and goals of the mentoring process
	3.3. Recognise and discuss changes in the *mentoring relationship* with appropriate *stakeholders*
	3.4. Negotiate and manage closure of the mentoring arrangement once objectives have been met
4. Evaluate effectiveness of mentoring	4.1. Establish and discuss *benefits* gained from the mentoring process
	4.2. Reflect on and articulate the personal benefits gained from providing mentoring
	4.3. Identify and report the outcomes of the mentoring arrangement and the *benefits to the organisation* according to organisational policy and procedures to improve the mentoring system or program

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
- planning and time-management skills to mentor in a workplace   - oral communication and language skills to motivate learners   - organisational skills to provide guidance and feedback to individuals   - interpersonal skills to: - engage in relationship building, including building trust and maintaining confidentiality   - respond to diversity, including gender and disability   - communication skills to use a range of communication strategies, including listening, questioning, and giving andreceiving feedback   - initiative and enterprise skills to apply procedures relating to OHS and environmentallegislation in the context of workplace mentoring
Required knowledge
- relevant policy, legislation, codes of practice and national standards likely to impact on the provision of workplace mentoring   - training contracts and responsibilities of employer, registered training organisation

REQUIRED SKILLS AND KNOWLEDGE

(RTO) and funding body
• training plans and responsibilities
• training products and strategies for learning
• mentoring methodologies and strategies
• acceptable behaviour in the mentoring relationship
• equal employment opportunity, equity and diversity principles
• OHS relating to the work role, including:
    • hazards relating to the industry and specific workplace
    • reporting requirements for hazards and incidents
    • specific procedures for work tasks
    • safe use and maintenance of relevant equipment
    • emergency procedures
    • sources of OHS information

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	Assessment must address the scope of this unit and reflect all components of the unit. Arange of appropriate assessment methods and evidence-gathering techniques must be used to determine competency. A judgement of competency should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • prepare a mentoring plan between the mentor and learner that reflects the scope and substance expected within a plan prepared for a learner undertaking a contracted apprenticeship or traineeship • facilitate at least three mentoring sessions • provide information on sessions, including comments and notes from both mentor and learner.
Context of and specific resources for assessment	Evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be

EVIDENCE GUIDE	
	provided.
Method of assessment	
Guidance information for assessment	For further information about assessment of this and other TAE units, refer to relevant implementation guidance published on the IBSA website (www.ibsa.org.au).

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	

Mentoring may include:	• long-term focus on personal growth and learning
	• wide range of learning oriented to:
	  • support
	  • guidance in personal or career growth
	• relationship, not just a procedure or activity
	• one person professionally assisting the career development of another.

Ground rules may include:	• training for mentoring partners • mentoring agreement • active involvement of both partners in the mentoring process.

Legislation, *policy and procedures* may include:	• commonwealth and state or territory legislation and regulations, such as:
	  • privacy legislation
	  • equal employment opportunity, anti-discrimination and harassment legislation
	  • OHS legislation
	  • user choice
	• organisational policy, procedures and protocols.

Techniques for resolving differences	• finding a mutually beneficial solution • self-disclosure

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RANGE STATEMENT	
may include:	• inviting discussion • providing explanations • accessing assistance.
Mentoring relationship may include:	• informal workplace development program • formal mentoring process associated with a contracted apprenticeship or traineeship, involving a formal training plan.
Stakeholders may include:	• trainee or apprentice • manager or supervisor • RTO • learning support services, including assistive technology and diagnostic testing • funding organisation • supplier of learning resources.
Benefits may include:	• insights into organisational culture, attitudes and expected behaviours • supportive environment in which successes and failures can be evaluated • networking opportunities • development of workplace competence and self-confidence • recognition and job satisfaction • mutual respect.
Benefits to the organisation may include:	• increased productivity • new competencies in the person being mentored • staff motivation • more committed, involved and responsible learners.

Unit Sector(s)

Unit sector	Delivery and facilitation

Competency field

Competency field	

Co-requisite units

Co-requisite units		

SFL Floristry Training Package

Modification History

Not applicable.

Credit Arrangements

At the time of endorsement of this Training Package no national credit arrangements exist.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1fbe7a66-4c60-4b1c-8616-a3e693d9d8b9

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