



Australian Government

Department of Education, Employment and Workplace Relations

SFL10 Floristry Training Package

Release: 1.0

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Modification History


Version Modification History

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

Imprint

SFL10 Floristry Training Package

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Published by: Service Skills Industry Skills Council

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First published: June 2011

ISBN: 978-1-74160-376-7 (Volume I)

Printed by:

AEShareNet Code:
Print Version No: 1
Release Date: June 2011
Review Date: 21 December 2013

Preliminary Information

Important Note to Users

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

Check the version number before commencing training or assessment

This Training Package is Version 1 - check whether this is the latest version by going to the National Training Information Service (www.ntis.gov.au) and locating information about the Training Package. Alternatively, contact Service Industry Skills Council at <http://www.serviceskills.com.au> to confirm the latest version number.

Explanation of version number conventions

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

History

History

Review of WRF04 Floristry Training Package

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

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

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

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

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

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

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- Each qualification is introduced by a statement that clearly outlines its applicability to common job functions within the floristry industry and to different industry business types and environments.
- An Employability Skills Summary is provided for each qualification to provide holistic guidance to trainers and assessors and to assist employers to understand the generic skills delivered by the qualification.

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

Components of the SFL10 Floristry Training Package

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

Qualifications

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

SFL10 contains one new qualification:

- SFL50110 Diploma of Floristry Design

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

Assessment Guidelines

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

Competency Standards

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

The SFL10 Floristry Training Package comprises 88 units of competency:

- 20 floristry units of competency, organised into the following functional areas:
 - DEC – Floristry Design and Construction
 - SOP – Floristry Sales and Operations
- 68 units of competency imported from the following Training Packages:
 - RTF03 Amenity Horticulture
 - BSB07 Business Services
 - HLT07 Health
 - SIR07 Retail Services

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- SIT07 Tourism, Hospitality and Events
- TAE10 Training and Education
- CUV03 Visual Arts, Crafts and Design.

Sustainability Skills

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

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

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

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

Sustainability Skills within SFL10 Floristry Training Package

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

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

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

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

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environmental impacts'. The required knowledge in this unit includes:

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

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

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

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

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

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

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

Summary of AQF qualifications in this Training Package

Qualification Code	Title
SFL20110	Certificate II in Floristry (Assistant)

Qualification Code	Title
SFL30110	Certificate III in Floristry
SFL40110	Certificate IV in Floristry
SFL50110	Diploma of Floristry Design

Units of competency in this Training Package and their prerequisites

Note – the prerequisite column is only displayed if prerequisites exist.

Code	Title
SFLDEC201A	Assemble floristry products
SFLDEC302A	Design floristry products
SFLDEC303A	Maintain floristry tools and equipment
SFLDEC304A	Construct hand tied floristry products
SFLDEC305A	Construct wired floristry products
SFLDEC306A	Construct floristry products with a base medium
SFLDEC407A	Design complex floristry products
SFLDEC408A	Construct complex floristry products
SFLDEC409A	Coordinate floristry products for a special occasion
SFLDEC510A	Design and produce innovative floristry products
SFLDEC511A	Style and manage an event
SFLSOP201A	Source information on floristry products and services
SFLSOP202A	Recognise flower and plant materials
SFLSOP203A	Receive and store floristry stock
SFLSOP204A	Prepare and care for floristry stock
SFLSOP205A	Display and merchandise floristry products

SFLSOP306A	Provide quality service to floristry customers
SFLSOP307A	Sell floristry products
SFLSOP308A	Prepare quotations for floristry products
SFLSOP509A	Research, assess and develop a floristry product range

Imported units of competency in this Training Package

Code	Title	Origin
BSBCRT501A	Originate and develop concepts	BSB07
BSBCRT601A	Research and apply concepts and theories of creativity	BSB07
BSBDES202A	Evaluate the nature of design in a specific industry context	BSB07
BSBDES301A	Explore the use of colour	BSB07
BSBDES402A	Interpret and respond to a design brief	BSB07
BSBDES501A	Implement design solutions	BSB07
BSBDES502A	Establish, negotiate and refine a design brief	BSB07
BSBDES602A	Research global design trends	BSB07
BSBDES701A	Research and apply design theory	BSB07
BSBEBU401A	Review and maintain a website	BSB07
BSBEBU501A	Investigate and design e business solutions	BSB07
BSBEBU502A	Implement e business solutions	BSB07
BSBFIA301A	Maintain financial records	BSB07
BSBITU305A	Conduct online transactions	BSB07
BSBPUR301B	Purchase goods and services	BSB07
BSBSMB401A	Establish legal and risk management requirements of small business	BSB07
BSBSMB402A	Plan small business finances	BSB07

BSBSMB403A	Market the small business	BSB07
BSBSMB404A	Undertake small business planning	BSB07
BSBSMB405A	Monitor and manage small business operations	BSB07
BSBSMB406A	Manage small business finances	BSB07
BSBSMB407A	Manage a small team	BSB07
BSBSUS201A	Participate in environmentally sustainable work practices	BSB07
BSBSUS301A	Implement and monitor environmentally sustainable work practices	BSB07
BSBSUS501A	Develop workplace policy and procedures for sustainability	BSB07
BSBWOR202A	Organise and complete daily work activities	BSB07
CUVCOR07B	Use drawing techniques to represent the object or idea	CUV03
CUVCOR08A	Produce drawings to represent and communicate the concept	TBA
CUVCOR09B	Select and apply drawing techniques and media to represent and communicate the concept	CUV03
CUVCRS03B	Produce computer-aided drawings	CUV03
CUVCRS11B	Select and prepare work for exhibition	CUV03
CUVDES04B	Integrate colour theory and design processes in response to a brief	CUV03
CUVVSP12B	Produce digital images	CUV03
HLTFA301B	Apply first aid	HLT07
RTF2008A	Maintain indoor plants	RTF03
RTF2024A	Tend nursery plants	RTF03
RTF3020A	Install and maintain interior plant displays	RTF03
RTF4001A	Design plant displays	RTF03
SIRXCCS001A	Apply point-of-sale handling procedures	SIR07
SIRXCOM001A	Communicate in the workplace	SIR07

SIRXEBS001A	Acquire and retain online customers	SIR07
SIRXEBS004A	Select an e-business model	SIR07
SIRXFIN001A	Balance point-of-sale terminal	SIR07
SIRXHRM001A	Administer human resources policy	SIR07
SIRXHRM002A	Recruit and select personnel	SIR07
SIRXICT001A	Operate retail technology	SIR07
SIRXICT004A	Adopt mobile commerce applications to improve sales and service	SIR07
SIRXIND001A	Work effectively in a retail environment	SIR07
SIRXINV002A	Maintain and order stock	SIR07
SIRXMER005A	Create a display	SIR07
SIRXMGT001A	Coordinate work teams	SIR07
SIRXMGT003A	Lead and manage people	SIR07
SIRXMPR001A	Profile a retail market	SIR07
SIRXOHS001A	Apply safe working practices	SIR07
SIRXOHS002A	Maintain store safety	SIR07
SIRXOHS003A	Provide a safe working environment	SIR07
SIRXQUA001A	Develop innovative ideas at work	SIR07
SIRXQUA002A	Lead a team to foster innovation	SIR07
SIRXQUA003A	Create an innovative work environment	SIR07
SIRXQUA004A	Set up systems that support innovation	SIR07
SIRXRSK001A	Minimise theft	SIR07
SIRXSLS001A	Sell products and services	SIR07
SITXMGT006A	Establish and conduct business relationships	SIT07
TAEASS401A	Plan assessment activities and processes	TAE10
TAEASS402A	Assess competence	TAE10

TAEASS403A	Participate in assessment validation	TAE10
TAEDEL301A	Provide work skill instruction	TAE10

Mapping to Previous Training Package

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

Mapping to Previous Training Package		
		<p>increased to allow for flexibility.</p> <p>The total number of units required to achieve this qualification has decreased from 22 to 21.</p> <p>The number of core units required has decreased from 20 to 16.</p> <p>The number of elective units required has increased from 2 to 5.</p>
SFL40110 Certificate IV in Floristry	WRF40104 Certificate IV in Floristry	<p>SFL40110 is equivalent to WRF40104 Certificate IV in Floristry.</p> <p>The intent of this new qualification has been broadened so that it can now apply to multiple industry environments.</p> <p>An entry requirement has been introduced; this qualification is open to those who have significant vocational experience as a florist in the floristry industry.</p> <p>The SFL40110 core focuses on the complex design and construction competencies required by those who are progressing their career to a more technically proficient craftsperson. The pool of elective units allows florists to acquire skills to supervise staff and daily operational activities and to manage a small floristry business.</p> <p>The total number of units required to achieve this qualification has decreased from 32 to 15.</p> <p>The number of core units required has decreased from 26 to 5.</p> <p>The number of elective units required has increased from 6 to 10.</p>
SFL50110 Diploma of Floristry (Design)	Not applicable.	<p>SFL50110 has no equivalent in the WRF04 Floristry Training Package.</p> <p>SFL50110 contains high-order design, construction and product development competencies required by highly-skilled floral designers. The pool of elective units allows senior designers to acquire skills to</p>

Mapping to Previous Training Package

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

Mapping to Previous Training Package		
		design brief.
SFLDEC303A Maintain floristry tools and equipment	New unit	<p>N</p> <p>New unit focuses on regular maintenance activities for tools and equipment used for the preparation, construction and maintenance of floristry products.</p>
SFLDEC304A Construct hand tied floristry products	WRFD301B Create floristry designs using hand tied techniques	<p>N</p> <p>Replacement unit covers elements of WRFD301B but is not equivalent.</p> <p>SFLDEC304A builds upon WRFD301B and has more explicit references to the construction process for a diverse range of hand tied products.</p> <p>WRFD301B combined both design and construction. In SFLDEC304A design has been split from construction as, while they can be interdependent, they are two different skills. Design aspects are covered by the unit SFLDEC302A Design floristry products.</p> <p>The packaging and wrapping elements have been rationalised for simplicity.</p>
SFLDEC305A Construct wired floristry products	WRFD302B Create floristry designs using wiring techniques	<p>N</p> <p>Replacement unit that covers elements of WRFD302B but is not equivalent.</p> <p>SFLDEC305A builds upon WRFD302B and has more explicit references to the construction process for a diverse range of products using wiring techniques.</p> <p>WRFD302B combined both design and construction. In SFLDEC305A, design has been split from construction as, while they can be interdependent, they are two different skills. Design aspects are covered by the unit SFLDEC302A Design floristry products.</p> <p>The packaging and wrapping elements have been rationalised for simplicity.</p>
SFLDEC306A Construct floristry products with a	WRFD303B Create floristry designs	<p>N</p> <p>Replacement unit that covers elements of</p>

Mapping to Previous Training Package		
base medium	using a base medium	<p>WRFD303B but is not equivalent.</p> <p>SFLDEC306A builds upon WRFD303B and has more explicit references to the construction process for a diverse range of products with a base medium.</p> <p>WRFD303B combined both design and construction. In SFLDEC306A, design has been split from construction as, while they can be interdependent, they are two different skills. Design aspects are covered by the unit SFLDEC302A Design floristry products.</p> <p>The packaging and wrapping elements have been rationalised for simplicity.</p>
SFLDEC407A Design complex floristry products	WRFD404B Create custom made, advanced and large scale floristry designs	<p>N</p> <p>New unit that covers elements of WRFD404B but is not equivalent.</p> <p>SFLDEC407A focuses on the design process for a diverse range of complex products. WRFD404B combined both design and construction. In SFLDEC407A, design has been split from construction as, while they can be interdependent, they are two different skills.</p> <p>References to following a customer brief have been removed to ensure there is no duplication with the imported unit BSBDES402A Interpret and respond to a design brief.</p>
SFLDEC408A Construct complex floristry products	WRFD404B Create custom made, advanced and large scale floristry designs	<p>N</p> <p>Replacement unit that covers certain elements of WRFD404B but is not equivalent.</p> <p>SFLDEC408A builds upon WRFD404B and has more explicit references to the construction process for a diverse range of complex products.</p> <p>WRFD404B combined both design and construction. In SFLDEC408A, design has been split from construction as, while they can be interdependent, they are two different</p>

Mapping to Previous Training Package		
		<p>skills. Design aspects are covered by the unit SFLDEC407A Design complex floristry products.</p> <p>The packaging and wrapping elements have been rationalised for simplicity.</p>
SFLDEC409A Coordinate floristry products for a special occasion	New unit	<p>N</p> <p>New unit that focuses on the overall planning and coordination skills required by senior florists when the business is involved in the production of products for special occasions.</p>
SFLDEC510A Design and produce innovative floristry products	New unit	<p>N</p> <p>New unit that has a tight focus on the design and construction process for a diverse range of innovative products. This unit describes a highly creative and innovative design function undertaken by senior designers in the floristry industry.</p>
SFLDEC511A Style and manage an event	WRFD405A Design and manage large scale floral events	<p>E</p> <p>Updated unit based on WRFD405A and is equivalent.</p> <p>SFLDEC511A builds upon WRFD405A and focuses on the overall planning and co-ordination skills required by senior florists when the business is involved in the production and assembly of products for events.</p> <p>Title amended for clarity as the unit does not apply to floral events but to the floral styling of any type of event.</p> <p>Design and costing elements have been removed to ensure there is no duplication with suite of new design and costing units.</p>
Floristry Sales and Operations		
SFLSOP201A Source information on floristry products and services	WRFO204A Apply techniques to update floristry industry knowledge	<p>N</p> <p>Replacement unit based on elements of WRFO204A, WRFO306B and WRFO307B</p>

Mapping to Previous Training Package		
	<p>WRFO306B Apply product knowledge to meet customer needs</p> <p>WRFO307B Recommend on floristry products and services</p>	<p>but is not equivalent.</p> <p>SFLSOP201A focuses on the development of floristry industry knowledge and essential product knowledge required to fulfill a range of sales and operational functions performed by a diverse range of floristry industry personnel.</p>
SFLSOP202A Recognise flower and plant materials	<p>WRFO306B Apply product knowledge to meet customer needs</p> <p>WRFO307B Recommend on floristry products and services</p>	<p>N</p> <p>Replacement unit based on elements of WRFO306B and WRFO307B but is not equivalent.</p> <p>SFLSOP202A focuses on the development of knowledge of flower and plant materials and their visual recognition, which is required to fulfill a range of operational functions performed by a diverse range of floristry industry personnel.</p>
SFLSOP203A Receive and store floristry stock	New unit	<p>N</p> <p>This new unit focuses on the receipt and storage of floristry stock and maintaining the cleanliness of all stock handling and storage areas.</p>
SFLSOP204A Prepare and care for floristry stock	WRFO202B Care for floristry stock and merchandise	<p>E</p> <p>Updated unit based on WRFO202B and is equivalent.</p> <p>SFLSOP204A builds upon WRFO202B and focuses on the core intent of caring for flower and plant materials and other merchandise, including maintaining clean premises to avoid stock spoilage.</p>
SFLSOP205A Display and merchandise floristry products	WRFO203B Prepare and display floristry stock	<p>N</p> <p>Replacement unit based on elements of WRFO203B but is not equivalent.</p> <p>SFLSOP205A builds upon WRFO203B and focuses on the core intent of displaying and merchandising floristry stock and other merchandise.</p>

Mapping to Previous Training Package		
		The content relating to conditioning, monitoring and maintaining the quality of flower and plant materials has been removed and included in SFLSOP204A Prepare and care for floristry stock.
SFLSOP306A Provide quality service to floristry customers	WRFO201B Provide service to floristry customers	E This unit is based on WRFO201B and is equivalent. SFLSOP306A builds upon WRFO201B and focuses on the communication and relationship building skills required to service the special needs of floristry customers. Personal presentation issues are included.
SFLSOP307A Sell floristry products	WRFO306B Apply product knowledge to meet customer needs WRFO307B Recommend on floristry products and services	N Replacement unit that covers elements from WRFO306B and WRFO307B but is not equivalent. SFLSOP307A builds upon these two units and focuses on the higher order selling skills required by the floristry industry, not previously covered. It requires the application of in-depth product knowledge. The duplicative content relating to the development of product knowledge and knowledge of flower and plant materials has been removed (now found in SFLSOP201A Source information on floristry products and services, and SFLSOP202A Recognise flower and plant materials).
SFLSOP308A Prepare quotations for floristry products	New unit	New unit that focuses on the costing of products to meet customer requirements.
SFLSOP509A Research, assess and develop a floristry product range	WRFO408B Implement floristry products and services plan	N Replacement unit that covers certain elements of WRFO408B but is not equivalent. SFLSOP509A builds upon WRFO408B and focuses on the core intent of product

Mapping to Previous Training Package		
		<p>development.</p> <p>It more explicitly and extensively covers the specific research and analysis requirements of product development, the interrelated structure of the industry, price setting, the product preferences and requirements of different markets, and maximising profitability for the business.</p> <p>The content relating to contracted negotiation has been removed and is covered by SITXMGT006A Establish and conduct business relationships.</p>
No unit	WRFD406A Create floral designs to competitions specifications	The unit WRFD406A Create floral design to competition specifications has been deleted as this unit focussed on understanding competition rules and procedures, not specifically job outcome for the floristry industry.
SFL10 Imported units of competency mapping table		
SFL10 Imported unit code and title	Related units in previous Training Package WRF04	Nature of Relationship E = equivalent N = not equivalent
RTF2008A Maintain indoor plants	RTF2008A Maintain indoor plants	E Same unit – no changes
RTF2024A Tend nursery plants	RTF2024A Tend nursery plants	E Same unit – no changes
RTF3020A Install and maintain interior plant displays	RTF3020A Install and maintain interior plant displays	E Same unit – no changes
RTF4001A Design plant displays	RTF4001A Design plant displays	E Same unit – no changes
BSBCRT501A Originate and develop concepts	None	N New unit – No equivalent in WRF04
BSBCRT601A Research	None	N

Mapping to Previous Training Package		
and apply concepts and theories of creativity		New unit – No equivalent in WRF04
BSBDES202A Evaluate the nature of design in a specific industry context	None	N New unit – No equivalent in WRF04
BSBDES301A Explore the use of colour	None	N New unit – No equivalent in WRF04
BSBDES402A Interpret and respond to a design brief	None	N New unit – No equivalent in WRF04
BSBDES501A Implement design solutions	None	N New unit – No equivalent in WRF04
BSBDES502A Establish, negotiate and refine a design brief	None	N New unit – No equivalent in WRF04
BSBDES602A Research global design trends	None	N New unit – No equivalent in WRF04
BSBDES701A Research and apply design theory	None	N New unit – No equivalent in WRF04
BSBEBU401A Review and maintain a website	None	N New unit – No equivalent in WRF04
BSBEBU501A Investigate and design e-business solutions	None	N New unit – No equivalent in WRF04
BSBEBU502A Implement e-business solutions	None	N New unit – No equivalent in WRF04
BSBFIA301A Maintain financial records	None	N New unit – No equivalent in WRF04
BSBITU305A Conduct online transactions	None	N New unit – No equivalent in WRF04

Mapping to Previous Training Package		
BSBPUR301B Purchase goods and services	None	N New unit – No equivalent in WRF04
BSBSMB401A Establish legal and risk management requirements of small business	BSBSBM401A Establish business and legal requirements	E Updated unit based on BSBSBM401A and that unit is equivalent to BSBSMB401A.
BSBSMB402A Plan small business finances	None	N New unit – No equivalent in WRF04
BSBSMB403A Market the small business	BSBSBM403A Promote the business	E Updated unit based on BSBSBM403A and that unit is equivalent to BSBSMB403A.
BSBSMB404A Undertake small business planning	BSBSBM404A Undertake business planning	E Updated unit based on BSBSBM404A and that unit is equivalent to BSBSMB404A.
BSBSMB405A Monitor and manage small business operations	BSBSBM405A Monitor and manage business operations	E Updated unit based on BSBSBM405A and that unit is equivalent to BSBSMB405A.
BSBSMB406A Manage small business finances	BSBSBM406A Manage finances	E Updated unit based on BSBSBM406A and that unit is equivalent to BSBSMB406A.
BSBSMB407A Manage a small team	BSBSBM407A Manage a small team	E Updated unit based on BSBSBM407A and that unit is equivalent to BSBSMB407A.
BSBSUS201A Participate in environmentally sustainable workplace practices	None	N New unit – No equivalent in WRF04
BSBSUS301A Implement and monitor environmentally sustainable workplace practices	None	N New unit – No equivalent in WRF04

Mapping to Previous Training Package		
BSBSUS501A Develop workplace policy and procedures for sustainability	None	N New unit – No equivalent in WRF04
BSBWOR202A Organise and complete daily work activities	None	N New unit – No equivalent in WRF04
HLTFA301B Apply first aid	None	N New unit – No equivalent in WRF04
SIRRFSA001A Apply retail food safety practices	None	N New unit – No equivalent in WRF04
SIRXICT001A Operate retail technology	WRRCA1B Operate retail equipment	E Updated unit based on WRRCA1B and that unit is equivalent to SIRXICT001A.
SIRXICT004A Adopt mobile commerce applications to improve sales and service	WRRO13A Adopt mobile commerce applications to improve sales and service	E Updated unit based on WRRO13A and that unit is equivalent to SIRXICT004A.
SIRXEBS001A Acquire and retain online customers	WRRO15A Acquire and retain online customers	E Updated unit based on WRRO15A and that unit is equivalent to SIRXEBS001A.
SIRXEBS004A Select an e-business model	WRRO12A Select an e-business model	E Updated unit based on WRRO12A and that unit is equivalent to SIRXEBS004A.
SIRXINV002A Maintain and order stock	None	N New unit – No equivalent in WRF04
SIRXHRM001A Administer human resources policy	WRRPM1B Administer human resources policy	E Updated unit based on WRRPM1B and that unit is equivalent to SIRXHRM001A.
SIRXHRM002A Recruit and select personnel	WRRPM2B Recruit and select personnel	E Updated unit based on WRRPM2B and that

Mapping to Previous Training Package		
		unit is equivalent to SIRXHRM002A.
SIRXMGT003A Lead and manage people	WRRPM3B Lead and manage people	E Updated unit based on WRRPM3B and that unit is equivalent to SIRXMGT003A.
SIRXQUA001A Develop innovative ideas at work	WRRO8A Develop innovative ideas at work	E Updated unit based on WRRO8A and that unit is equivalent to. SIRXQUA001A.
SIRXQUA002A Lead a team to foster innovation	WRRO9A Lead a team to foster innovation	E Updated unit based on WRRO9A and that unit is equivalent to SIRXQUA002A.
SIRXQUA003A Create an innovative work environment	WRRO10A Create an innovative work environment	E Updated unit based on WRRO10A and that unit is equivalent to SIRXQUA003A.
SIRXQUA004A Set up systems that support innovation	WRRO11A Set up systems that support innovation	E Updated unit based on WRRO11A and that unit is equivalent to SIRXQUA004A.
SITXCOM005A Make presentations	None	N New unit – No equivalent in WRF04
SITXMGT006A Establish and conduct business relationships	None	N New unit – No equivalent in WRF04
TAEASS401A Plan and organise assessment	BSZ401A Plan Assessment	N Updated unit based on BSZ401A. Unit enhanced to include a new element on developing simple assessment tools
TAEASS402A Assess competence	BSZ402A Conduct Assessment	E Updated unit based on BSZ402A and that unit is equivalent to TAEASS402A.
TAEASS403A Participate in assessment validation	BSZ403A Review Assessment	E Updated unit based on BSZ403A and that unit is partially equivalent to TAEASS403A.

Mapping to Previous Training Package		
TAEDEL301A Provide work skill instruction	BSZ404A Train small groups	E Updated unit based on BSZ404A and that unit is partially equivalent to TAEDEL301A.
CUVCOR07B Use drawing techniques to represent the object or idea	None	N New unit – No equivalent in WRF04
CUVCOR08A Produce drawings to represent and communicate the concept	None	N New unit – No equivalent in WRF04
CUVCOR09B Select and apply drawing techniques and media to represent and communicate the concept	None	N New unit – No equivalent in WRF04
CUVCRS03B Produce computer-aided drawings	None	N New unit – No equivalent in WRF04
CUVCRS11B Select and prepare work for exhibition	None	N New unit – No equivalent in WRF04
CUVDES04B Integrate colour theory and design processes in response to a brief	None	N New unit – No equivalent in WRF04
CUVVSP12B Produce digital images	None	N New unit – No equivalent in WRF04

Qualifications Framework

Qualifications Framework

The Australian Qualifications Framework

What is the Australian Qualifications Framework?

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

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

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

Qualifications

Training Packages can incorporate the following eight AQF qualifications.

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

On completion of the requirements defined in the Training Package, a Registered Training Organisation (RTO) may issue a nationally recognised AQF qualification. Issuance of AQF qualifications must comply with the advice provided in the *AQF Implementation Handbook* and the AQTF 2010.

Statement of Attainment

A Statement of Attainment is issued by a Registered Training Organisation when an individual has completed one or more units of competency from nationally recognised qualification(s)/course(s). Issuance of Statements of Attainment must comply with the advice provided in the current *AQF Implementation Handbook* and the AQTF 2010.

Under the AQTF 2010, RTOs must recognise the achievement of competencies as recorded on a qualification or Statement of Attainment issued by other RTOs. Given this, recognised competencies can progressively build towards a full AQF qualification.

AQF Guidelines and Learning Outcomes

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

Certificate I

Characteristics of Learning Outcomes

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

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

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

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

Certificate II

Characteristics of Learning Outcomes

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

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

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

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

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

Certificate III

Characteristics of Learning Outcomes

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

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

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

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

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

Certificate IV*Characteristics of Learning Outcomes*

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

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

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

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

Diploma*Characteristics of Learning Outcomes*

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

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

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

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

Distinguishing Features of Learning Outcomes

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

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

Advanced Diploma

Characteristics of Learning Outcomes

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

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

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

Distinguishing Features of Learning Outcomes

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

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

Vocational Graduate Certificate

Characteristics of competencies or learning outcomes

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

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

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

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

Distinguishing features of learning outcomes

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

Vocational Graduate Diploma

Characteristics of competencies or learning outcomes

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

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

Further specialisation within a systematic and coherent body of knowledge.

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

The degree of emphasis on breadth, as opposed to depth, of knowledge and skills

may vary between qualifications granted at this level.

Distinguishing features of learning outcomes

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

Qualification Requirements

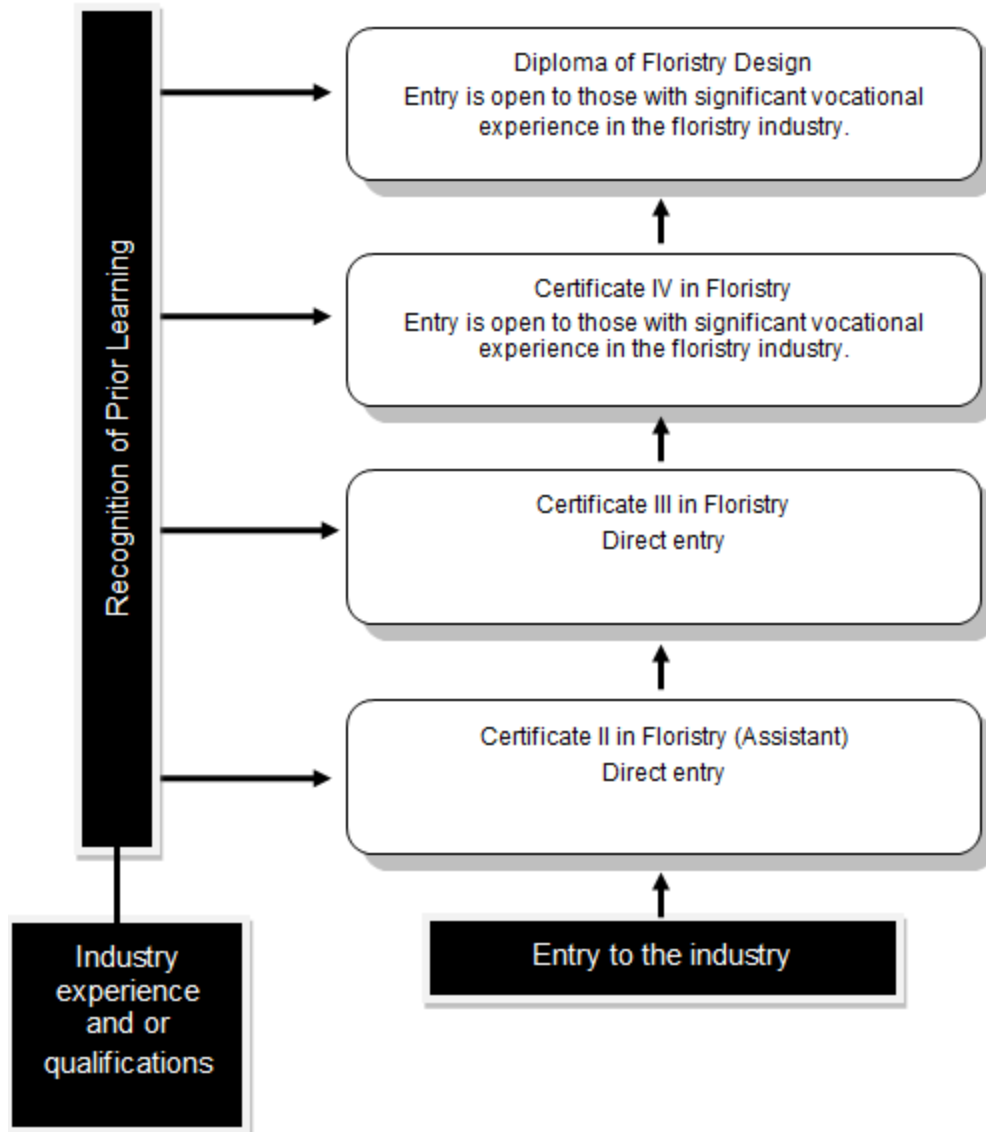
An RTO will award an AQF qualification when the required number of units of competency, as determined by the packaging rules for the specific qualification, have been attained. If a learner does not complete all of the competencies required for a qualification, they will receive a Statement of Attainment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

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

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

Floristry Qualification Pathways

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



Australian Apprenticeship Pathways

The following qualifications are suitable for an Australian Apprenticeship pathway.

Code	Title
SFL20110	Certificate II in Floristry (Assistant)

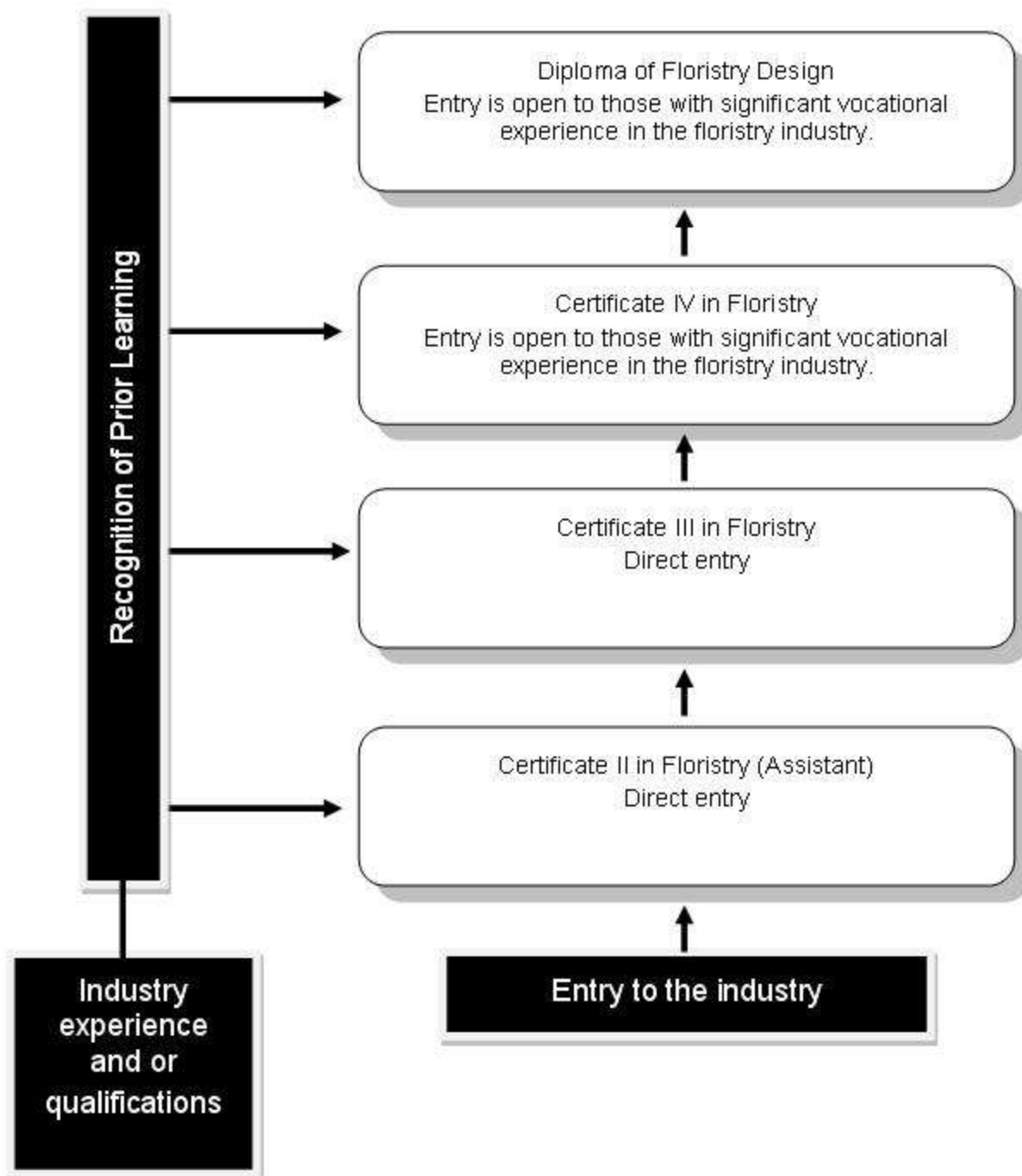
Code	Title
SFL30110	Certificate III in Floristry
SFL40110	Certificate IV in Floristry

Qualification Pathways

The following pathways charts are provided to show the types of pathways into and from qualifications that are possible with this Training Package. For more information about qualifications and pathways contact Service Industry Skills Council (<http://www.serviceskills.com.au>).

Floristry Qualification Pathways

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



Australian Apprenticeship Pathways

The following qualifications are suitable for an Australian Apprenticeship pathway.

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

SFL40110	Certificate IV in Floristry
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Skill Sets

Definition

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

Wording on Statements of Attainment

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

Where skill sets are identified in a Training Package, the Statement of Attainment can set out the competencies a person has achieved in a way that is consistent and clear for employers and others. This is done by including the wording "these competencies meet [insert skill set title or identified industry area] need" on the Statement of Attainment.

This wording applies only to skill sets that are formally identified as such in the endorsed Training Package. See the 2010 edition of the AQF Implementation Handbook for advice on wording on Statements of Attainment.

http://www.aqf.edu.au/Portals/0/Documents/Handbook/AQF_Handbook_07.pdf

Skill Sets in this Training Package

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

Employability Skills

Employability Skills replacing Key Competency information from 2006

In May 2005, the approach to incorporate Employability Skills within Training Package qualifications and units of competency was endorsed. As a result, from 2006 Employability Skills will progressively replace Key Competency information in Training Packages.

Background to Employability Skills

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

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

http://www.dest.gov.au/archive/ty/publications/employability_skills/index.htm

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

- communication

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

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

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

Employability Skills Framework

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

Skill	Facets
	<p>Aspects of the skill that employers identify as important. The nature and application of these facets will vary depending on industry and job type.</p>
<p>Communication that contributes to productive</p>	<ul style="list-style-type: none"> • listening and understanding • speaking clearly and directly
<p>and harmonious relations across employees and customers</p>	<ul style="list-style-type: none"> • writing to the needs of the audience • negotiating responsively • reading independently • empathising • using numeracy effectively • understanding the needs of internal and external customers • persuading effectively • establishing and using networks • being assertive • sharing information • speaking and writing in languages other than English

<p>Teamwork that contributes to productive working relationships and outcomes</p>	<ul style="list-style-type: none"> • working across different ages irrespective of gender, race, religion or political persuasion • working as an individual and as a member of a team • knowing how to define a role as part of the team • applying teamwork to a range of situations e.g. futures planning and crisis problem solving • identifying the strengths of team members • coaching and mentoring skills, including giving feedback
<p>Problem solving that contributes to productive outcomes</p>	<ul style="list-style-type: none"> • developing creative, innovative and practical solutions • showing independence and initiative in identifying and solving problems • solving problems in teams • applying a range of strategies to problem solving • using mathematics, including budgeting and financial management to solve problems • applying problem-solving strategies across a range of areas • testing assumptions, taking into account the context of data and circumstances • resolving customer concerns in relation to complex project issues
<p>Initiative and enterprise that contribute to innovative outcomes</p>	<ul style="list-style-type: none"> • adapting to new situations • developing a strategic, creative and long-term vision • being creative • identifying opportunities not obvious to others • translating ideas into action • generating a range of options • initiating innovative solutions
<p>Planning and organising that contribute to long and short-term strategic planning</p>	<ul style="list-style-type: none"> • managing time and priorities - setting time lines, coordinating tasks for self and with others

	<ul style="list-style-type: none"> • being resourceful • taking initiative and making decisions • adapting resource allocations to cope with contingencies • establishing clear project goals and deliverables • allocating people and other resources to tasks • planning the use of resources, including time management • participating in continuous improvement and planning processes • developing a vision and a proactive plan to accompany it
	<ul style="list-style-type: none"> • predicting - weighing up risk, evaluating alternatives and applying evaluation criteria • collecting, analysing and organising information • understanding basic business systems and their relationships
Self-management that contributes to employee satisfaction and growth	<ul style="list-style-type: none"> • having a personal vision and goals • evaluating and monitoring own performance • having knowledge and confidence in own ideas and visions • articulating own ideas and visions • taking responsibility
Learning that contributes to ongoing improvement and expansion in employee and company operations and outcomes	<ul style="list-style-type: none"> • managing own learning • contributing to the learning community at the workplace • using a range of mediums to learn - mentoring, peer support and networking, IT and courses • applying learning to technical issues (e.g. learning about products) and people issues (e.g. interpersonal and cultural aspects of work) • having enthusiasm for ongoing learning • being willing to learn in any setting - on and off the job

	<ul style="list-style-type: none"> • being open to new ideas and techniques • being prepared to invest time and effort in learning new skills • acknowledging the need to learn in order to accommodate change
Technology that contributes to the effective carrying out of tasks	<ul style="list-style-type: none"> • having a range of basic IT skills • applying IT as a management tool • using IT to organise data • being willing to learn new IT skills • having the OHS knowledge to apply technology • having the appropriate physical capacity

Employability Skills Summary

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

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

Whole of Industry Qualification Information

Qualification Requirements

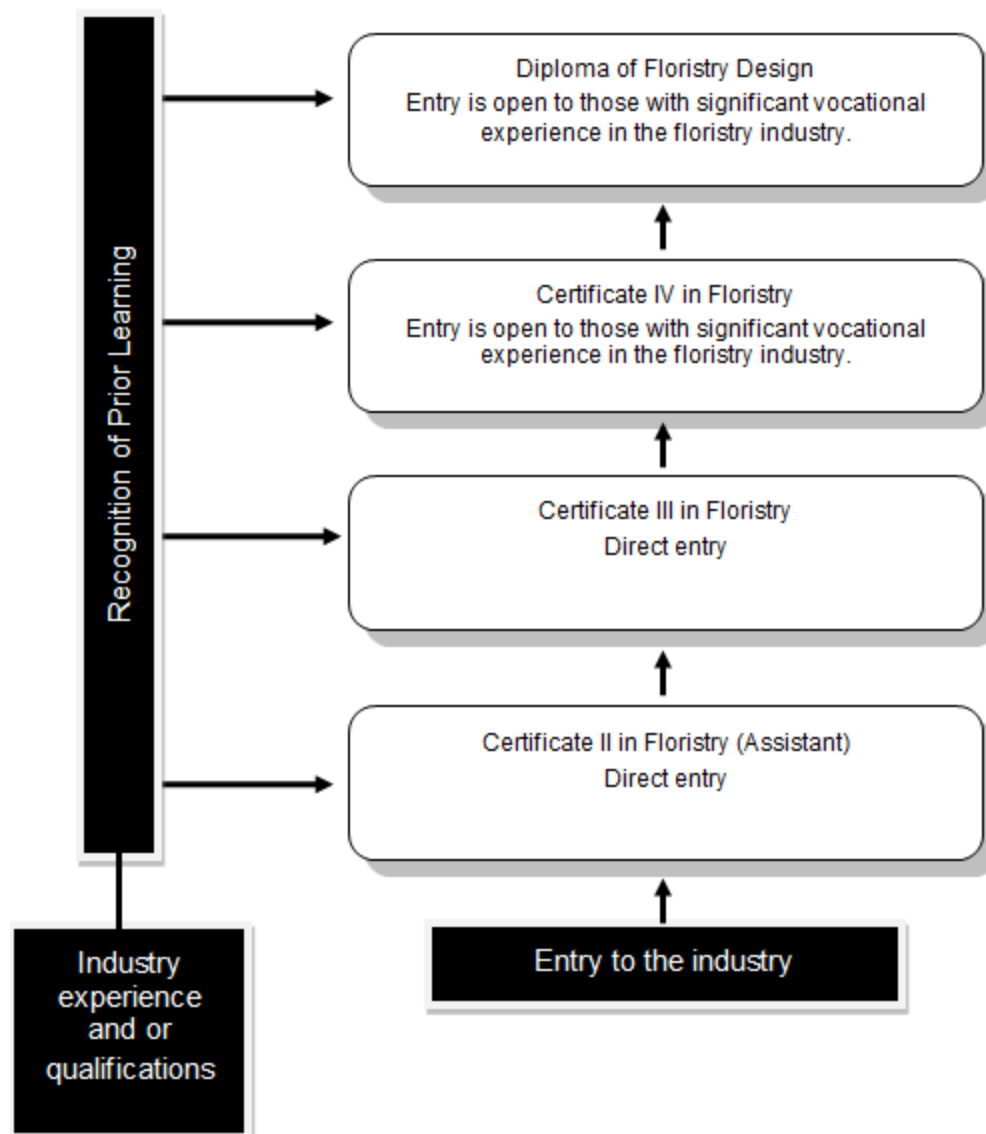
An RTO will award an AQF qualification when the required number of units of competency, as determined by the packaging rules for the specific qualification, have been attained. If a learner does not complete all of the competencies required for a qualification, they will receive a Statement of Attainment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

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

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

Floristry Qualification Pathways

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



Australian Apprenticeship Pathways

The following qualifications are suitable for an Australian Apprenticeship pathway.

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

Assessment Guidelines

Introduction

These Assessment Guidelines provide the endorsed framework for assessment of units of competency in this Training Package. They are designed to ensure that assessment is consistent with the Australian Quality Training Framework (AQTF) Essential Standards for Initial and Continuing Registration. Assessments against the units of competency in this Training Package must be carried out in accordance with these Assessment Guidelines.

Assessment System Overview

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

Quality assessment underpins the credibility of the vocational education and training sector. The Assessment Guidelines of a Training Package are an important tool in supporting quality assessment.

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

Assessment must be carried out in accordance with the:

- benchmarks for assessment
- specific industry requirements
- principles of assessment
- rules of evidence
- assessment requirements set out in the AQTF

Benchmarks for Assessment

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

Principles of Assessment

All assessments carried out by RTOs are required to demonstrate compliance with the principles of assessment:

- validity
- reliability
- flexibility
- fairness
- sufficiency

These principles must be addressed in the: design, establishment and management of the assessment system for this Training Package development of assessment tools, and the conduct of assessment.

Validity

Assessment is valid when the process is sound and assesses what it claims to assess. Validity requires that:

- | | |
|-----|-------------------------------------------------------------------------------------------------------------------------------------------|
| (a) | assessment against the units of competency must cover the broad range of skills and knowledge that are essential to competent performance |
|-----|-------------------------------------------------------------------------------------------------------------------------------------------|

(b)	assessment of knowledge and skills must be integrated with their practical application
(c)	judgement of competence must be based on sufficient evidence (that is, evidence gathered on a number of occasions and in a range of contexts using different assessment methods). The specific evidence requirements of each unit of competency provide advice on sufficiency

Reliability

Reliability refers to the degree to which evidence presented for assessment is consistently interpreted and results in consistent assessment outcomes. Reliability requires the assessor to have the required competencies in assessment and relevant vocational competencies (or to assess in conjunction with someone who has the vocational competencies). It can only be achieved when assessors share a common interpretation of the assessment requirements of the unit(s) being assessed.

Flexibility

To be flexible, assessment should reflect the candidate's needs; provide for recognition of competencies no matter how, where or when they have been acquired; draw on a range of methods appropriate to the context, competency and the candidate; and support continuous competency development.

Fairness

Fairness in assessment requires consideration of the individual candidate's needs and characteristics, and any reasonable adjustments that need to be applied to take account of them. It requires clear communication between the assessor and the candidate to ensure that the candidate is fully informed about, understands and is able to participate in, the assessment process, and agrees that the process is appropriate. It also includes an opportunity for the person being assessed to challenge the result of the assessment and to be reassessed if necessary.

Sufficiency

Sufficiency relates to the quality and quantity of evidence assessed. It requires collection of enough appropriate evidence to ensure that all aspects of competency have been satisfied and that competency can be demonstrated repeatedly. Supplementary sources of evidence may be necessary. The specific evidence requirements of each unit of competency provide advice on sufficiency. Sufficiency is also one of the rules of evidence.

Rules of Evidence

The rules of evidence guide the collection of evidence that address the principles of validity and reliability, guiding the collection of evidence to ensure that it is valid, sufficient, current and authentic.

Valid

Valid evidence must relate directly to the requirements of the unit of competency. In ensuring evidence is valid, assessors must ensure that the evidence collected supports demonstration of the outcomes and performance requirements of the unit of competency together with the knowledge and skills necessary for competent performance. Valid evidence must encapsulate the breadth and depth of the unit of competency, which will necessitate using a number of different assessment methods.

Sufficient

Sufficiency relates to the quality and quantity of evidence assessed. It requires collection of enough appropriate evidence to ensure that all aspects of competency have been satisfied and that competency can be demonstrated repeatedly. Supplementary sources of evidence may be necessary. The specific evidence requirements of each unit of competency provide advice on sufficiency.

Current

In assessment, currency relates to the age of the evidence presented by a candidate to demonstrate that they are still competent. Competency requires demonstration of current performance, so the evidence collected must be from either the present or the very recent past.

Authentic

To accept evidence as authentic, an assessor must be assured that the evidence presented for assessment is the candidate's own work.

Assessment Requirements of the Australian Quality Training Framework

Assessment leading to nationally recognised AQF qualifications and Statements of Attainment in the vocational education and training sector must meet the requirements of the AQTF as expressed in the AQTF 2010 Essential Standards for Registration.

The AQTF 2010 Essential Standards for Initial and Continuing Registration can be downloaded from <

The following points summarise the assessment requirements.

Registration of Training Organisations

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

Quality Training and Assessment

Each RTO must provide quality training and assessment across all its operations. See the AQTF 2010 Essential Standards for Initial and Continuing Registration, Standard 1.

Assessor Competency Requirements

Each person involved in training, assessment or client service must be competent for the functions they perform. AQTF 2010 Essential Standards for Initial and Continuing Registration, Standard 1 for assessor (and trainer) competency requirements. See also the AQTF 2010 Users' Guide to the Essential Standards for Registration Appendix 2.

Assessment Requirements

The RTOs assessments, including RPL, must meet the requirements of the relevant endorsed Training Package. See the AQTF 2010 Essential Standards for Initial and Continuing Registration.

Assessment Strategies

Each RTO must have strategies for training and assessment that meet the requirements of the relevant Training Package or accredited course and are developed in consultation with industry stakeholders. See the AQTF 2010 *Essential Standards for Initial and Continuing Registration*.

National Recognition

Each RTO must recognise the AQF qualifications and Statements of Attainment issued by any other RTO. See the AQTF 2010 *Essential Standards for Initial and Continuing Registration*.

Access and Equity and Client Outcomes

Each RTO must adhere to the principles of access and equity and maximise outcomes for its clients. See the AQTF 2010 *Essential Standards for Initial and Continuing Registration*.

Monitoring Assessments

Training and/or assessment provided on behalf of the RTO must be monitored to ensure that it is in accordance with all aspects of the AQTF 2010 *Essential Standards for Initial and Continuing Registration*.

Recording Assessment Outcomes

Each RTO must manage records to ensure their accuracy and integrity. See the AQTF 2010 *Essential Standards for Initial and Continuing Registration*.

Issuing AQF Qualifications and Statements of Attainment

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

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

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

Requirements for Assessors

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

Assessor Competencies

The AQTF specifies mandatory competency requirements for assessors. For information,

Standard 1, Element 1.4 from the AQTF 2007 Essential Standards for Registration follows:

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

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

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

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

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

Information - (as found in Standard 1, Element 1.4 from the AQTF 2007 Essential Conditions and Standards for Initial Registration (for RTOs that are new to the training industry) is as follows:

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

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

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

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

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

Floristry industry requirements for AQTF compliance – vocational competence of assessors

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

- Have relevant industry experience in the field in which they are assessing, and must have experience in workplace application of the specific units of competency they are assessing. Relevant industry-based supervisory and or management experience and a qualification in the field would be of benefit.
- Have comprehensive current knowledge of the industry including knowledge of current industry practices and the job role against which performance is being assessed. This current knowledge may be developed and demonstrated through:

- participation in relevant industry professional development activities
- conduct of relevant industry projects and research activities
- recent and relevant work experience in a commercial environment
- involvement in professional industry networks and memberships
- participation in assessment and or training activities conducted in the workplace.

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

Alternative ways of meeting the requirement to use qualified assessors

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

<p>together to conduct the assessment</p>	<p>collectively meet the following requirements:</p> <ul style="list-style-type: none"> • hold formal recognition of competence as per the Standard 1, Element 1.4 from the AQTF • have relevant industry experience in the field in which they are assessing • have experience in workplace application of the specific units of competency they are assessing and, where possible, hold formal recognition • have comprehensive current knowledge of the industry, current industry practices and the job role against which performance is being assessed • communicate and liaise with all members of the assessment team throughout the assessment process.
<p>•</p>	
<p>Requirements for Candidates</p>	
<p>Summary of assessment requirements</p>	
<p>Context of and specific resources for assessment</p>	<p>Industry places premium value on graduates who are ready to work in their businesses because they have been exposed to industry environments using workplace equipment and documents currently used within industry.</p> <p>The floristry industry has determined specific assessment environments and the mandatory equipment, resources, workplace documentation (e.g. product information) and customer traffic required for these environments. These are prescribed in the ‘Context of and specific resources’ section in each unit of competency.</p> <p>While assessment of the units of competency in SFL10 Floristry Training Package can be undertaken in a simulated workplace environment, the industry strongly recommends that assessment is conducted in the workplace, wherever possible.</p> <p>In all cases, competency must be demonstrated in the prescribed assessment environment, using the mandatory equipment, resources and workplace documentation specified in each unit of competency.</p>
<p>Simulated assessment environments and activities</p>	<p>Industry highly values graduates who are ready to work in their businesses because they have been exposed to industry conditions.</p> <p>The floristry industry places a premium on knowledge and skills that can be demonstrated on-the-job in the workplace. The industry strongly encourages practical assessment of skills and knowledge in the workplace and encourages on-the-job assessment, mentoring and coaching.</p> <p>However, assessment in the workplace is not always possible. There may also be the case where assessment can be conducted in the workplace environment but not on-the-job (as part of the normal operation of the business) for example where a simulated activity is</p>

	<p>undertaken such as constructing a range of floral products that are not currently on order.</p> <p>Wherever a simulated assessment is conducted, it is vital that the assessment environment is as industry realistic as possible. It is essential that assessment is conducted using suitable resources and equipment and under industry-relevant conditions as close to a real work situation as possible. This involves:</p> <ul style="list-style-type: none"> • appropriate environments as prescribed in the ‘Context of and specific resources for assessment’ section within each unit of competency • adequate numbers of up-to-date equipment and technology that is currently used within industry and would be generally available in a modern floristry business • appropriate workplace documents that are currently used in industry and would generally be available in a modern floristry business. This might include policies, procedures, product manuals and job specifications • a diverse, comprehensive and commercially realistic product range of flowers, plant materials, cleaning agents, preservatives, conditioning agents, construction, ancillary and presentation items • sufficient customer traffic that accurately reflects the complexity of the role and allows candidates to deal with multiple floristry sales, service, operational, design or construction tasks simultaneously • working with multiple and varied team members, supervisors, managers and customers, including difficult ones • speed, timing and productivity for tasks typical of a commercial operation • dealing with multiple and varied problems and prioritising competing tasks in given timeframes • interruptions to work typical of the workplace • integration of multiple competencies which a candidate would naturally complete simultaneously as part of their job function.
<p>Integrated (holistic) assessment</p>	<p>Within each qualification there are units of competency that are interrelated and which a candidate would naturally complete simultaneously as part of their job function.</p> <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. This integrated approach to assessment brings together a number of units of competency that reflect actual workplace practices, and the assessor should design integrated assessment activities to collect evidence for a number of units together.</p> <p>All units, in the ‘Methods of Assessment’ section, recommend a</p>

	<p>range of related units that can be grouped together for integrated assessment. However, any units that relate to a job function can be combined into an integrated assessment. It is important that the assessor clearly identifies units of competency that can be combined to ensure an efficient and effective assessment process. Units of competency can be grouped in a number of combinations, and how this is achieved will depend on the candidate's job function.</p> <p>In addition, elements, performance criteria and employability skills should be drawn together in an integrated manner and appropriate assessment methodologies chosen.</p> <p>As a general principle the floristry industry supports the integration of units of competency for both delivery and assessment as this reflects real work practices. It is important that this integration of units is based on and supports the needs of individual businesses and job functions, not necessarily on the preferences of RTOs.</p>
<p>Prerequisite requirements at unit of competency level</p>	<p>A unit of competency describes an individual skill – but rarely do people perform one skill at a time. Rather, many skills are combined on a day-to-day basis in the workplace as part of work processes. This does not mean that each skill described by a unit of competency is a prerequisite to another. They are conjunctive skills and this should be taken into account when sequencing training and assessment. Holistic assessment of conjunctive skills is recommended in the 'Methods of Assessment' statements within each evidence guide.</p> <p>A prerequisite requirement, at unit of competency level, means that it is necessary to develop a primary skill and the required knowledge before progressing to another. Prerequisites have been kept to a minimum in this Training Package because:</p> <ul style="list-style-type: none"> • the floristry industry does not wish to create unnecessary barriers to the sequencing of training and assessment • there are only a few floristry skills that must be achieved before higher order skills can be developed <p>Individual prerequisite requirements, where they apply, are specified within the unit of competency and a summary of all prerequisite requirements is included in the preliminary information section of this Training Package. The existence of a prerequisite does not necessarily mean that training or assessment has to be fully completed before starting on the secondary unit. An integrated approach can be helpful both when using formative assessment strategies and to the sequencing of training and assessment. However, to satisfy formal requirements the prerequisite unit must be signed off prior to the secondary unit. Please note that no pre-requisites exist within the SFL10 Floristry Training Package.</p>
<p>Evidence required for</p>	<p>For valid and reliable assessment, evidence should be gathered</p>

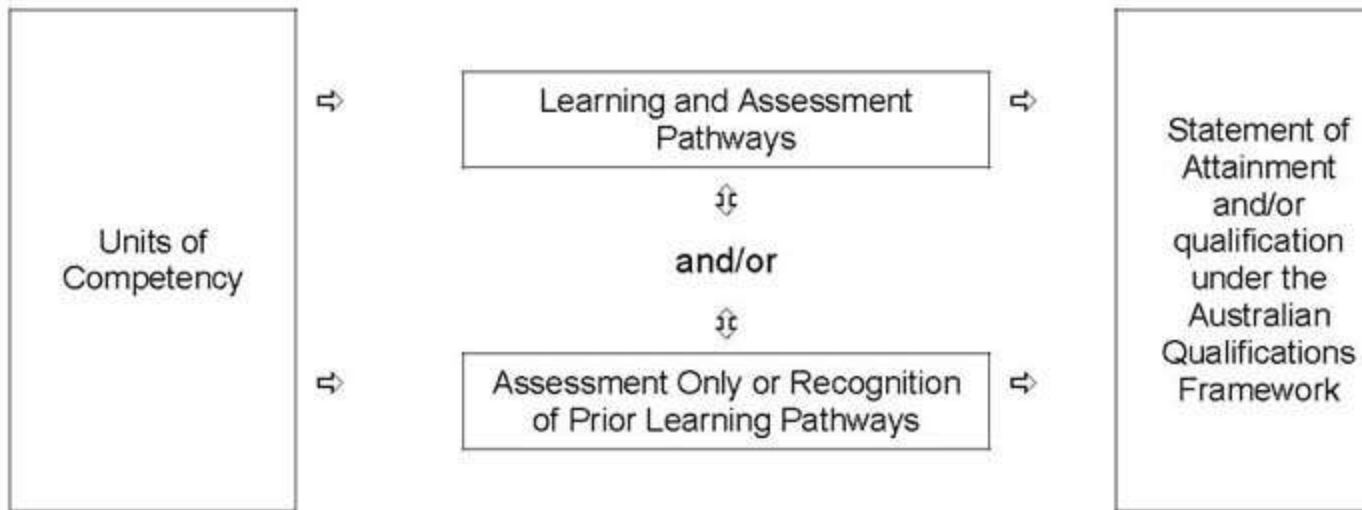
demonstration of consistent performance	through a range of methods, on multiple occasions and over a period of time. It should also cover a diversity of products and circumstances to indicate consistent performance and ability to respond to different situations and product requirements. This is particularly relevant when using direct observation as a method. Workplace managers, supervisors, mentors or coaches can work in partnership with an off-site assessor to ensure that evidence of consistent demonstration of competency is collected.
Involvement of the candidate	The individual being assessed needs to be part of the planning, conduct and review of the assessment process and needs to be aware that the collection of evidence is ongoing.
Assessment methods	All units identify assessment methods appropriate to the individual unit of competency. This may include observation of workplace tasks, written or oral questioning to assess knowledge, review of completed workplace documents, projects and role-plays.
Assessing Employability Skills	Employability Skills are integral to effective performance in the workplace. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts. Employability Skills embedded in each unit should be assessed holistically with other relevant skills and knowledge that make up the unit. They should be assessed in the context of the particular skill set or qualification and in the context of the job role.
Application of floristry terminology in the range statements	The Australian floristry industry applies differing terminology to products and techniques according to the European, North American or other regional derivation and local adaptations of terms. Very often there is no generic terminology that can be applied within the unit, in particular the range statement. Assessors should choose and use appropriate local terminology.

Pathways

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

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

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



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

Assessment, by any pathway, must comply with the assessment requirements set out in the Assessment Guidelines of the Training Package, and the AQTF, 2 where relevant, the Australian Qualifications Framework.

Learning and Assessment Pathways

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

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

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

Credit Pathways

Credit is the value assigned for the recognition of equivalence in content between different types of learning and/or qualifications which reduces the volume of learning required to achieve a qualification.

Credit arrangements must be offered by all RTOs that offer Training Package qualifications. Each RTO must have a systematic institutional approach with clear, accessible and transparent policies and procedures.

Competencies already held by individuals can be formally assessed against the units of competency in this Training Package, and should be recognised regardless of how, when or where they were acquired, provided that the learning is relevant to the unit of competency outcomes.

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is an assessment process which determines the credit outcomes of an individual application for credit.

The availability of Recognition of Prior Learning (RPL) provides all potential learners with access to credit opportunities.

The recognition of prior learning pathway is appropriate for candidates who have previously attained skills and knowledge and who, when enrolling in qualifications, seek to shorten the duration of their training and either continue or commence working. This may include the following groups of people:

existing workers; individuals with overseas qualifications; recent migrants with established work histories; people returning to the workplace; and people with disabilities or injuries requiring a change in career.

As with all assessment, RPL assessment should be undertaken by academic or teaching staff with expertise in the subject, content of skills area, as well as knowledge of and expertise in RPL assessment policies and procedures.

Assessment methods used for RPL should provide a range of ways for individuals to demonstrate that they have met the required outcomes and can be granted credit. These might include:

questioning (oral or written) consideration of a portfolio and review of contents consideration of third party reports and/or other documentation such as documentation such as articles, reports, project material, papers, testimonials or other products prepared by the RPL applicant that relate to the learning outcomes of the relevant qualification component mapping of learning outcomes from prior formal or non-formal learning to the relevant qualification components observation of performance, and participation in structured assessment activities the individual would normally be required to undertake if they were enrolled in the qualification component/s.

In a Recognition of Prior Learning (RPL) pathway, the candidate provides current, quality evidence of their competency against the relevant unit of competency. This process may be directed by the candidate and verified by the assessor. Where the outcomes of this process indicate that the candidate is competent, structured training is not required. The RPL requirements of the AQTF must be met.

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

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

Credit Transfer

Credit transfer is a process which provides learners with agreed and consistent credit outcomes based on equivalences in content between matched qualifications.

This process involves education institutions:

- mapping, comparing and evaluating the extent to which the defined learning outcomes and assessment requirements of the individual components of one qualification are equivalent to the learning outcomes and assessment requirements of the individual components of another qualification
- making an educational judgment of the credit outcomes to be assigned between the matched components of the two qualifications
- setting out the agreed credit outcomes in a documented arrangement or agreement, and
- publicising the arrangement/agreement and credit available.

Combination of Pathways

Credit may be awarded on the basis of a combination of credit transfer plus an individual RPL assessment for additional learning. Once credit has been awarded on the basis of RPL, subsequent credit transfer based on these learning outcomes should not include revisiting the RPL assessment but should be based on credit transfer or articulation or other arrangements between providers.

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

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

Assessor Requirements

This section identifies the specific requirements on the vocational competence and experience for assessors, to ensure that they meet the needs of industry and their obligations under AQTF, and clarifies how others may contribute to the assessment process where one person alone does not hold all the required competencies.

Assessor Competencies

The AQTF specifies mandatory competency requirements for assessors. For information, Element 1.4 from the AQTF 2007 *Essential Standards for Registration* follows:

1.4	Training and assessment is delivered by trainers and assessors who:
	a) have the necessary training and assessment competencies as determined by the National Quality Council or its successors, and
	b) have the relevant vocational competencies at least to the level being delivered or assessed, and
	c) can demonstrate current industry skills directly relevant to the training/assessment being undertaken, and
	d) continue developing their Vocational Education and Training (VET) knowledge and skills as well as their industry currency and trainer/assessor competence.
	* See AQTF 2010 <i>Users' Guide to the Essential Standards for Registration</i> Appendix 2

Designing Assessment Tools

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

Use of Assessment Tools

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

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

Using Prepared Assessment Tools

If using prepared assessment tools, assessors should ensure these relate to the current version of the relevant unit of competency. The current unit of competency can be checked on the National Register < www.ntis.gov.au >.

Developing Assessment Tools

When developing assessment tools, assessors must ensure that they:

- are benchmarked against the relevant unit or units of competency
- are reviewed as part of the continuous improvement of assessment strategies as required under Standard 1 of the AQTF 2007
 - meet the assessment requirements expressed in Standard 1 of the AQTF 2010

Essential Standards for Initial and Continuing Registration.

A key reference for assessors developing assessment tools is TAE10 Training and Education Training Package.

Language, Literacy and Numeracy

The design of assessment tools must reflect the language, literacy and numeracy competencies required for the performance of a task in the workplace and not exceed these expectations.

Conducting Assessment

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

Mandatory Assessment Requirements

Assessments must meet the criteria set out in the 2010 *Essential Standards for Initial and Continuing Registration*. For information, the mandatory assessment requirements from Standard 1 from the AQTF 2010 *Essential Standards for Initial and Continuing Registration* are as follows:

1.5	Assessment, including Recognition of Prior Learning:
	a) meets the requirements of the relevant Training Package or accredited course,
	b) is conducted in accordance with the principles of assessment and the rules of evidence, and
	c) meets workplace and, where relevant, regulatory requirements.
	d) is systematically validated.

Assessment of Employability Skills

Employability Skills are integral to workplace competency. As such they must be considered in Employability Skills are embedded and explicit within each unit of competency, and an Employability Skills Summary is available for each qualification. Training providers must use Employability Skills information in order to design valid and reliable training and assessment strategies. This analysis could include:

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

The National Quality Council has endorsed a model for assessing and reporting Employability Skills, which contains further suggestions about good practice strategies in teaching, assessing, learning and reporting Employability Skills. The model is available from <<http://www.training.com.au/>>.

The endorsed approach includes learners downloading qualification specific Employability Skills Summaries for Training Package qualifications from an online repository at <<http://employabilityskills.training.com.au>>

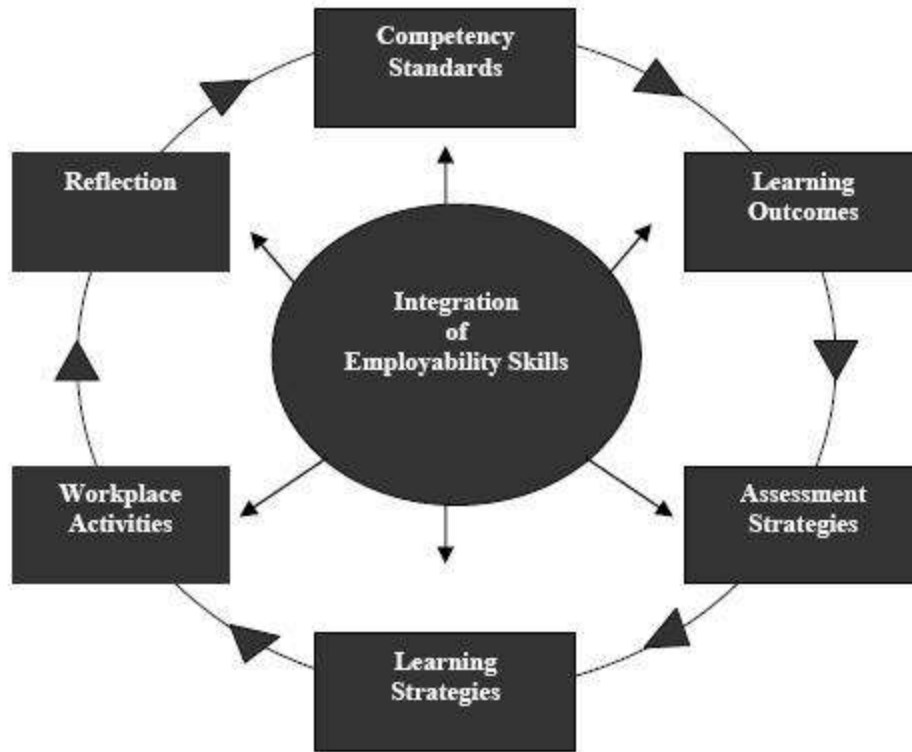
For more information on Employability Skills in Service Industry Skills Council Training Packages go to the Service Industry Skills Council website at <http://www.serviceskills.com.au>.

Employability Skills are reported on each qualification using the following statement on the qualification testamur: "A summary of the Employability Skills developed through this qualification can be downloaded from <http://employabilityskills.training.com.au> "

Access and Equity

An individual's access to the assessment process should not be adversely affected by

the design, customisation, delivery and assessment of vocational education and training programs in an integrated and holistic way, as represented diagrammatically below.



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

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

The National Quality Council has endorsed a model for assessing and reporting Employability Skills, which contains further suggestions about good practice strategies in teaching, assessing, learning and reporting Employability Skills. The model is available from < <http://www.training.com.au/>>.

The endorsed approach includes learners downloading qualification specific Employability Skills Summaries for Training Package qualifications from an online repository at < <http://employabilityskills.training.com.au>>

For more information on Employability Skills in Service Industry Skills Council Training Packages go to the Service Industry Skills Council website at <http://www.serviceskills.com.au>.

Employability Skills are reported on each qualification using the following statement on the qualification testamur: "A summary of the Employability Skills developed through this qualification can be downloaded from <http://employabilityskills.training.com.au> "

Access and Equity

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

Under the rules for their development, Training Packages must reflect and cater for the increasing diversity of Australia's VET clients and Australia's current and future workforce. The flexibilities offered by Training Packages should enhance opportunities and potential outcomes for all people so that we can all benefit from a wider national skills base and a shared contribution to Australia's economic development and social and cultural life.

Reasonable adjustments

It is important that education providers take meaningful, transparent and reasonable steps to consult, consider and implement reasonable adjustments for students with disability. Under the *Disability Standards for Education 2005*, education providers must make reasonable adjustments for people with disability to the maximum extent that those adjustments do not cause that provider unjustifiable hardship. While "reasonable adjustment" and "unjustifiable hardship" are different concepts and involve different considerations, they both seek to strike a balance between the interests of education providers and the interests of students with and without disability.

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

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

The Training Package Guidelines provides more information on reasonable adjustment, including examples of adjustments. Go to <http://www.deewr.gov.au/tpdh/Pages/home.aspx>.

Further Sources of Information

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

Contacts

Technical and Vocational Education and Training (TVET) Australia Limited

Level 21, 390 St Kilda Road, Melbourne VIC 3150

PO Box 12211, A Beckett Street Post Office

Melbourne Victoria 8006

Ph: +61 3 9832 8100

Fax: +61 3 9832 8198

Email: sales@tvetaustralia.com.au

Web: www.tvetaustralia.com.au

For information on the TAE10 Training and Education Training Package contact: Innovation & Business Skills Australia

Telephone: (03) 9815 7000

Facsimile: (03) 9815 7001

Email: virtual@ibsa.org.au

Web: www.ibsa.org.au

General Resources

AQF Implementation Handbook, Fourth Edition 2007. Australian Qualifications Framework Advisory Board, 2002 < www.aqf.edu.au >

Australian Quality Training Framework (AQTF) and AQTF 2010 Users" Guide to the Essential Standards for Registration

<http://www.training.com.au/pages/menuitem5cbe14d51b49dd34b225261017a62dbc.aspx>

For general information and resources go to <http://www.training.com.au/>

The National Register is an electronic database providing comprehensive information about RTOs, Training Packages and accredited courses - < www.ntis.gov.au >

The Training Package Development Handbook site provides National Quality Council policy for the development of Training Packages. The site also provides guidance material for the application of that policy, and other useful information and links.

<http://www.deewr.gov.au/Skills/Overview/Policy/TPDH/Pages/main.aspx>

Assessment Resources

Registered training organisations (RTOs) are at the forefront of vocational education and training (VET) in Australia. They translate the needs of industry into relevant, quality, client-focussed training and assessment.

RTOs should strive for innovation in VET teaching and learning practices and develop highly flexible approaches to assessment which take cognisance of specific needs of learners, in order to improve delivery and outcomes of training.

Resources can be purchased or accessed from: TVET Australia provides an integrated service to enable users of the national training

system to identify and acquire training materials, identify copyright requirements and enter licenses for use of that material consistent with the scope and direction of the NQC.

<http://www.productservices.tvetaustralia.com.au/>

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

Assessment, by any pathway, must comply with the assessment requirements set out in the Assessment Guidelines of the Training Package, and the AQTF, 2 where relevant, the Australian Qualifications Framework.

Learning and Assessment Pathways

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

Competency Standards

What is competency?

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

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

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

Contextualisation of Units of Competency by RTOs

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

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

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

Components of Units of Competency

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

Unit Title

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

Unit Descriptor

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

Employability Skills statement

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

Prerequisite Units (optional)

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

Application of the Unit

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

Competency Field (Optional)

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

Sector (optional)

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

Elements of Competency

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

Performance Criteria

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

Required Skills and Knowledge

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

Range Statement

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

Evidence Guide

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

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

Employability Skills in units of competency

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

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

How Employability Skills relate to the Key Competencies

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

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

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

Explicitly embedding Employability Skills in units of competency

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

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

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

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

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

Example Employability Skills unit

Unit component	Example of embedded Employability Skill
Unit Title	
Unit Descriptor	
Element	
Performance Criteria	
Range Statement	
Required Skills and Knowledge	
Evidence Guide	

Appendices

Appendices

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