

Service and Creative Skills Australia SFL Floristry Training Package

Companion Volume Implementation Guide
Version 2.0



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ABOUT SERVICE AND CREATIVE SKILLS AUSTRALIA

As the Jobs and Skills Council for the Arts, Personal Services, Retail, Tourism, and Hospitality sectors, Service and Creative Skills Australia (SaCSA) plays a vital role in ensuring Australia's Vocational Education and Training (VET) system delivers the best outcomes for learners and employers.

Jobs and Skills Councils (JSCs) are industry owned and led not-for-profit organisations, that work in a tripartite arrangement with Government, industry and unions to provide leadership in addressing skills and workforce needs, ensuring a collaborative approach to finding solutions to skills gaps and workforce challenges.

Funded by the Australian Government and managed by the [Department of Employment and Workplace relations](#), ten JSCs have been established to represent and champion a range of in demand sectors.

Jobs and Skills Councils have **four (4) broad roles**:

- **Industry Stewardship** which involves gathering industry intelligence to reliably represent the views and needs of industry back to the VET system and its decision-makers
- **Workforce Planning** which enables industry to identify its workforce development issues and design high-impact solutions, which are then captured in the Committee's national Workforce Plan for the industry
- **Training Product Development** which focusses on improving the quality, speed to market and responsiveness of training products to employer and workforce needs
- **Implementation, promotion and monitoring** which involves supporting training providers, promoting careers and monitoring how well the system is meeting the needs of industry and learners.

Jobs and Skills Councils replace and subsume the work of previous Industry Reference Committees, Skills Service Organisations and Skills Organisations.

OVERVIEW INFORMATION

This Companion Volume Implementation Guide (CVIG) is designed to assist assessors, trainers, Registered Training Organisations (RTOs) and enterprises in delivering the SFL Floristry Training Package. It provides advice about the structure of the Training Package; its key features and useful links to more detailed information on a range of related topics.

COMPANION VOLUME IMPLEMENTATION GUIDE DEVELOPMENT PROCESS

A CVIG is initiated in accordance with the requirements of the Standards for Training Packages.

The steps in the Quality Assurance (QA) process as they apply to the CVIG are:

1. The CVIG is developed by the JSC in accordance with Standards 11 and 12:
 - Standard 11: A quality assured Companion Volume Implementation Guide produced by the Training Package developer is available at the time of endorsement and complies with the Companion Volume Implementation Guide template
 - Standard 12: Training Package developers produce other quality assured companion volumes to meet the needs of their stakeholders as required.
2. Content is validated and amended as part of the validation stage in the implementation of the Standards.
3. The CVIG is submitted for external QA with the Training Package changes, to ensure it is available at the time of endorsement.
4. The CVIG is reviewed by the JSC to ensure mapping tables are updated and any additional information is added as required. Proposed changes are subject to industry validation as part of the endorsement process.
5. Where changes are made to a Training Package and minor amendments are required for the CVIG, the JSC includes amendments as part of the validation phase and incorporates the reference in the version control modification history at the front of the CVIG.

VERSION CONTROL AND MODIFICATION HISTORY

Training Packages are dynamic documents and are amended periodically to reflect the latest industry practices. Training Packages are version controlled and so it is essential that the latest release is always used.

In the version control and modification history table below, the latest information is provided first.

Release	Release date	Comments
2.0	May 2025	3 updated qualifications: • SFL20125 Certificate II in Floristry (Assistant) • SFL40125 Certificate IV in Floristry • SFL50125 Diploma of Floristry Design Imported units from the following training packages updated: • AHC Agriculture, Horticulture and Conservation and Land Management • BSB Business Services • CUA Creative Arts and Culture • SIR Retail Services • SIT Tourism, Travel and Hospitality • Tourism, Travel and Hospitality The changes reflect removal of deleted units of competency and replacement of superseded elective units of competency within the qualifications.
1.1	April 2022	Minor update
1.0	September 2015	Primary release – replaces SFL10 version 1.

TRAINING PACKAGES, THE AUSTRALIAN QUALIFICATIONS FRAMEWORK (AQF) AND COMPETENCY STANDARDS

Training Packages

Training packages specify the knowledge and skills required by individuals to perform effectively in the workplace, known as ‘competencies’ and expressed in units of competency. Training packages also detail how units of competency can be packaged into nationally recognised skill sets and qualifications that align with the AQF.

Training packages prescribe assessment requirements, but they do not prescribe how an individual should be trained.

Training packages are used for a number of purposes, but they are predominantly used:

- by RTOs, to design training curriculum tailored to support individual learner needs, and the needs of employers and industry
- by employers, to assist with workforce design, development and structure.

Training packages consist of the following nationally endorsed training products, which are:

- units of competency, which specify the standard of performance required in the workplace
- assessment requirements (associated with each unit of competency)
- qualifications aligned to the AQF (Certificate I to Advanced Diploma, and Graduate Certificate and Graduate Diploma)
- credit arrangements specifying existing arrangements between training package qualifications and higher education qualifications in accordance with the AQF.

Training packages also consist of the following non-endorsed training product components:

- skill sets
- companion volume implementation guides

Training package products development rules, owned by Skills Ministers, are reviewed regularly to ensure they remain fit-for-purpose. These rules, referred to as the Training Package Organising Framework (TPOF), comprise the:

- **Standards for Training Packages ('the Standards')** – setting the overarching design and development requirements of training products for endorsement by Skills Ministers.
- **Training Package Products Policy (TPPP)** – outlining the design rules that must be adhered to when developing or modifying a training product.
- **Training Package Products Development and Endorsement Process Policy (TPPDEPP)** – outlining the process for developing and seeking the endorsement of training products.

Also, of relevance to the design, development and delivery of training packages are the:

- National Vocational Education and Training Regulator Act 2011
- Standards for Registered Training Organisations 2015
- Standards for Vocational Education and Training Regulators 2015
- National Register of Vocational Education and Training
- Australian Qualifications Framework
- Standards for VET Accredited Courses 2021

The above mentioned legislation can be located on the Australian Government ComLaw website.

Australian Qualifications Framework

The Australian Qualifications Framework (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 the AQF enables national recognition of qualifications and Statements of Attainment.

Competency Standards

The broad concept of industry competency is the ability to perform particular tasks and duties to the standard of performance expected in the workplace. Competency standards cover all aspects of workplace performance and involve:

- performing individual tasks
- managing a range of different tasks
- responding to contingencies or breakdowns
- dealing with the responsibilities of the workplace, including working with others.

Workplace competency is the ability to apply relevant skills and knowledge consistently over time and in the required workplace situations and environments.

Competency standards are determined by industry to meet industry skill needs and focus on what is expected of a competent individual in the workplace.

AUSTRALIAN QUALIFICATIONS FRAMEWORK QUALIFICATIONS, SKILL SETS AND UNITS OF COMPETENCY IN THE SFL FLORISTRY TRAINING PACKAGE

Qualifications

The SFL Floristry Training Package provides details of the Units of Competency and their Assessment Requirements that must be achieved to award AQF qualifications.

The rules around which Units of Competency can be combined to make up a valid AQF qualification are referred to as the packaging rules. The packaging rules must be followed to ensure the integrity of nationally recognised qualifications issued.

Codes and titles

There are mandatory conventions specified in the Standards for Training Packages for the titles and codes used in Training Packages and their components.

QUALIFICATION CODE Mandatory Field	The qualification code contains the three alpha characters identifying the Training Package, a numeric character identifying the AQF level, a two numeric character sequence identifier, and two numeric characters identifying the year the qualification was endorsed. It must comply with the length specified in the AVETMIS Standard.
QUALIFICATION TITLE Mandatory Field	A Unique title that reflects the qualification outcome. It must comply with the length specified in the AVETMIS Standard (no more than 100 characters).

Each qualification has an eight-character code where the:

- first three characters identify the Training Package
- first number identifies the AQF qualification level
- second and third numbers identify a qualification's position in the sequence of qualifications at that AQF qualification level
- fourth and fifth numbers identify the year in which the qualification was endorsed.

The title of each endorsed Training Package qualification is unique. Qualification titles use the following sequence:

- first, the qualification is identified as either Certificate I, Certificate II, Certificate III, Certificate IV, Diploma, Advanced Diploma, Graduate Certificate, or Graduate Diploma
- this is followed by the words 'in' for Certificates I to IV and Graduate Certificate, and 'of' for Diploma, Advanced Diploma and Graduate Diploma
- then, the industry descriptor, for example Floristry Design
- then, if applicable, the occupational or functional stream in brackets.

For example: SFL20125 Certificate II in Floristry (Assistant)

Qualifications in the SFL FLORISTRY Training Package

The following AQF qualifications are in the SFL Floristry Training Package:

Code	Qualification Title
AQF 2	
SFL20125	Certificate II in Floristry (Assistant)
AQF 3	
SFL30115	Certificate III in Floristry
AQF 4	
SFL40125	Certificate IV in Floristry
AQF 5	
SFL50125	Diploma of Floristry Design

Skill Sets

Codes and titles

Skill Sets are single Units of Competency or combinations of Units of Competency from an endorsed Training Package/s that link to a licensing or regulatory requirement or a defined industry need.

A Skill Set is awarded with the issuing of a Statement of Attainment.

Each Skill Set has a code that is automatically issued by www.training.gov.au (TGA) where the:

- first three characters identify the Training Package
- next two characters indicate that it is a Skill Set
- numbers identify the Skill Set's position in the sequence of Skill Sets.

Skill Sets in the SFL FLORISTRY Training Package

There are no skill sets in the *SFL Floristry Training Package*.

Units Of Competency

Codes and titles

Units of Competency are nationally agreed statements about the skills and knowledge required for effective performance in the workplace. They outline work outcomes as defined by regulatory requirements and agreed by industry.

As such, they identify the skills and knowledge (as outcomes) that contribute to the whole job function – they do not describe how to perform a particular role.

Each Unit of Competency covers a specific work activity, the range of conditions under which the activity is conducted and the foundation skills essential to performance.

The same Unit of Competency (i.e. specific work activity) can be relevant across a range of AQF qualification levels. It is important to check the packaging rules in qualifications to establish how units can apply.

UNIT CODE Mandatory Field	The unit code contains the three alpha characters identifying the Training Package, followed by alpha and /or a numeric character. It must comply with the length specified in the AVETMIS Standard (no more than 12 characters)
UNIT TITLE Mandatory Field	The title that concisely describes the outcome. It must comply with the length specified in the AVETMIS Standard (no more than 100 characters).

There are mandatory conventions specified in the Standards for Training Packages for the codes and titles used in Training Packages and their components.

The codes are assigned to Units of Competency when the Training Package is endorsed, or when new Units of Competency are added to an existing endorsed Training Package.

Each Unit of Competency has a specific character code where the:

- first three characters identify the Training Package, *for example: SFL*
- next character/s indicates the competency field
- numbers identify a unit's position in the sequence of units in the competency field in the Training Package.

For example: SFLDEC001 Maintain floristry tools and equipment

Assessment Requirements

Each Unit of Competency has its own assessment requirements that identify the:

- Performance evidence
- Knowledge evidence
- Assessment conditions.

TITLE	Assessment Requirements for [Insert Unit of Competency Code and Title]
Mandatory Field	

The same code is used for the Unit of Competency and its associated assessment requirements.

Units of Competency in the SFL Floristry Training Package

The following Units of Competency are in the *SFL Floristry Training Package*

Code	Unit Title	Usage
DEC	Design and Construction	
SFLDEC001	Maintain floristry tools and equipment	Current
SFLDEC002	Design floristry products	Current
SFLDEC003	Design complex floristry products	Current
SFLDEC004	Design and produce innovative floristry products	Current
SFLDEC005	Assemble floristry products	Current
SFLDEC006	Construct hand tied floristry products	Current
SFLDEC007	Construct wired floristry products	Current
SFLDEC008	Construct floristry products with a base medium	Current
SFLDEC009	Construct complex floristry products	Current
SFLDEC010	Coordinate floristry products for special occasions	Current
SFLDEC011	Style and manage floristry for events	Current
SFLDEC012	Interpret floristry design briefs	Current
SFLDEC013	Plan floristry designs with clients	Current
SFLDEC014	Research theories of creativity	Current
SFLDEC015	Research global floristry trends	Current
MGT	Management	
SFLMGT001	Coordinate floristry work teams	Current
SOP	Sales and Operations	
SFLSOP001	Source information on floristry products and services	Current
SFLSOP002	Work effectively in the floristry industry	Current
SFLSOP003	Recognise flower and plant materials	Current
SFLSOP004	Receive and store floristry stock	Current
SFLSOP005	Prepare and care for floristry stock	Current
SFLSOP006	Display and merchandise floristry products	Current
SFLSOP007	Interact with floristry customers	Current
SFLSOP008	Provide quality service to floristry customers	Current
SFLSOP009	Sell floristry products	Current
SFLSOP010	Prepare quotations for floristry products	Current
SFLSOP011	Develop a floristry product range	Current
SFLSOP012	Maintain and order floristry stock	Current

WHS	Work Health and Safety	
SFLWHS001	Participate in safe work practices	Current
SFLWHS002	Provide a safe work environment	Current

Qualification Mapping Information

The qualification mapping information maps the SFL Floristry Training Package qualifications to previous releases. See [Appendix A: Qualification mapping](#)

Unit Of Competency Mapping Information

The qualification mapping information maps the SFL Floristry Training Package qualifications to previous releases. See [Appendix B: Unit of Competency mapping](#)

Prerequisite Units of Competency

Candidates must be deemed competent in the required prerequisite Unit/s of Competency prior to the determination of competency in the Units of Competency they appear in.

At the time of publication, no SFL Floristry units of competency have prerequisite requirements.

Imported Units of Competency and Their Prerequisite Units

The SFL Floristry Training Package includes imported Units of Competency from other Training Packages.

Please check the relevant assessment requirements of the source Training Package by accessing the national training website www.training.gov.au (TGA) or a physical copy regarding any special conditions that may apply to the assessment of imported Units of Competency.

For up-to-date releases of the imported units, refer to www.training.gov.au or the respective JSC.

Where any of the Units of Competency listed below are used to form a qualification or Skill Set they do not count as Units of Competency imported under the qualification packaging rules:

- Elective units may be selected from any relevant endorsed Training Package. The elective units must contribute to the vocational outcomes of the qualification

Where imported Units of Competency are selected, care must be taken to ensure that all prerequisite Units of Competency specified are complied with.

Note: *An asterisk after a Unit of Competency code indicates prerequisite requirements for that Unit of Competency.

Unit Code	Unit Title	Usage
Agriculture, Horticulture and Conservation and Land Management		
AHCNSY202A	Tend nursery plants	Superseded
AHCNSY204A	Maintain indoor plants	Superseded
AHCNSY206	Care for nursery plants	Current
AHCNSY208	Maintain indoor plants	Current
AHCNSY303A	Install and maintain plant displays	Superseded
AHCNSY310	Install and maintain plant displays	Current
AHCPGD401A	Design plant displays	Superseded
AHCPGD403	Design plant displays	Current
Business Services Training Package		
BSBCMM401	Make a presentation	Superseded

BSBCMM411	Make presentations	Current
BSBCRT501	Originate and develop concepts	Superseded
BSBCRT512	Originate and develop concepts	Current
BSBDES202	Evaluate the nature of design in a specific industry context	Superseded
BSBDES301	Explore the use of colour	Superseded
BSBDES501	Implement design solutions	Superseded
BSBEBU401	Review and maintain a website	Superseded
BSBEBU501	Investigate and design e-business solutions	Superseded
BSBEBU502	Implement e-business solutions	Superseded
BSBESB401	Research and develop business plans	Current
BSBESB402	Establish legal and risk management requirements of new business ventures	Current
BSBESB403	Plan finances for new business ventures	Current
BSBESB404	Market new business ventures	Current
BSBESB406	Establish operational strategies and procedures for new business ventures	Current
BSBESB407	Manage finances for new business ventures	Current
BSBFIA301	Maintain financial records	Superseded
BSBFIN302	Maintain financial records	Current
BSBHRM415	Coordinate recruitment and onboarding	Current
BSBITU305	Conduct online transactions	Superseded
BSBLDR414	Lead team effectiveness	Current
BSBPEF202	Plan and apply time management	Current
BSBPRC402	Negotiate contracts	Current
BSBPUR301	Purchase goods and services	Current
BSBPUR402	Negotiate contracts	Superseded
BSBSMB401	Establish legal and risk management requirements of small business	Superseded
BSBSMB402	Plan small business finances	Superseded
BSBSMB403	Market the small business	Superseded
BSBSMB404	Undertake small business planning	Superseded
BSBSMB405	Monitor and manage small business operations	Superseded
BSBSMB406	Manage small business finances	Superseded
BSBSMB407	Manage a small team	Superseded
BSBSUS201	Participate in environmentally sustainable work practices	Superseded
BSBSUS211	Participate in sustainable work practices	Current
BSBSUS301	Implement and monitor environmentally sustainable work practices	Superseded
BSBSUS411	Implement and monitor environmentally sustainable work practices	Current
BSBSUS501	Develop workplace policy and procedures for sustainability	Superseded
BSBSUS511	Develop workplace policies and procedures for sustainability	Current
BSBTEC203	Research using the internet	Current
BSBTEC405	Review and maintain organisation's digital presence	Current
BSBTEC501	Develop and implement an e-commerce strategy	Current
BSBWOR202	Organise and complete daily work activities	Superseded
Creative Arts and Culture Training Package		

CUAACD311	Produce drawings to communicate ideas	Current
CUAACD312	Produce computer-aided drawings	Current
CUAACD411	Integrate colour theory and design processes	Current
CUADES511	Implement design solutions	Current
CUADIG315	Produce digital images	Current
CUAPPR417	Select and prepare creative work for exhibition	Current
Visual Arts, Crafts and Design		
CUVACD201A	Develop drawing skills to communicate ideas	Superseded
CUVACD301A	Produce drawings to communicate ideas	Superseded
CUVACD302A	Produce computer-aided drawings	Superseded
CUVACD401A	Integrate colour theory and design processes	Superseded
CUVDIG301A	Produce digital images	Superseded
CUVPRP303A	Select and prepare creative work for exhibition	Superseded
Health		
HLTAID011	Provide First Aid	Current
Retail Services Training Package		
SIRRFSA001	Handle food safely in a retail environment	Current
SIRRFSA001A	Apply retail food safety practices	Superseded
SIRRRTF001	Balance and secure point-of-sale terminal	Current
SIRXCCS006A	Maintain business to business relationships	Superseded
SIRXCCS201	Apply point-of-sale handling procedures	Superseded
SIRXCEG005	Maintain business to business relationships	Current
SIRXEBS001A	Acquire and retain online customers	Deleted
SIRXFIN201	Balance and secure point-of-sale terminal	Superseded
SIRXHRM001	Recruit, select and induct team members	Current
SIRXHRM002A	Recruit and select personnel	Superseded
SIRXICT001A	Operate retail technology	Deleted
SIRXMER202	Plan, create and maintain displays	Superseded
SIRXQUA001A	Develop innovative ideas at work	Deleted
SIRXRSK002	Maintain store security	Current
SIRXRSK002A	Maintain store security	Superseded
SIRXRSK201	Minimise loss	Deleted
SIRXSLS001	Sell to the retail customer	Current
SIRXSLS002	Follow point-of-sale procedures	Current
SIRXSLS201	Sell products and services	Superseded
Tourism, Travel and Hospitality Training Package		
SITXHRM009	Lead and manage people	Current
SITXHRM402	Lead and manage people	Superseded
Training and Education Training Package		
TAEDEL301A	Provide work skill instruction	Superseded
TAEDEL311	Provide work skill instruction	Current
TAEDEL404A	Mentor in the workplace	Superseded
TAEDEL414	Mentor in the workplace	Current

Regulation And Licensing Implications for Implementation

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

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

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

Industry and Work Issue	Training Package Response
Primary components of consumer protection laws that relate to the provision of quotations and organisational responsibility for: • nominating and charging cancellation fees • providing information on potential price increases • providing refunds • supplying products as described or substituting suitable products when unable.	Current plain English regulatory documents distributed by government regulators for consumer protection law.

IMPLEMENTATION INFORMATION

KEY FEATURES OF THE TRAINING PACKAGE PATHWAYS

Pathways define a sequence of learning or experience that can be followed to attain competency and describe the way in which training, and assessment is undertaken in an education or training program. They are **not mandatory** and may vary depending on the qualification or training program, the needs of the individual and the industry.

The *SFL Floristry Training Package* is flexible, and many pathways can be constructed to align with individual requirements and business needs. RTOs can work with their clients to apply the flexibility available in the packaging rules to ensure 'fit for purpose outcomes'.

INDUSTRY SECTORS AND OCCUPATIONAL OUTCOMES OF QUALIFICATIONS

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

Shopfront, or 'bricks-and-mortar' retail floristry outlets, are seen as traditional floristry businesses which design, construct and sell on-site to walk in customers or regular clients. They are, however, increasingly using distribution methods such as online and telephone sales in addition to relying on the 'passing trade' customer.

Studio floristry businesses, usually micro businesses without a shopfront presence, design, construct and sell their floristry products most commonly to the corporate client, but also to retail customers. Senior floral designers may work as individual freelance contractors and operate in a studio environment.

Online floristry businesses offer product consistency for a branded range of floristry products, and market and sell direct to the retail consumer. Workers without floristry qualifications generally produce these items, although qualified florists may design products and supervise the construction work.

Wholesale or grower businesses have traditionally supplied flower and plant materials to retail florists which design and construct the final floral arrangement. Increasingly, wholesalers and growers are now involved in the production of, usually, simple and cost competitive floral arrangements for sale in supermarkets, service stations and greengrocer stores. While wholesalers and growers employ florists, they would not use their full range of skills when constructing these products.

General retailers, such as service stations, greengrocers and supermarkets which sell flowers as an ancillary product, are not considered part of the floristry industry.

Occupational Outcomes of Qualifications

Qualification	Outcome
SFL20125 Certificate II in Floristry (Assistant)	This qualification reflects the role of floristry assistants who use a defined and limited range of basic floristry technical skills to assemble fundamental floristry products to pre-determined designs and job specifications. These individuals are involved in mainly routine and repetitive tasks using limited practical skills and basic floristry industry knowledge. They work under direct supervision.
SFL30115 Certificate III in Floristry	This qualification reflects the role of skilled florists who use a range of well-developed floristry skills to design, construct and sell a diverse range of floristry products. These individuals have sound knowledge of construction techniques and floristry design elements and principles. Using discretion and judgement, they work with some independence and under limited supervision. They may provide technical advice and support to team members.
SFL40125 Certificate IV in Floristry	This qualification reflects the role of skilled senior florists who use a range of highly developed floristry skills to design, construct and sell a diverse range of complex floristry products. These individuals have substantial depth of knowledge of construction techniques and floristry design elements and principles.
SFL50125 Diploma of Floristry Design	This qualification reflects the role of highly skilled senior floral designers who use a range of specialist technical, creative and conceptual floristry skills to design, construct and sell a diverse range of complex, small to large or themed products. These individuals have substantial depth of knowledge of floristry construction techniques and design elements and principles. With considerable experience across product categories they have a strategic design and product planning focus as part of their job role.

QUALIFICATION ENTRY REQUIREMENTS

Entry requirements are the knowledge, skills or experience required to enter a qualification. They may be expressed as Units of Competency, qualifications or vocational outcomes and must be demonstrated prior to commencing the qualification.

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

Qualification	Entry requirements
SFL20125 Certificate II in Floristry (Assistant)	Nil
SFL30115 Certificate III in Floristry	Nil
SFL40125 Certificate IV in Floristry	Entry to this qualification is open to individuals who have: 1. achieved the Certificate III in Floristry via an Australian Apprenticeship Pathway ; OR 2. demonstrated floristry industry experience in applying the skills and knowledge in the Certificate III in Floristry. This is achieved via:

Qualification	Entry requirements
	3. providing a portfolio of evidence outlining how the skills and knowledge gained in the Certificate III in Floristry have been applied in an industry context; OR 4. 12 months post qualification industry experience.
SFL50125 Diploma of Floristry Design	Entry to this qualification is open to individuals who have: 1. achieved a Certificate III in Floristry; AND 2. demonstrated industry experience in the application of the skills and knowledge of the core units of the Certificate IV in Floristry. This applied experience may be demonstrated either by: a) providing a portfolio of evidence outlining how the skills and knowledge gained in the core units of the Certificate IV in Floristry have been applied in an industry context; OR b) 3 years post qualification industry experience.

SFL40125 Certificate IV in Floristry

To be considered as having achieved the entry requirements for this qualification, learners may have completed the Certificate III in Floristry via an Australian Apprenticeship pathway. This provides direct entry to the SFL40125 Certificate IV in Floristry.

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

A learner may also enter the SFL40125 Certificate IV in Floristry by providing a portfolio of evidence which shows that they have applied the skills and knowledge gained in the Certificate III in Floristry in an industry context. This portfolio may contain evidence of work completed before, during or after the completion of the Certificate III qualification. There is no time period applied to the collection of evidence. For example, an individual who has completed a Certificate III in Floristry via an institutional pathway may collect a portfolio of evidence of their application of the skills and knowledge gained in subsequent months following the completion of the Certificate III and may then apply for entry to the Certificate IV. This portfolio may contain work they may have completed before the Certificate III, work they completed while undertaking the qualification and work they complete following completion of the qualification, as long as it demonstrates application of the skills and knowledge in an industry context.

SFL50125 Diploma of Floristry Design

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

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

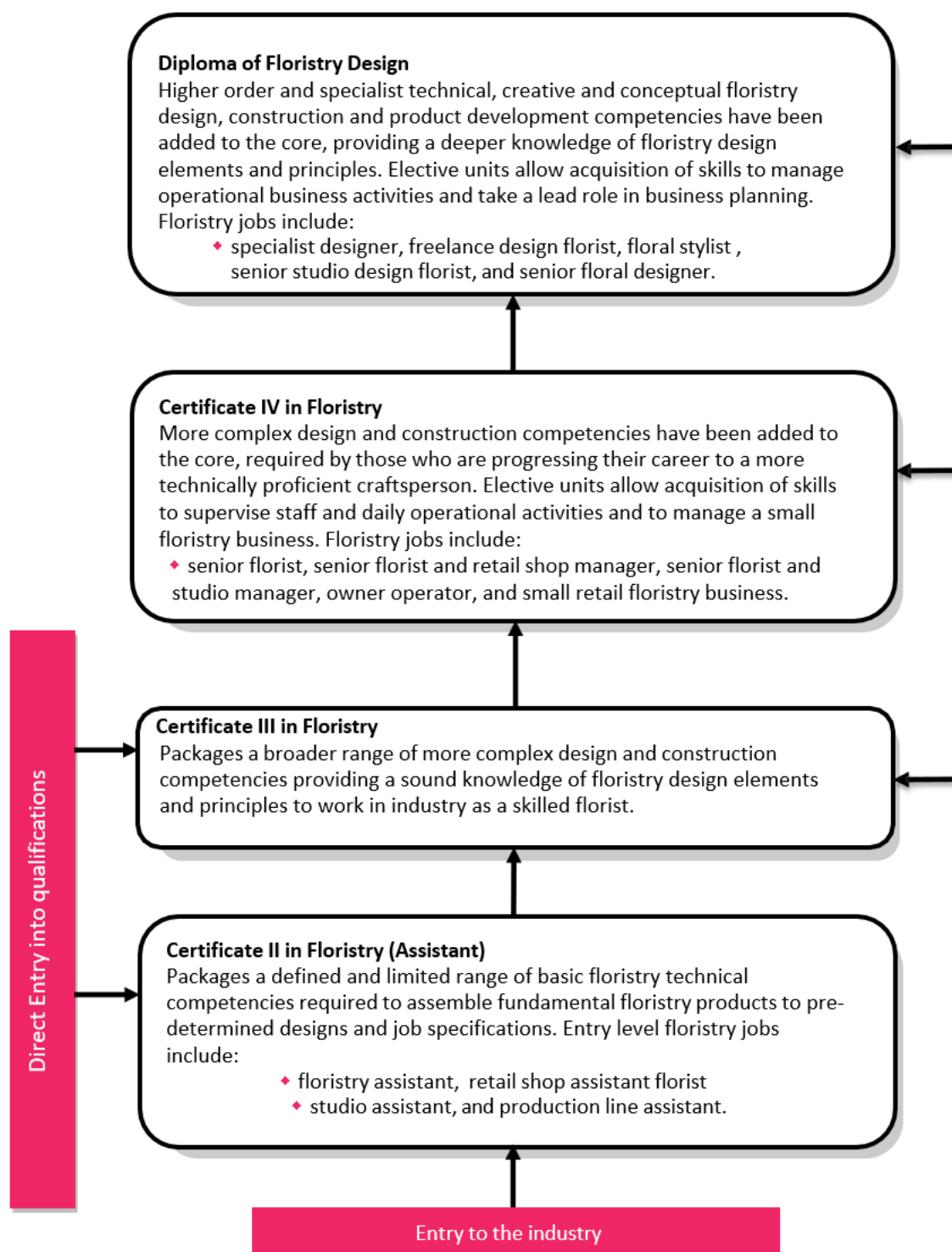
A learner may also enter the SFL50125 Diploma of Floristry Design by providing a portfolio of evidence which shows that they have applied the skills and knowledge gained from the core units of the Certificate IV in Floristry in an industry context. This portfolio may contain evidence of work completed before, during or after the completion of the Certificate IV qualification. There is no time period applied to the collection of evidence. For example, an individual who has completed the Certificate IV in Floristry may collect a portfolio of evidence of their application of the skills and knowledge gained in the subsequent months following the completion of the Certificate IV and may then apply for entry to the Diploma of Floristry Design. This portfolio may contain

work they may have completed before the Certificate IV, work they completed while undertaking the qualification and work they complete following completion of the qualification, as long as it demonstrates application of the skills and knowledge in an industry context

PATHWAYS ADVICE

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

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



CREDIT ARRANGEMENTS

Credit transfer arrangements between qualifications in the SFL Floristry Training Package and higher education qualifications are encouraged between providers, but no national credit arrangements exist at this time.

ACCESS AND EQUITY

Good vocational education and training, and assessment include making adjustments to meet the learning and assessment needs of individuals. An open mind, common sense and tailoring training and assessment to individual circumstances should ensure individuals achieve the standards employers and RTOs expect.

Adjustments can be made to assist learners to access and participate in vocational education and training. Adjustments are reasonable if they achieve this purpose and take into account factors such as the nature of the learner's ability and disability, the views of the learner, the potential effect of the adjustment on the learner and others, and the costs and benefits of making the adjustment.

Reasonable adjustments need only be that – reasonable. It is about identifying what adjustments might reasonably be made and how they may be put into place.

Assessment processes and techniques should be modified for distance-based learners, be culturally appropriate and suitable to the communication skill level, language, literacy and numeracy capacity of the candidate and the work being performed.

An individual's access to the assessment process should not be adversely affected by restrictions placed on the location or context of assessment.

FOUNDATION SKILLS

All Units of Competency in the SFL Floristry Training Packages clearly describe the foundation skills that are essential to performance in the elements and performance criteria of the unit.

There is a distinction between 'core skills' and 'foundation skills' in Training Packages, which can be summarised as follows:

Core skills are those described in the ACSF: learning, numeracy, oral communication (speaking and listening), reading and writing.

Foundation skills is the term that the Australian Government uses in a number of different contexts, including vocational units of competency, to capture language, literacy and numeracy skills and employment skills.

FSK Foundation Skills Training Package

The FSK Foundation Skills Training Package allows RTOs to choose and deliver foundation skills Units of Competency, qualifications and Skill Sets that will enable learners to build the specific foundation skills they need to achieve vocational competency.

Foundation skills units provide additional information about the types of language, literacy and numeracy skills that are needed to meet the requirements of vocational units.

The Training Package can be downloaded from www.training.gov.au.

HEALTH AND SAFETY IMPLICATIONS IN THE INDUSTRY

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

- burns, cuts and abrasions
- inhalation and ingestion of, and skin and eye contact with hazardous substances
- slips, trips and falls
- falling objects

- lifting, shifting and moving heavy items
- electrical shock.

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

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

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

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

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

RESOURCES AND EQUIPMENT RELEVANT TO THE TRAINING PACKAGE

The assessment requirements relevant to each Unit of Competency refer to the relevant resources and equipment required for assessment.

Where specific equipment is referred to, it must be used in the relevant assessment.

In particular, for assessment, access is required to:

- applicable documentation, including workplace procedures, regulations, codes of practice and operation manuals
- relevant materials, tools, equipment and personal protective equipment (PPE) that replicate and are currently used in industry.

Specific assessment requirements and strategies are defined in the relevant Unit of Competency where applicable.

RTOs can only conduct training and/or assessment of the qualifications and/or Units of Competency in this Training Package provided they are covered by their Scope of Registration.

The assessment requirements for each Unit of Competency specify the relevant resources and equipment required to achieve the vocational outcomes of the SFL Floristry Training Package

Simulated environments for assessment

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

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

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

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

- the physical environment specified
- sufficient up-to-date equipment and technology currently used in modern floristry businesses for each learner at their individual time of training and assessment

- consumable resources or stock - a diverse, comprehensive and commercially realistic product range of flowers, plant materials, cleaning agents, preservatives, conditioning agents, construction, ancillary and presentation items
- workplace documents which are currently used in industry including items such as policies, procedures, product manuals, job specifications and regulatory information
- others with whom the individual can interact; team members, supervisors, managers and customers.

Simulated workplace activities for assessment

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

- work with multiple and varied team members, supervisors, managers and customers, including difficult ones
- serve sufficient customer traffic, prioritise tasks and serve customers effectively in a logical sequence
- deal with multiple floristry sales, service or operational tasks simultaneously
- deal with multiple and varied problems and prioritise competing tasks in given timeframes
- cope with interruptions to work typical of the workplace
- work with commercially realistic speed, timing and productivity to complete the tasks required by the Unit of Competency and within nominated deadlines
- integrate multiple competencies which an individual would naturally complete simultaneously as part of their job function.

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

LEGAL CONSIDERATIONS FOR LEARNERS IN THE WORKPLACE / ON PLACEMENTS

Legal requirements that apply to specific industries and VET vary across each state and territory, and the Commonwealth.

Contact relevant state/territory and Commonwealth departments to determine specific legal requirements.

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

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

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

Refer to: <https://www.fairwork.gov.au/starting-employment/unpaid-work/student-placements>

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

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

DISCLAIMER: TRAINING PACKAGE HISTORIC CHANGES MAPPING

SaCSA is undertaking work to complete the full mapping of changes actioned by previous training package developers. Future versions of the SFL Companion Volume Implementation Guide will include this full SFL training package history.

APPENDIX A: QUALIFICATION MAPPING

SFL Release 2.0	Qualification Release	Mapping	Equivalency	Mapping Information
SFL20125 Certificate II in Floristry (Assistant)	1	Supersedes SFL20115 Certificate II in Floristry (Assistant)	Equivalent	All superseded imported units have been replaced with the most current unit. All deleted imported units have been removed.
SFL40125 Certificate IV in Floristry	1	Supersedes SFL40115 Certificate IV in Floristry	Equivalent	All deleted imported units have been removed.
SFL50125 Diploma of Floristry Design	1	Supersedes SFL50115 Diploma of Floristry Design	Equivalent	All deleted imported units have been removed.

APPENDIX B: UNITS OF COMPETENCY MAPPING

SFL Release 2.0 does not include any changes to SFL units of competency

APPENDIX C: TRAINING PACKAGE HISTORIC CHANGES MAPPING

SaCSA is undertaking work to complete the historic mapping of changes actioned by previous training package developers. Future versions of the SFL Companion Volume Implementation Guide will include this full SFL training package history.